



UNIVERSITY of
LOUISIANA
LAFAYETTE®

**Office of First-Year
Experience**

**Parent Newsletter
January 2019**

Second Semester: Fresh Start

Your student completed the first semester of college. *Congratulations!*

Second semester is an opportunity for a fresh start. Your student can build on their successes from last semester, but they may also need to re-evaluate and readjust based upon lessons learned.

WHAT CAN I EXPECT AS MY STUDENT STARTS A NEW SEMESTER?

Returning to school for second semester is a very different experience from going to college for the first time. Students bring their newly-acquired wisdom and their mistakes along. There may be less anxiety, since they know what to expect, or anxiety may be high...since they know what to expect!

Be prepared for mixed feelings.

There is less build-up and excitement than there was in the fall, so returning to school may seem a bit of a let-down. Some of the novelty has worn off. Your student understands the realities of college life, so the road ahead may look longer and harder than it did in the fall. This is a more thoughtful return to college.

Your student may be worried about their ability to succeed.

If first semester was less-than-hoped for,

your student may be concerned about how to make this next semester better. They may or may not be able to express these worries.

Your student may have confidence that wasn't there in the fall.

They have confidence in their ability to make friends, to navigate the college community, to get to class, to talk to professors and to do what needs to be done.

Your student may be optimistic about this new beginning.

Just as we are all encouraged by the possibilities of a new year in January, your student may be energized at the prospect of a fresh start.

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START A CONVERSATION

It can be difficult, as a parent, to know how to help. If you're too involved, it feels as though you are not respecting your student's growth and allowing them to experiment with newfound independence. But stepping back entirely may make you feel as though you're not doing your part to guide your student. Second semester is a perfect opportunity for some conversations. Plant a few seeds, offer food for thought, and gently remind your student of your trust and support:

- **Reinforce the opportunities that a fresh start brings:** new classes, new professors, perhaps new friends, and new activities. Encourage your student to take advantage of a new perspective.
- **Remind your student of how much they know now that they didn't in the fall — both about college life and about themselves.** Help them find areas of strength and build upon confidence gained.
- **Ask about your student's goals for this semester.** What do they hope the next four months will bring? What will be required to accomplish those goals? Putting goals into words makes them more tangible. Thinking about what will be required to reach those goals will provide your student with a plan of action.



The Darwin (Biology) Living Learning Community celebrated Christmas with a holiday party during break!

WHAT CAN MY STUDENT DO TO PREPARE FOR A GREAT SECOND SEMESTER?

1. **Attend to any unfinished business from fall semester.** Is your student carrying over any incomplete grades? Is their spring schedule complete? Are there outstanding financial issues?
2. **Create a budget for spring semester.** Your student now has a better idea of their day-to-day living expenses. A budget provides a sense of control; they'll spend less time worrying about finances.
3. **Decide if they will work.** Having completed a budget, your student can assess whether or not they need to work. If they intend to get (or continue) a part-time job, you can help them consider how many hours of work a week will be manageable given their other responsibilities as a college student.
4. **Order textbooks now.** It's a busy season for textbook companies; ordering online early ensures your student has books at the start of classes, not a week or more into the semester.
5. **Check to see if professors have assigned pre-semester work.** If there are any assignments, get them done. Read the first chapter or two in the textbook to get a jump on the class.
6. **Commit to time management.** [Time management](#) is one of the most important life skills for student success. Take some time now to set up a system (using a print calendar or planner or an app) and start plugging in dates in order to be ready to go on day one.
7. **List specific changes for the new semester.** Whether or not fall semester was a good one, some changes can enhance the new term. Will your student try out some new activities — or drop one or two? Will they spend more time studying, or sleeping? What's the plan to make that happen?

No matter what year your college student is, the new semester is a chance for a fresh start, and you can guide them in setting realistic expectations and goals. They'll be one step closer to maturity and independence. You will be more comfortable taking a step back and watching them grow.

FALL & SPRING CALENDAR

January 21
MLK Day (Offices Closed)

January 23
Last Day to Add/Drop Class

March 4-6
Mardi Gras Break

March 13
[Majors & Minors Fair](#)

March 18-29
Advising Session for Summer/
Fall 2019

April 22
Last Day to Drop with a "W"

April 15 - April 19
Easter/Spring Break

May 1 - May 5
Dead Days

May 3
Last Day of Classes

May 6-10
Final Exams

May 10
Semester Ends

May 17
Spring 2019 Commencement

[UL Events Calendar](#)

UNIV 100 SHOWCASE — The Office of First-Year Experience presents UNIV 100 Showcase, a display of the best student projects from our Fall 2018 seminar courses! You are invited to view the projects.

- When: **January 14, 2019 - February 15, 2019**
- Where: **Edith Garland Dupre Library, First Floor**

Topics this year include Pillowstop, iComb, Not Your Boyfriend's Pocket, Rad-Away Cellular Radiation Prevention, Murder at Cypress Lake, and more!

You are also invited to the **UNIV 100 Showcase Awards** and the presentation of the Peer Mentor of the Year on **Thursday, February 7, 2019** at 4:00pm at Edith Gardland Dupre Library. Awards will be presented in each of the following categories as well as Best in Show:

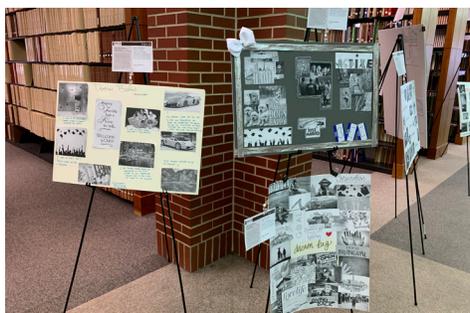
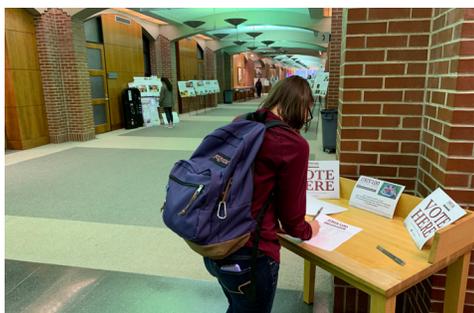
- | | |
|-------------------------------|------------------------|
| • Creative / Arts | • Leadership / Service |
| • Creative Written Work | • Research Papers |
| • Humanities / Social Science | • Science / Technical |

View our [YouTube projects here](#). View our [online projects here](#).

UNIV 100 SHOWCASE

UNIV100 SHOWCASE

Student Projects from the First-Year Seminar



HELPFUL QUICK LINKS — Here are a couple of handy resources as your student starts the Spring 2019 semester:

- [Spring 2019 Academic Calendar](#)
- [2018-2019 Academic Catalog](#) - Course Offerings and course descriptions
- [Office of Student Engagement & Leadership](#)
#GetInvolved
- [Student Services](#)

FINANCIAL AID

MAINTAINING YOUR STUDENT'S FINANCIAL AID THROUGH FAFSA —

It is FAFSA time! Although many families completed the [FAFSA](#)/financial aid documents last year, you need to be aware that it is an annual process that must be refilled every year that your student is in college. Although the deadline is May 1st, most families try to have all the necessary forms filed by March 1st. [Click here for tips on completing the 2019-2020 FAFSA.](#)



Financial aid programs, including TOPS and Perkins loans, have academic indexes or benchmarks that students must achieve and maintain in order to remain qualified. These requirements are referred to as [Satisfactory Academic Progress \(SAP\)](#) and students who fail to achieve the minimum standards for Grade Point Average (GPA) and completion of classes could lose their eligibility for all types of federal and state aid. Listed below are the SAP requirements. For more information contact the [Office of Student Financial Aid](#).

Academic Completion Rate

Students must complete at least 67% of all registered hours regardless of whether or not financial aid was received. Grades of W, F, FN, FS, WX, WM, U or I are not considered adequate grades for completion. For more information, please see the requirements of [Satisfactory Academic Progress](#).

Financial Aid Suspension

If placed on [Financial Aid Suspension](#), students have two options:

1. *Attend Without Financial Aid:* Pay for tuition on your own with a minimum of six hours in fall or spring semesters, earn 2.00 GPA, and complete at least 67% of registered courses.
2. *Appeal:* In order to be [eligible to appeal](#), you must be enrolled at least half-time for the semester you are appealing and have a current FAFSA. Students must not have any holds that prevent course registration.

Returning Students

On-time financial aid applicants (FAFSA renewal by May 1) who have met the standards for academic progress, should have awards available by mid-June for the next academic year. If we receive your FAFSA renewal after May 1, students will be considered a late applicant and will be awarded after the on-time applicants. Being a late applicant can put the student in jeopardy of delayed funds.

Please note we cannot guarantee the same level of need-based financial aid for each year of your student enrollment. Families are required to submit the FAFSA annually to receive consideration for need-based financial aid awards. Eligibility can vary from year to year based on changes in family income or assets, family size, number of dependents in college and funding levels.

In addition, the Higher Education Act (HEA) of 1965, as amended, requires institutions that receive and disburse Federal Title IV aid to develop and enforce, annually, their standards of [Satisfactory Academic Progress \(SAP\)](#). These requirements encourage students to successfully complete courses for which financial aid is received and to make progress satisfactorily toward degree completion. The

University of Louisiana at Lafayette also uses these same standards for the renewal of state funds.

The [Office of Student Financial Aid](#) will review your academic progress each semester to verify your eligibility. Should you have any questions or concerns please feel more than welcome to contact the UL Lafayette Office of Financial Aid electronically, or by visiting their office in [Foster Hall](#). If you still have questions, [schedule an appointment with a financial aid counselor](#).

IMPORTANT TOPS FACTS – Here are a couple of key facts regarding [TOPS](#):

- By the end of the first fall and spring semesters, freshmen must have earned 24 credit hours. If 24 hours are not earned, students have the opportunity to earn these hours during the summer semester to retain their eligibility. (Note: Students can not use TOPS money to cover summer tuition during the first year.)
- A student who does not maintain continuous [full-time enrollment](#), or does not earn 24 credits, will have his/her TOPS award permanently cancelled.
- By the end of the first academic year, students must achieve a minimum [GPA](#) in order to remain TOPS eligible. (TOPS Opportunity = 2.3, TOPS Performance/Honors = 3.0) After the first year, GPA requirements increase.
- If a student fails to meet the TOPS Performance/Honors GPA they will drop down to the TOPS Opportunity Award, if they earn the minimum GPA for that award. These students can never regain the financial stipend. For more information, please visit the [Louisiana TOPS Program](#).
- TOPS no longer mails out award notifications. [TOPS also now has a text-message update system](#). To learn more, read [YOUR RIGHTS AND RESPONSIBILITIES from TOPS here](#).



STUDENT SUCCESS WORKSHOPS, SPRING 2019 – [Student Success Workshops](#) are designed to assist students' with their academic success. They are free and open to all students.

STUDENT SUCCESS

Jan. 31	"Manage Your Time, Manage Your Life"	FGM 207	3-4pm
Feb. 21	"To Drop, or Not - That is the Question!"	FGM 207	3-4pm
Feb. 25	"Our Everyday Steps to Success"	FGM 215	2-3pm
Apr. 4	"Gaining Better Writing Skills"	FGM 207	2-3pm
Apr. 9	"To Drop, or Not - That is the Question!"	FGM 207	3-4pm
May 1	"Finals Week: Manage Your Stress & Pass!"	FGM 215	3-4pm

Students may [register online for the workshops here](#).

If students need additional help or have questions, they may meet with an advisor in the Academic Success Center, Lee Hall, room 115.

EDUCATION & SKILLS

NATURAL TALENT VS. WORK, WHO WINS?

— What are the tricks to teaching your student how to succeed in life? By definition your son or daughter is now an adult, but they will never stop learning from you, their

parents, whether they be 18 or 40. You have played a major role in molding your child into the person he or she is today, and as a parent it is something you will always continue to do. So what is the best way to go about it?

We live in a culture that values inherent skills, from athletic ability to natural beauty. But the truth is most people do not fit into the category of super model or hall of fame athlete. So how does one teach their children to succeed without super intelligence, prowess, or beauty? You do it by teaching them that life is a process!

Modern research shows that when you tell your student that they are just smarter, or are a better athlete, or are just more attractive than the average person, they become content with the status quo. They adopt the mentality that they have what others do not and that will get them through life. Unfortunately once they reach a level where their inherent skills become average, they do not know how to react; they become defensive and shut down. You may have seen this in your child's transition from middle school to high school. When everything has been easy for them, they do not know how to thrive once the going gets tough.

So what then is the answer? The trick to showing your student how to succeed in life is to teach them about life as if it were a process. Extensive research conducted since the 1960s shows that teaching kids about personal growth as a process helps them to learn and practice perseverance. When naturally gifted kids are stumped by a new challenge, they panic and become passive, whereas, kids who view life as a process tend to enjoy a challenge through an understanding that patience and creative thinking will help them to overcome any obstacle, big or small.

As parents and teachers what we must do is change the way we go about affirming their success. Rather than praise them for intelligence, we need to praise them for the creative strategies they used to solve a problem, or the persistence they exerted to make it through a tough experience. To learn more about this breaking research, read [The Secret to Raising Smart Kids](#).

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 by clicking here.](#)

MAJORS & MINORS AT UL LAFAYETTE

With over 100 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.

MAJORS AT UL

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

Examples of Minors at UL

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

[See a full list of minors here.](#)



“Relax. Your student will figure it out. Offer help or advice only when they seem to be struggling.”



“Stay involved in every semester—not just the first.”



“Be patient. It will all work out. UL Lafayette has an open door policy and your student will have a wealth of support. Take a deep breath because your student is in good hands.”



“Let them go and let them grow. This prepares them for the life ahead of them. And read the newsletter, it also prepares parents for the life ahead.”



“Stay in touch with your student, but let them learn on their own. They may not make the best of choices sometimes, but they do learn from their mistakes in which helps them to grow.”

PEER MENTOR COORDINATORS: COCO SONNIER & KION GREGORY

— The Peer Mentor program is one of the shining jewels of UL Lafayette and the Office of First-Year Experience. Over 100 sophomores, juniors, and seniors volunteer their time each year to provide help and advice to first-time freshman enrolled in the UNIV 100 first-year seminar. Coco Sonnier and Kion Gregory are our Peer Mentor Coordinators for 2019.

Coco Sonnier

- *High School:* Catholic High School of New Iberia
- *Major:* Chemical Engineering
- *Favorite Place on Campus:* A quiet Madison Hall after the sun sets!
- *Hobbies:* Cooking and spending time with family
- *Favorite thing about UL:* It's a home away from home!

Kion Gregory

- *High School:* Mamou High School
- *Major:* Biology
- *Favorite Place on Campus:* Biology majors study room
- *Hobbies:* Helping others
- *Favorite thing about UL:* The Ragin' Cajun spirit!

STUDENT SPOTLIGHT



Peer Mentor Coordinators Kion Gregory (left) and Coco Sonnier (right) pictured in the Quad.

MAJOR & MINORS FAIR 2019

MAJORS FAIR — [The Major & Career Exploration Center](#) invites your student to this once a year event! Studies show a majority of students enter college undecided on a major or will end up changing their original major before they reach graduation. The reasons for students changing their major will vary and may include: acquiring new interests or being introduced to new ideas, classes may not be what they anticipated, or your student may find themselves unfulfilled on the path they've chosen.

Whatever the reason, an informed decision is usually the most confident decision. Taking time to think about reasons for switching, talking to faculty & advisors, and matching who they are to their possible major choices is important. Hence, the [Spring 2019 Major & Minors Fair](#) is a must-visit event for students who are undecided, exploring or even just curious about what each major offers.

Why should students attend the [Major & Minors Fair](#) on March 13, 2019.

- 1. One-Stop shop:** Meet with faculty representatives from different departments and colleges in a relaxed, informal setting.
- 2. Gain Clarity:** Get questions answered directly from faculty in the field.
- 3. Way to Save Time (and Money):** Finding out & committing to the best fit major sooner rather than later will allow your student to avoid spending additional time on campus and in turn may save on tuition & educational costs in the long run.
- 4. Career and Professional Development:** Discover resources available from the Major & Career Exploration Center, Career Services, the Academic Success Center, Study Abroad, the Graduate School, the Office of the First Year Experience and more.



Major & Minors Fair
Spring 2019
March 13, 2019
Student Union Ballroom
10 A.M. - 1 P.M.

[SAMPLE QUESTIONS
FOR STUDENTS TO ASK!](#)

CAMPUS RESOURCES

[CAMPUS MAP](#)

Academic Success Center
Lee Hall 115
337-482-6818
asc@louisiana.edu

The Writing Center
H.L. Griffin Hall 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)
Agnes Edwards 126
337-482-5252
ods@louisiana.edu

Student Support Services
DeClouet Hall 106
337-482-6828
specialservices@louisiana.edu

Student Affairs Division
Martin Hall 211
337-482-6266
studentsaffairs@louisiana.edu

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](#)).

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 0.06% 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 0.08%, 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. If you are worried about your student, we encourage you to drive them to any Emergency Room in the case of alcohol poisoning. 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. 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:

LEARN MORE: • [Effects of Alcohol](#) • [College Drinking](#) • [Alcohol Poisoning](#)

STUDENT HEALTH

In [Louisiana](#), drivers under 21 years old found to have a BAC of at least 0.02% will be charged with DWI. Drivers 21 years old and over found to have a BAC of at least **0.08%** will be charged with DWI.

KNOW YOUR LIMIT

Approximate Blood Alcohol Content (BAC) In One Hour
Source: National Highway Traffic Safety Administration

Drinks	Body Weight In Pounds								Influenced
	100	120	140	160	180	200	220	240	
1	.04	.03	.03	.02	.02	.02	.02	.02	Possibly
2	.08	.06	.05	.05	.04	.04	.03	.03	
3	.11	.09	.08	.07	.06	.06	.05	.05	Impaired
4	.15	.12	.11	.09	.08	.08	.07	.06	
5	.19	.16	.13	.12	.11	.09	.09	.08	Legally Intoxicated
6	.23	.19	.16	.14	.13	.11	.10	.09	
7	.26	.22	.19	.16	.15	.13	.12	.11	
8	.30	.25	.21	.19	.17	.15	.14	.13	
9	.34	.28	.24	.21	.19	.17	.15	.14	
10	.38	.31	.27	.23	.21	.19	.17	.16	

YOUR STUDENT

THE JANUARY STUDENT —

During the month of January, students often return from the holidays in one of two ways: feelings ready to take of the spring semester or still stuck in the holidays and not

ready to return. It is important to encourage your student to get on top of their semester starting now! Remind them to be prepared for the semester. Here are a few things that you can do to help your student:

- 1 PAY ATTENTION TO SYLLABI** — As your student enters their second semester, they may think that the first day/week of class is just “syllabus time”, however, many professors will jump right into their lectures. Encourage your student to read the syllabi of their classes and to add the important/exam dates into their planners now to help get ahead.
- 2 KEEP UP WITH THE COURSEWORK** — Encourage your student to keep up with the coursework. Many students find that falling behind early in the term is a major cause of stress and failures later on in the term. Encourage effective time management strategies so that academics and social activities are balanced; as well as time for self-care.
- 3 SEEK ASSISTANCE** — Students returning from the fall semester may be satisfied with their first semester grades; if they are, encourage them to keep up the good work! If your student is dissatisfied with their grades, encourage them to use UL Lafayette’s on-campus resources to help them succeed academically.



UNIVERSITY of
LOUISIANA
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Office of First-Year
Experience



Lee Hall 106
230 Hebrard Blvd.
M-TH 7:30-5; F 7:30-12:30

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