<table>
<thead>
<tr>
<th>Course/Instructor</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
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</tbody>
</table>
You’ve made a great choice in continuing your education...LSU Shreveport has everything you could want in an university...just take a look:

- Small class sizes
- Nationally ranked NAIA athletic teams (Go Pilots!)
- Student organizations (over 70!)
- Diverse student population
- Numerous campus activities
- Community festivals (Red River Revel, Holiday in Dixie, Mudbug Madness, ArtBreak!)

...and more!

Now...Use this resource to help in your success. Refer back to it often...

You’ll be glad you did!
TOP TEN WAYS
to Impress Your Professor

OK…Here’s the real deal:

1. Go to class...even on the first day!
2. Procrastination gets you into trouble; learn to organize and prioritize.
3. Campus involvement enhances your college experience; join something...anything.
4. Ask for help when you need it (or even before you’re in too deep!).
5. Use multiple ways to learn difficult material, like study groups, note cards, mind mapping, etc.
6. Professors have office hours...USE THEM!
7. Advising is SO important...request face-to-face meetings with your advisor each semester.
8. Come to class prepared; that is, with pen, paper, scantron, highlighter, textbook, etc.
9. Withdrawing from class is an official procedure; don’t just stop going to class. Or you’ll fail.
10. If you choose to be in school, make it a priority. Over work, over social life, over EVERYTHING!
12. Update your address, phone number and name in the Admissions & Records Office.
13. Familiarize yourself with the course catalog. (These are the rules and policies that govern your time at LSUS.)
14. Familiarize yourself with the LSUS website. (Many questions can be answered by checking information on the LSUS website.)
15. Check your LSUS email account daily!
College is **WAY** different....

**Personal Freedom**
You will be faced with a large number of moral and ethical decisions you have not had to make previously. You must balance your responsibilities and set priorities. You manage your own time.

**Class Schedules**
You arrange your own schedule in consultation with your academic advisor. You often have hours between classes; class times vary throughout the day and evening. You spend 12 to 16 hours each week in class.

**Professors**
Professors may not always check completed homework, but they will assume you can perform the same tasks on tests. Professors may not remind you of incomplete work. Professors expect you to think about and synthesize seemingly unrelated topics. Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.

**Studying in College**
You need to study at least two to three hours outside of class for each hour in class. You need to review class notes and text material regularly. You are assigned substantial amounts of reading and writing which may not be directly addressed in class. It's up to you to read and understand the assigned material; lectures and assignments proceed from the assumption that you've already done so. Coming to class prepared means better grades.

**Testing**
Testing is usually infrequent and may be cumulative, covering large amounts of material. You, not the professor, need to organize the material to prepare for the test. A particular course may have only two or three tests in a semester. Mastery is often seen as the ability to apply what you've learned to situations or to solve new kinds of problems.

**Grades**
Grades on tests and major papers usually provide most of the course grade. Though a good effort is important in regard to the professor's willingness to help you achieve good results, it will not substitute for results in the grading process. You receive credit for quality results rather than effort.
Time Management

Develop blocks of study time
About 50 minutes? How long does it take for you to become restless? Some learners need more frequent breaks for a variety of reasons. More difficult material may also require more frequent breaks.

Schedule weekly reviews and updates
Weekly reviews are a key strategy in shifting information from short-term to long-term memory. Doing this regularly makes studying for tests more effective (and easier!).

Prioritize assignments
When studying, get in the habit of studying the most difficult (or dreaded!) material first.

Develop alternative study places free from distractions
Minimizing distractions will maximize your concentration (which is needed to put information in memory).

Use “dead time” for quick reviews
All time spent on review adds up and aids in the memory process. Think of times when you can study “bits” as when walking, riding the bus, waiting for an appointment, etc. Don’t waste it, use it!

Review studies and readings just before class
Reminding yourself of “where you are” with the material, readies you for the lecture and improves the likelihood that you will remember.

Review lecture materials immediately after class
Forgetting is greatest within 24 hours without review!

Schedule time for critical course events
Break big tasks (such as papers, presentations, etc) down into smaller, manageable units (reviewing the literature, writing an outline, etc.) and then schedule specific time to accomplish it.

Create a simple “To Do” list
Include priorities for the day and keep focus on those events. First thing in the morning, check what’s ahead for the day.

Use a daily/weekly/monthly planner
Keep focus on “the big picture” by relating your daily “To Do” list to a weekly or monthly calendar which includes all your appointments, classes, assignments, and meetings. Use the one from Freshman Orientation or create your own. You will always be prepared.

See how to pull it all together .....reviewing our suggestions on organizing your week (see Sample Weekly Schedule) can help you budget your time, increase your effectiveness, and find time for FUN with minimal stress.
### Sample Weekly Schedule - How to Budget Your Time

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
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<tbody>
<tr>
<td></td>
<td>EAT BREAKFAST</td>
<td>EAT BREAKFAST</td>
<td>EAT BREAKFAST</td>
<td>EAT BREAKFAST</td>
<td>EAT BREAKFAST</td>
<td>A full load is a full time job.</td>
<td></td>
</tr>
<tr>
<td>8:00  AM</td>
<td>Eng 105 Class</td>
<td>Eng 105 Class</td>
<td>Eng 105 Class</td>
<td>Eng 105 Class</td>
<td>Eng 105 Class</td>
<td>Stay on top of your syllabi, know what you need to do for the rest of the week.</td>
<td></td>
</tr>
<tr>
<td>8:15  AM</td>
<td>Psych Study</td>
<td>Psych Study</td>
<td>Psych Study</td>
<td>Psych Study</td>
<td>Psych Study</td>
<td>If you're behind, catch up AND add time for study to keep up.</td>
<td></td>
</tr>
<tr>
<td>8:30  AM</td>
<td>Math 121 Class</td>
<td>Math 121 Class</td>
<td>Math 121 Class</td>
<td>Math 121 Class</td>
<td>Math 121 Class</td>
<td>Plan to do your long term projects long before they're due. A little here &amp; there is easier than all at once.</td>
<td></td>
</tr>
<tr>
<td>9:00  AM</td>
<td>Common Hour Successful Students are involved students</td>
<td>Common Hour Successful Students are involved students</td>
<td>Common Hour Successful Students are involved students</td>
<td>Common Hour Successful Students are involved students</td>
<td>Common Hour Successful Students are involved students</td>
<td>If you're prone to procrastination, you'll need to follow your schedule more closely.</td>
<td></td>
</tr>
<tr>
<td>10:00  AM</td>
<td>Engl Study</td>
<td>Engl Study</td>
<td>Engl Study</td>
<td>Engl Study</td>
<td>Engl Study</td>
<td>Learn to use the task manager &amp; task timeline in MS Outlook (your student email) to help you keep up with your syllabi. You can enter chapters, tests, papers, etc. in the task manager.</td>
<td></td>
</tr>
<tr>
<td>11:00  AM</td>
<td>ISDS 150 Class</td>
<td>ISDS 150 Class</td>
<td>ISDS 150 Class</td>
<td>ISDS 150 Class</td>
<td>ISDS 150 Class</td>
<td>You'll find some classes easier than others, adjust your study time accordingly to make sure you spend the right amount of time on each.</td>
<td></td>
</tr>
<tr>
<td>12:00  PM</td>
<td>ISDS 150 Study</td>
<td>lunch/break</td>
<td>ISDS 150 Study</td>
<td>lunch/break</td>
<td>lunch/break</td>
<td>STUDY MORE!! Unless you are part of that 2.2% of the US population of &quot;very superior intelligence,&quot; you should spend TWICE as many hours studying as you do in class.</td>
<td></td>
</tr>
<tr>
<td>1:00  PM</td>
<td>Math Study</td>
<td>Read as needed</td>
<td>Math Study</td>
<td>Read as needed</td>
<td>Read as needed</td>
<td>Your professors work hard on the syllabi for your classes. They expect you to know them backwards and forwards.</td>
<td></td>
</tr>
<tr>
<td>1:30  PM</td>
<td>ISDS 150 Study</td>
<td>History Study</td>
<td>ISDS 150 Study</td>
<td>ISDS 150 Study</td>
<td>ISDS 150 Study</td>
<td>BE SAFE, BE RESPONSIBLE. You use your brain for class, don't forget it on the weekend.</td>
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</tr>
<tr>
<td>2:00  PM</td>
<td>Read as needed</td>
<td>Read as needed</td>
<td>Read as needed</td>
<td>Read as needed</td>
<td>Read as needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:30  PM</td>
<td>Math Study</td>
<td>Math Study</td>
<td>Math Study</td>
<td>Math Study</td>
<td>Math Study</td>
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<tr>
<td>3:00  PM</td>
<td>ISDS 150 Study</td>
<td>ISDS 150 Study</td>
<td>ISDS 150 Study</td>
<td>ISDS 150 Study</td>
<td>ISDS 150 Study</td>
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<tr>
<td>3:30  PM</td>
<td>Read as needed</td>
<td>ISDS 150 Study</td>
<td>ISDS 150 Study</td>
<td>ISDS 150 Study</td>
<td>ISDS 150 Study</td>
<td></td>
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</tr>
<tr>
<td>4:00  PM</td>
<td>Work</td>
<td>Work</td>
<td>Work</td>
<td>Work</td>
<td>Work</td>
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<tr>
<td>4:15  PM</td>
<td>Long term projects: Novels, Term Papers, Library/Research Final Projects, etc.</td>
<td>Review older material to keep it fresh for your next test or pop-quiz.</td>
<td>Make sure you have gotten all your assignments done for this week. This includes homework that you should have already done but didn't. Anything you do not cover, you DO NOT KNOW.</td>
<td>Work</td>
<td>Work</td>
<td></td>
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<tr>
<td>5:00  PM</td>
<td>ISDS 150 Study</td>
<td>ISDS 150 Study</td>
<td>ISDS 150 Study</td>
<td>ISDS 150 Study</td>
<td>ISDS 150 Study</td>
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<tr>
<td>6:00  PM</td>
<td>Read as needed</td>
<td>Read as needed</td>
<td>Math Study</td>
<td>Read as needed</td>
<td>Read as needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:30  PM</td>
<td>History Study</td>
<td>Math Study</td>
<td>Math Study</td>
<td>Math Study</td>
<td>Math Study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:00  PM</td>
<td>ISDS 150 Study</td>
<td>ISDS 150 Study</td>
<td>ISDS 150 Study</td>
<td>ISDS 150 Study</td>
<td>ISDS 150 Study</td>
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<td></td>
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<tr>
<td>7:15  PM</td>
<td>Read as needed</td>
<td>Read as needed</td>
<td>Read as needed</td>
<td>Read as needed</td>
<td>Read as needed</td>
<td></td>
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<tr>
<td>7:30  PM</td>
<td>ISDS 150 Study</td>
<td>ISDS 150 Study</td>
<td>ISDS 150 Study</td>
<td>ISDS 150 Study</td>
<td>ISDS 150 Study</td>
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</tr>
<tr>
<td>7:45  PM</td>
<td>Read as needed</td>
<td>Read as needed</td>
<td>Read as needed</td>
<td>Read as needed</td>
<td>Read as needed</td>
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</table>

**Notes:**
- **Monday to Sunday:** Shows a typical weekly schedule for managing time effectively.
- **Common Hour:** A time block designated for student involvement.
- **ISDS 150 Study:** Indicates study sessions for the ISDS 150 course.
- **Math Study:** Indicates study sessions for Math courses.
- **Engl Study:** Indicates study sessions for English courses.
- **His t Study:** Indicates study sessions for History courses.
- **Ps ych Study:** Indicates study sessions for Psychology courses.
- **SOMETHING FUN:** Indicates activities for relaxation.
- **Break it up, spread it out, you'll be less frustrated.**
- **Stop the adrenaline within the next two hours, you'll need to sleep soon, most people need 6 to 8 hours...**
- **All nighters may get your assignment done but they don't help you to LEARN anything!**
- **Even low to moderate alcohol consumption inhibits long-term memory formation. Hint: that means lower GPA's!**
Take responsibility for yourself
Recognize that in order to succeed you need to make decisions about your priorities, your time, and your resources.

Center yourself around your values and principles
Don't let friends and acquaintances dictate what you consider important.

Put first things first
Follow up on the priorities you have set for yourself, and don't let others, or other interests, distract you from your goals.

Discover your key productivity periods and places
Morning, afternoon, or evening? Find spaces where you can be the most focused and productive. Prioritize these for your most difficult study challenges.

Consider yourself in a win-win situation
When you contribute your best to a class, you, your fellow students, and even your teacher will benefit. Your grade can then be one additional confirmation of your performance.

First understand others, then attempt to be understood
When you have an issue with an instructor (a questionable grade, an assignment deadline, etc.) put yourself in the instructor's place. Now ask yourself how you can best make your argument given his/her situation.

Look for better solutions to problems
For example, if you don't understand the course material, don't just re-read it. Try something else! Consult with the professor, a tutor, an academic advisor, a classmate, or a study group.

Look to continually challenge yourself!

Partialy adapted from the audio cassette by Steven Covey, *Seven Habits of Highly Effective People*.

Specific study tips (time management, how to mark your textbook, how to take notes, how to prepare for tests, etc) are available at Student Development & Counseling Center, Administration Building, Room 220 or on the SDCC website @www.lsus.edu/sdcc.
Your GPA is important since it determines whether you are maintaining satisfactory academic progress, whether or not you retain your financial aid, and whether or not you remain in school. Before you can compute your GPA, you must determine the quality points earned. This is determined by multiplying the quality points by the credit hours. Quality points are distributed according to the following scale:

- **A** earns four quality points per term hour and is given for work of the highest degree of excellence.
- **B** earns three quality points per term hour and is given for work of a high degree of excellence.
- **C** earns two quality points per term hour and is given for satisfactory work.
- **D** earns one quality point per term hour and is given for passing but marginal work.
- **F** does not earn quality points. This grade is given for work failed. A student who receives this grade in a course must repeat the course in order to receive credit for it.

Then divide the total number of quality points earned by the total number of hours attempted, for GPA purposes. For example,

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Grade</th>
<th>Quality Points Eearned</th>
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<tbody>
<tr>
<td>Math 121</td>
<td>3</td>
<td>B (3x3)</td>
<td>9</td>
</tr>
<tr>
<td>English 105</td>
<td>3</td>
<td>C (2x3)</td>
<td>6</td>
</tr>
<tr>
<td>Communications 135</td>
<td>3</td>
<td>A (4x3)</td>
<td>12</td>
</tr>
<tr>
<td>HPE 128</td>
<td>1</td>
<td>A (4x1)</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>10</strong></td>
<td></td>
<td><strong>31</strong></td>
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</table>

31 quality points divided by 10 hours = 3.1 GPA for the term (HEY, NOT BAD!)
**Academic Calendar:** Official listing of important dates in term (start and end dates, deadlines and holidays); the calendar can be found in the catalog and online.

**Advisor:** A faculty charged with the responsibility of interpreting academic requirements, developing course schedules, providing personal, academic, or career information, and monitoring adjustment to and progress in college.

**Approved electives:** Course selected by the student and approved by the dean for the student’s degree program; frequently from a restricted list of options.

**Audit:** To enroll in a course without the intention of receiving academic credit (or a grade). A student may elect to audit a class that may be difficult prior to taking it for credit.

**Classification:** A means of identifying the student by year of study and by course load: Freshman (0 – 29 hours), Sophomore (30-59 hours), Junior (at least 60-89 hours), and Senior (90 hours and above).

**Course Catalog:** The book that contains all of the academic classes offered by LSU Shreveport. For the 2011-12 LSU Shreveport Course Catalog, check out www.lsus.edu/catalogs.

**Common hour:** A time where no classes are held campus-wide. Most clubs and organizations meet during this time and the campus will offer special events like lectures and seasonal celebrations throughout the year. Common hour is a great time to sit in The Port or hang out in the University Center and meet new people.

**Course load:** The number of semester hours a student schedules in a given term; a student is full-time if enrolled in at least 12 hours.

**Curriculum sheet:** A check sheet used by advisors to track the student’s progress toward completion of a degree program.

**Drop:** Official withdrawal from a course while the student is still enrolled in other courses. A student’s failure to attend class does not constitute dropping that course. Must be done by certain deadlines (see calendar).

**Plagiarism:** Using a source without giving credit by citing it. This may seem like a small offense but it can lead to drastic repercussions. To prevent this from happening, familiarize yourself with the Student Code of Conduct and consult Prentice Hall’s Guide to Understanding Plagiarism.

**Prerequisites:** Requirement to be met before a certain course may be taken. May be in the form of specific coursework or approval of the department.

**Probation:** A status assigned because of unsatisfactory grades or conduct.

**Semester hour:** The unit by which coursework is measured. The number of semester hours assigned to a lecture course usually is determined by the number of hours the course meets per week. (generally 3 hours, but sometimes 4). Degrees are usually 120—133 semester hours.

**Resignation:** The official process by which a student withdraws for all courses during a term. Must be completed by certain deadlines (see calendar).

**Syllabus:** A very important document. Each professor will give one at the beginning of the semester. It explains the professor’s attendance policy, office hours, how your grade will be calculated, and a tentative schedule of how the semester will run. You can gain valuable information about both the class and the professor based on this document so always keep it close at hand.

**Student Handbook:** The handbook contains information about student rights and responsibilities, student activities, student services and policies. The Student Conduct Code outlines the conduct expected of all LSUS students. Please check out the LSUS Student Handbook at www.lsus.edu/student-handbook.
There are resources within each College to help you succeed.... check it out...and **before** you get in too deep....

### Business students
There are three labs to assist students with business related classes. Peer tutors are available to help with accounting principles and intermediate accounting. There is a variety of software in each lab to help with business tasks. All labs are on the 2nd floor of the Business & Education Building (BE 201, BE 203, and the Accounting Lab in BE 204). CHECK THEM OUT!

### Education students
There is a state-of-the-art Mac lab equipped with hardware and software to prepare students for teaching in elementary and secondary schools. Assistance is available by the lab director and student workers. It is in BE 218. The Curriculum Resource Center (CRC), in the Business and Education Building, room 213, is a great resource for Education majors and student teachers. There is also a general computer lab in the HPE building (KHS 203). CHECK THEM OUT!

### Liberal Arts students
Labs are designated for students enrolled in fine arts, foreign languages, and mass communication in Bronson Hall (BH). The Fine Arts Mac Lab (BH 132), the Foreign Language Audio and Computer Labs (BH 242), the Mass Communication Lab (BH 340), and the Piano Lab (BH 346) provide extra support for students. CHECK THEM OUT!

### Sciences students
General computer labs with internet access are available in the Chemistry (SC 311) and Biology (SC 218) Departments in the Science Building. The Math Lab (BH 406) is also open to the campus and provides student tutors for those needing extra help in math classes. CHECK THEM OUT!

### And....

The **Writing Center** (BH 114), **Math Lab** (BH 404), and the **Campus Wide Lab** (UC 109) are open to all students. Don’t forget that your professors have office hours, too!
Freshman Focus
Mentoring Program

Mentor (men – tor): a wise and trusted guide; an influential supporter

If you don’t have one....GET ONE!

- Take advantage of the support and expertise of an upperclassman
- Practice success
- Be in “the know”

Mentors are upperclassmen who work with first time students in their adjustment to the academic and social environment of LSUS. This program is a great advantage to all new students and is a REQUIREMENT of all LSUS scholarship recipients.

Get started with your successful freshman year!

Student Development and Counseling Center (SDCC)
Call today: 797-5365!
College is full of choice...you will face many decisions during college that can have a significant impact on your life...CHOOSE WISELY. Inform yourself of facts, gather resources, generate options, evaluate consequences...so that you can make a decision that is good for YOU.

We come to college with an idea of what it is like or supposed to be like. In actuality, it is what you make it. So, in making decisions about drugs, alcohol, and sex, what students “think” is happening on campus may not be what is really happening on campus. Be true to yourself and make decisions consistent with your values.
LSUS Recreational Sports programs are designed to foster sportsmanship, supply opportunities for athletic participation, allow participants to meet other students sharing a common interest, and provide a holistic approach to physical, mental, and spiritual wellness.

**Intramural Leagues:** flag football, volleyball, 3v3 & 5v5 basketball, soccer, and softball

**Special Events & Tournaments:** dodge ball, frisbee golf, billiards, sand volleyball, and more

**Fitness & Wellness:** group exercise classes, wellness education, personal training, incentive programs, CPR/first aid certifications, and fitness testing

**Game Room:** pool, air hockey, ping-pong, tv lounge, Foosball, and video game tournaments

**Outdoor Recreation:** paintball, canoeing, biking, hiking, and outdoor education

Call 797-5393, stop by the University Center Office or visit www.lsus.edu/recsports for more information!
Student Activities

Student Activities Board (SAB)
Student Activities Board is the student programming board that plans and implements the student activities on campus. Annual events include Week of Welcome (WOW), Fall Fest, Spring Fling, Movie Nights, Overtime Parties, Baseball Tailgate Bash, and much more! Get involved in the fun!

Student Organizations
LSU Shreveport offers over 70 student organizations ranging from academic and professional organizations to religious, honorary, service, special interest, spirit, and sports clubs. You can even create your own student organization.

Greek Life
LSU Shreveport offers nine national fraternities and sororities that promote friendship, academic achievement, leadership, and community service. The Interfraternity Council (IFC) includes Kappa Sigma and Phi Lambda Chi while there is one Panhellenic Council sorority, Phi Mu. The National Pan-Hellenic Council (NPHC) is made up of Alpha Phi Alpha Fraternity, Alpha Kappa Alpha Sorority, Delta Sigma Theta Sorority, Kappa Alpha Psi Fraternity, Omega Psi Phi Fraternity, and Zeta Phi Beta Sorority. The Greeks hold a variety of activities on campus throughout the year such as Greek Semi-Formal, annual Greek Stomp Show, Chili Cook-Off, Greek Week, and Greek Fun Night.

Student Government Association (SGA)
SGA facilitates positive relationships between the students and other facets of the university. Through the SGA Senate, matters affecting LSUS students are considered and resolutions for proposals are formulated. Get involved in making a difference on campus!

Leadership & Community Service Initiative
There are many opportunities for students to become effective leaders on campus by attending leadership seminars, checking out books from the Leadership Library in the University Center Office, and attending the annual Leadership Luncheon sponsored by the Student Organization Council (SOC). Want to volunteer in the community? Check out: www.lsus.edu/studentactivities under the Community Service Initiative for volunteer opportunities throughout the surrounding areas.

Come visit the Student Activities Office located on the second floor of the University Center and get involved in Student Life at LSU Shreveport! Check out our website at www.lsus.edu/studentactivities.
**MyLSUS** has it all! You will see a demonstration of **MyLSUS** today at Freshman Orientation. Get to know it to enhance your connection to the university and be in “the know.” Here is just some of what you can do through your **MyLSUS** account:

- Search for classes (in real-time!)
- Register for classes
- Drop classes
- Make payment
- Access financial aid information
- Apply awarded aid to your tuition & fees
- Access grades and transcripts
- Update personal profile (address of record, phone numbers, etc.)

To access your account, use your Student ID and PIN (both provided to you by the Office of Admissions and Records).
Money, Money, Money

- Get to know your Financial Aid counselors (Administration Building, Room 202), the Financial Aid deadlines, the requirements of your financial aid/scholarships, and online scholarship searches...there is money out there to help you through school. Information about financial aid can be found in the Enrollment Guide or at www.lsus.edu/enrollmentguide.

- Develop a budget, but be flexible because in reality it is hard to predict needs and changes during your first year of school.

- Remember the dangers of credit cards!

- Open a checking account.

Inform yourself of smart spending or FREE FUN!

There are many opportunities through the university, such as campus events, coupons, Student ID discounts, and used textbooks.
**Advice to freshmen ~from an LSUS student**

1. **GO TO CLASS.**
   You will only perform below your potential if you don't. Exceptional circumstances may crop up, but be honest with yourself (i.e., A hangover is not an exceptional circumstance).

2. **ASK QUESTIONS.**
   “One who asks a question is a fool for five minutes. One who does not remains a fool forever.” —Chinese proverb

3. **BUY AND READ YOUR TEXTBOOKS.**
   If you do not understand the material, reinforce it with problems or go to your professor for clarification. Learning is an active process.

4. **MASTER THE ART OF STUDYING.**
   Assess your most efficient learning modes; are you a visual (seeing), aural (listening/hearing), kinetic (acting, modeling, etc.) student? Identify those techniques which you can exploit. Copying your notes immediately after class will help to “cement” the material into your long-term memory. Flash cards are a largely forgotten and very powerful tool for rapid uptake of information. Draw concept maps on large sheets of paper. Cramming doesn’t work very well, especially in upper-level classes.

5. **TAKE PLEASURE IN LEARNING.**
   If you just want a degree to have one, you have a terrible perspective. Knowledge truly “sets you free;” there is a reason most “open-minded” people are often also very educated. The accumulation of information regarding all of the different facets of life gives you a perspective that the uneducated are denied. The more you know, the more you can learn; understanding the “little” things will build the foundation for you to learn more complex concepts. This allows you to apply what you know to your own life more effectively.
6. GRADES WILL NOT MAKE OR BREAK YOU, BUT THEY “DO” COUNT.
You should work to perform your personal best. Just because you did not make a 4.0 last semester does not mean you did not perform up to par. That level of performance may not have been possible. Just remember that it is important to always do your best in the classroom.

7. BE YOURSELF.
This may not seem to be a terribly pertinent piece of advice, but it means much more than the two words that constitute it. Everyone knows people who are concerned with their “image,” thinking it will sell them to others (friends, profs, employers) and at the same time are extremely ambivalent about their grades. Undergrad is a period of time that many people recall as a time of “being lost” and “trying to find themselves.” You may be able to reassess your views of the world or consider your priorities, but you have already formed a personality by the time you got here. The pressure of attempting to play a role will increase your overall stress levels and will lower your happiness. You are who you are: come to terms with it, and take care of your business.

8. A NOTE ABOUT “ATTITUDE” AND “THE WAY THINGS ARE.”
Some things that happen in your undergraduate years may seem “unfair,” but consider the magnitude of the wrong before you start sulking or becoming confrontational. Some teachers will seem, perhaps, very unreasonable; some exams may seem impossible, and you may think some professors are not good lecturers. Unless something truly unacceptable is happening, do not spring to action. Regardless of whether it is “right” or “fair,” these things are obstacles that you must overcome. But remember, if you “really” believe that something is wrong, don’t be afraid to try and change it.
Freshman Orientation Leaders Say: