

*Per Sapientiam  
Felicitas*

*“Through  
Knowledge  
Happiness”*

# University Honors Program



Why Join?



A woman with long, wavy brown hair is sitting on a brick ledge, looking out a window. She is wearing a blue long-sleeved shirt and a black skirt with white polka dots. The background is a red brick wall and a window with a white frame. The text "BENEFITS OF HONORS" is overlaid on the image in a large, white, outlined font.

# BENEFITS OF HONORS

- Honors LLC
- Priority Scheduling
- Honors Scholarships
- Enriched Learning
- Smaller Honors Classes
- Academic Support
- Networking Events with Alumni
- Honors on Diploma
- Optional Honors Baccalaureate Degree and Thesis



## Honors Building

- “Quiet Lounge” for study
- “Noisy Lounge” for relaxation
- Charging stations for phones and computers
- Kitchen and lunchroom
- Free printing, copies, wi-fi, scanning, and fax upon request
- Experienced Honors staff to answer questions and to offer help



## Honors Scholarships

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Scholarships based on achievements, need, hours in honors, in some cases on major

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Scholarships range from \$250/semester to \$2400 per year, some two-year scholarships

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Generous community donors, former honors students, honors faculty

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# Leadership

Opportunities for engagement

- Honors Board
- Honors Ambassadors

# REQUIREMENTS

- Incoming Freshmen need a Composite 23 ACT and a 3.5 GPA
- Must take an Honors class or contract each semester until you reach 18 hours of Honors classes (approximately six classes.)
- Complete 6 semesters of Honors Seminar
- Maintain a 3.5 GPA
- Be Honorable
- Pay Activity Fee per semester of \$35



# Honors Classes

- Smaller size, more discussion based, active learning.
- Honors Contracts are available for enhancing Non-Honors Courses.

**Request for Honors Credit**  
*Course by Contract, University Honors Program*

Name \_\_\_\_\_ Semester \_\_\_\_\_

ULID \_\_\_\_\_

CRN \_\_\_\_\_ Course (with section number) \_\_\_\_\_

Credit Hours (Must be three (3) or more credit hours) \_\_\_\_\_

Example: See "Concise Student Schedule" in Ulink →

CRN	Course	Credits
42439	BLAW 310 007	3.000

TITLE OF COURSE: \_\_\_\_\_

EX: Legal Environment of Business

*In a brief paragraph, explain how the coursework differs from the standard version of the course. Refer to the Guidelines or consult the Director for tips on how to make a regular course worthy of Honors credit.\* In particular, please show how this work reflects the underlined goals stated in #4 of the guidelines.*

\_\_\_\_\_  
Student's Signature      Date

\_\_\_\_\_  
Instructor's Signature      Date

\_\_\_\_\_  
Student's Printed Name

\_\_\_\_\_  
Instructor's Printed Name

\_\_\_\_\_  
Director's Signature      Date

**PLEASE NOTE: It is the student's responsibility to enclose a copy of the class SYLLABUS. You must obtain the signature of all parties involved for the contract to be binding. This portion of the contract must be completed by the due date given at the beginning of the semester.**

Updated 4/30/2018



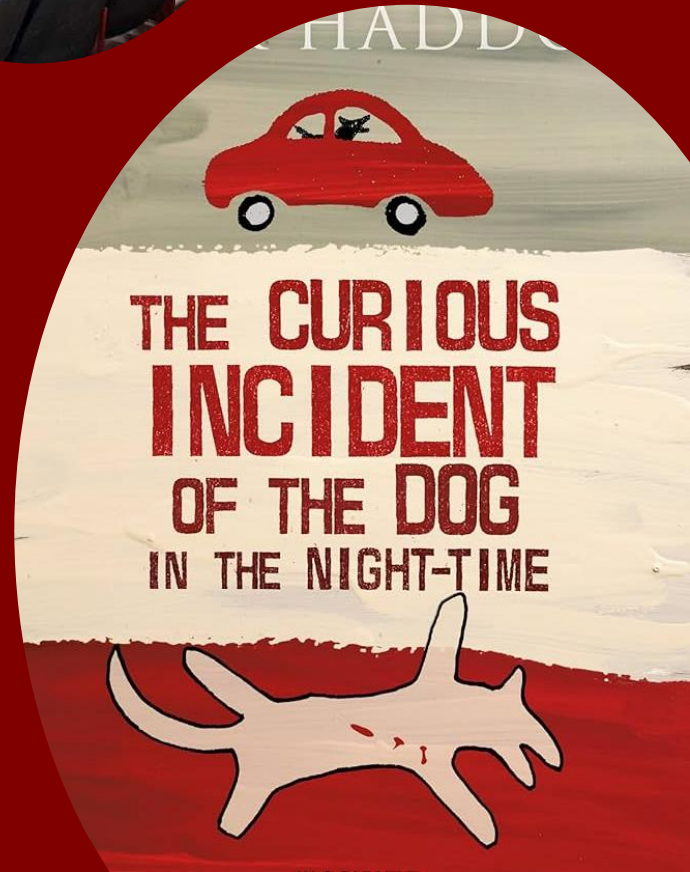


# 18 Hours Honors Class Examples

- Honors Courses
  - Honors Equivalent, eg ENGL 102 is ENGL 115
  - Honors Sections: UNIV 100, H01, H02..
  - Honors Department Courses: 385, 485, etc
- Honors Contract
  - Contract a non-honors class that does not have an Honors version (E.g. can't contract ENGL 102)
  - Complete and enhance the course with an additional assignment or project to turn it into an Honors class

# REQUIREMENTS

Schedule and attend Honors seminar (HONR 300) each semester, read the voted-on Honors book, and complete Honors book quiz





# Post Macondo Progress in Industry and Less

Alex Boone Deshotel  
University of Louisiana at Lafayette

## ABSTRACT

The goal of this research was to research the improvements in drilling and offshore safety after the Deepwater Horizon Blowout on April 20, 2010. After the loss of the multi-million dollar rig and 11 of its crew members, offshore safety as well as drilling practices came under severe scrutiny from the government and reform changes were put in place. After conducting interviews with industry and government personnel as well as online research, the level of safety and improved regulations have greatly improved since that disaster and any work will continue to progress as technology improves.

## METHOD

To conduct this research, a variety of resources were used to gather information. Throughout the duration of the project, an industry mentor, Mr. Jim Docherty P.E., a senior project manager at a local engineering firm, Chalmers, Collins, & Alwell, was used to assist in research. With the assistance of Mr. Docherty, I was able to network with different sides of the oilfield ranging from the governmental regulation agency, BSEE, to smaller cleaning companies who specialize in oil spill response services. Multiple in person interviews with personnel were also conducted to aid in research. The BP oil spill drill documents were also used in researching. This case was the first ever to have the entirety of its court documents available online. Phone interviews with oil spill response companies were also conducted. These research methods helped me to thoroughly research the improvements in offshore and drilling safety.

## RESULTS

At the conclusion of the research, several main findings were discovered all of which are critical in the present day level of safety and regulations in place.

- The introduction of capping stacks as part of an emergency preparedness package now allows these uncontrollable wells to be stopped with a matter of days versus months like BP oil spill which flowed for 87 days.
- Industry funded oil spill response companies such as Marine Well Containment Company (MWCC) and Helix Well Containment Group (HWCG) are two groups that are sponsored by over 20 major oilfield service companies and operators. MWCC and HWCC provide emergency services and equipment that can be at most rig sites within 24 hours after an incident.
- The creation of government regulation agencies such as BSEE act as a overseer of day to day operations to insure no potentially dangerous situations go overlooked.
- Improvements in offshore worker training as well as temporary abandonment procedures also lessen the chance of an uncontrollable situation like the Deepwater Horizon Blowout.

With the presence of BSEE, Macondo still has a chance of no safety technology and improved safety compared to 5 years ago.

1. "Marine Well Containment" <http://www.mwcc.com>
2. HWCC LLC Helix Well Containment Group <http://www.hwcc.com>
3. "The BP and the Environment" <http://www.bpea.com>
4. "BP Oil Spill" <http://www.bpea.com>



## Constructing a Chair

James P. Mallory  
University of Louisiana at Lafayette

### Measuring, Cutting, Drilling

Measure, align, glue, clamp, drill. The baseline is a level of all others, and a student should be able to account for the chair's height.

First, measure the size of the chair piece to be made. The chair is a simple design, but the measurements are critical to the piece to which you are building.

Second, carefully align the two relevant pieces. Before gluing, make sure everything is in its place.

Apply glue to the adjoining regions of wood. Then hold or clamp the two pieces together. Hold as much as possible, and correct the two pieces using a drill and screw.

The most difficult aspect of drilling is ensuring it is applied correctly. In the direction the screws are pointing, perpendicular to the plane of wood the screws are working. Using a compass to drill is a good way to ensure the screws are in the right place.

### METHOD

### Conclusion

Each step on its own is important, but it is the way the steps are put together that makes the difference. The steps are not just a list of instructions, but a process. What pieces go next? What are the next steps? Where do the screws go? These are all questions to be continually asking and answering. Below is the order in which the pieces were put together, as well as the steps after construction.



## Education - Monitoring the Academic Achievement of Hearing Students in General Education Classrooms

Kayla Newman  
University of Louisiana at Lafayette

Whether or not hard-of-hearing students are in a classroom, it is important to ensure that all students are able to learn. This is especially true for students who are hard-of-hearing. The purpose of this research was to monitor the academic achievement of hearing students in general education classrooms. The research was conducted by Kayla Newman, a student at the University of Louisiana at Lafayette.

### Hearing Aids



### METHODS

To conduct this research, several articles that support the importance of hearing aids in the classroom were reviewed. The articles were selected based on their relevance to the topic of hearing aids in the classroom.

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### RESULTS

As a result of this research, all deaf students receive an Individualized Education Plan (IEP) outlining how the school will meet their individual needs. The individuals with Disabilities Education Act (IDEA) requires that students with special needs be provided with the appropriate public education in the least restrictive environment appropriate to the student's needs. Government-run schools provide deaf education in varying degrees from the least restrictive setting which is full inclusion with hearing students to the most restrictive which is segregation in a deaf school.

### CONCLUSION

Because many hard-of-hearing students use spoken English as their preferred method of communication, they are often perceived as hearing when in common with hearing students. This is not always the case, and many hard-of-hearing students face significant challenges in the classroom. The purpose of this research was to monitor the academic achievement of hearing students in general education classrooms. The research was conducted by Kayla Newman, a student at the University of Louisiana at Lafayette.

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# Graduating Senior REQUIREMENT

Create a research poster based on your research in school and display at Cording Ceremony

Projects by: James Mallory, Kayla Newman, and Alex Boone Deshotel

# SIGN UP NOW

Follow us on social media  
for program updates and  
announcements:

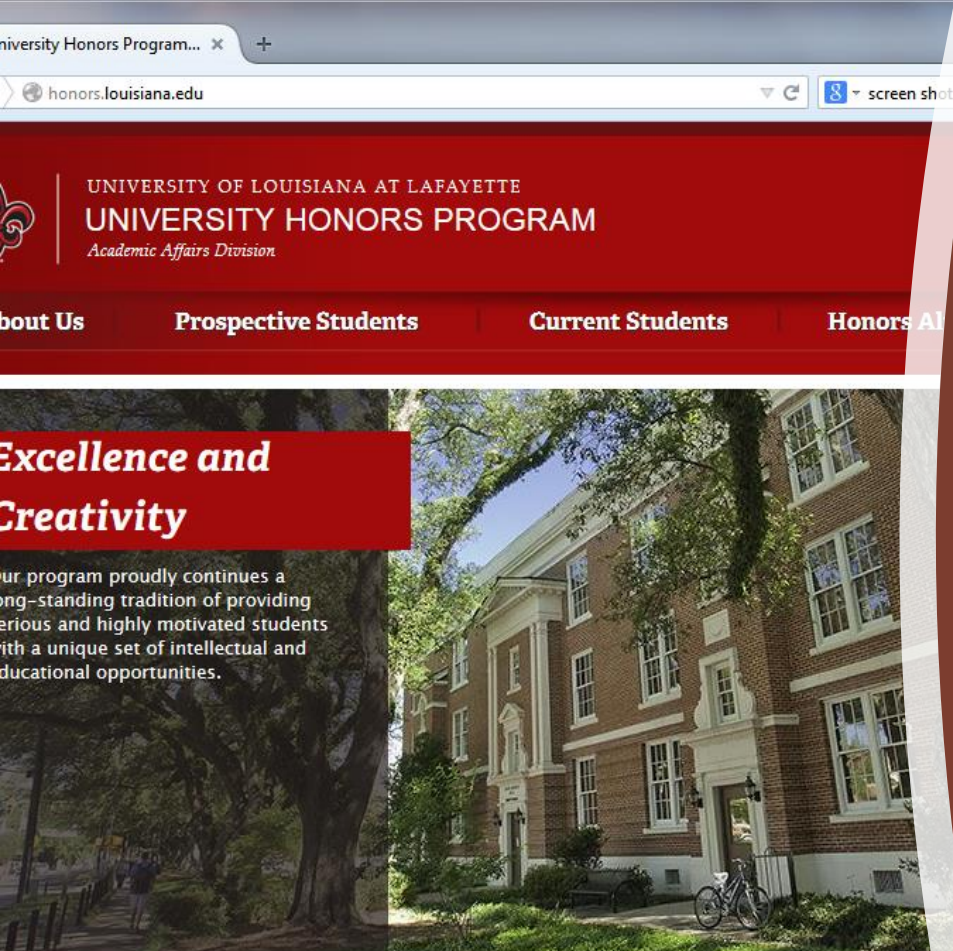
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PROGRAM







Questions? We  
can answer them...

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Or you can email  
[honors@louisiana.edu](mailto:honors@louisiana.edu)

WS

May 13th, 2015  
Honors Student  
Wins for  
Outstanding  
Graduate



## Happiness through Knowledge

The University Honors Program offers undergraduate students a series of opportunities for excellence and creativity in the form of exceptional courses, independent study, colloquia, research, and internships. Our students find their place among a large but intimate community of scholars in every discipline.

We support intellectual freedom, celebrate individuality, and hope each graduate will become a life-long learner. Our motto is "per

Student O



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**LOUISIANA**  
L A F A Y E T T E ®

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Hope to See you in FALL 2025!!!

**Thank you!**