

*Per Sapientiam
Felicitas*

*“Through
Knowledge
Happiness”*

University Honors Program





Honors is a community dedicated to encouraging curiosity, inclusion, and expanding your intellectual mindscape.



Why Join?

The UL Honors Program contains students from every major and college on campus, thus, it is one of the only ways for a student to be exposed to and learn about different walks of life in a positive environment.

A woman with long, wavy hair is sitting on a brick ledge, looking out a window. She is wearing a blue long-sleeved top and a patterned skirt. 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 white, outlined font.

BENEFITS OF HONORS

- Honors Dorms
- Priority Scheduling
- Honors Scholarships
- Enriched Learning
- Smaller Class Sizes
- Honors Advisors
- Networking Events with Alumni
- Honors Mention 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

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

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

Generous community donors, former honors students, honors faculty

4 Freshman Honors Scholarship of Excellence



Leadership

Opportunities for engagement

- Honors Board
- Honors Ambassadors
- Community Service Projects and Activities

REQUIREMENTS

- Incoming Freshmen need a Composite 24 ACT or 25 ACT
- 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 3.2 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	ELAW 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

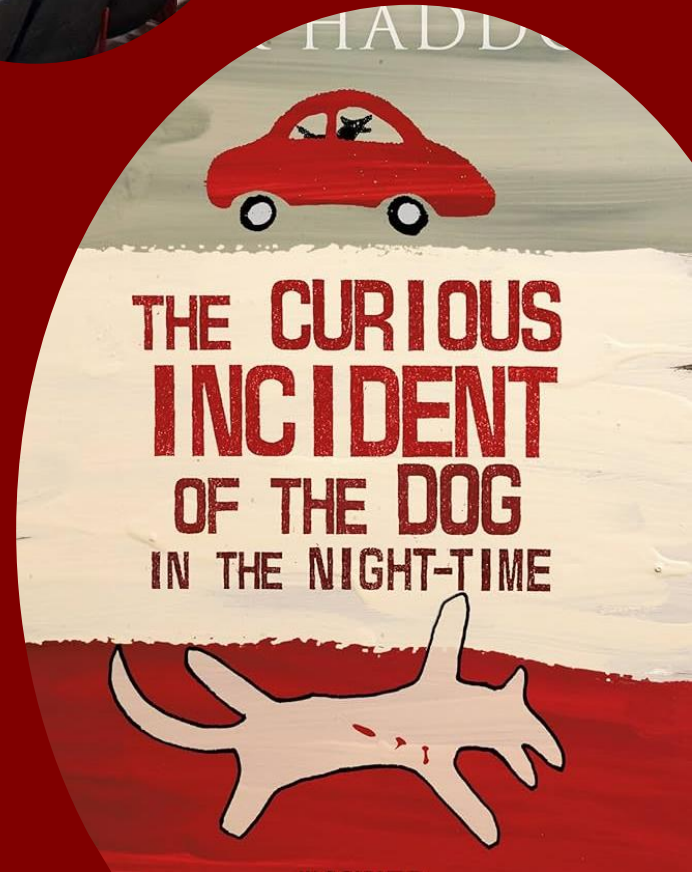


18 Hours Honors Class Examples

- Examples:
 - I need to take ENGL 102
 - There is an ENGL 115 that is the Honors version of ENGL 102 – it's a smaller class size, has an Honors professor, provides discussion in class...
 - UNIV 100 has an H sections
 - I can take more than 1 Honors course in a semester.
 - I can take a contract to a non-Honors class that does not have an Honors version and do extra work to turn it into an Honors class. (E.g. can't contract ENGL 102)
 - I can take HONR 385 Humanities course that is "cross-listed" with this HUMN 370 course I need for my major this semester.

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 the 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 has greatly improved since that time. This research project 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 cleanup 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 trial 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 within 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 HWCG 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 prevention 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 oil rig has the chance of no safety technology and improved safety compared to 2010.

1. Marine Well Containment - <http://www.mwcc.com>
2. HWCG - <http://www.hwcg.com>
3. The BSEE - <http://www.bsee.gov>
4. Helix Well Containment - <http://www.hwcg.com>



Graduating Senior REQUIREMENT

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

Education - Monitoring the Academic Learning Students in General Education Classrooms

Kayla Newman
University of Louisiana at Lafayette

whether or not hard of hearing students are able to participate in regular classes for at least part of the school day. Students may receive accommodations, such as interpreters, interpreters, assistive technology, note-takers and more. The benefits of inclusion include daily interaction with hearing students and the opportunity to live at home. Classrooms include the student they become isolated and accept limited support.

Two general methods of deaf education are Manualism and Cued Speech. Manualism involves sign language, and Cued Speech involves spoken language. Although controversy has existed since the early 1900s about which method is more effective, many deaf educational facilities attempt to integrate both approaches. The National Association of the Deaf (NAD) has a bilingual approach to best support deaf students in their educational environments.

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 free 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 more in common with hearing than with deaf students. Their overall communication and educational needs may be overlooked because of the belief that they can function easily in oral environments and have less need for support services than students who are deaf. It is possible that deaf and hard-of-hearing students in regular education classrooms demonstrate higher academic achievement than those in self-contained classroom aspects of the school environment that "protect" them and academically. Alternatively, if deaf and hard-of-hearing students are better to be placed and receive appropriate accommodations. Whether the student has the hearing aids, cochlear implants, or sign language to communicate.

HEARING AIDS

METHODS

Constructing a Chair

James P. Mallory
University of Louisiana at Lafayette

Gluing Clamping, Drilling

Measure, align, glue, clamp, drill. The glue is a filler of all voids, and another gluing technique is to use a glue that is not too thick and is not too thin. The glue is a filler of all voids, and another gluing technique is to use a glue that is not too thick and is not too thin.

Drilling

Drill a hole in the wood. The hole should be drilled at a 90-degree angle to the surface of the wood. The hole should be drilled at a 90-degree angle to the surface of the wood.

CONCLUSION

The chair was constructed. Each part has been drilled, sanded, and glued together. The chair is now ready for use. The chair is now ready for use.

DESIGN

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

Honors Service Hours



All Honors students are expected to participate in community service/*civitas*.



Total amount of hours needed each academic year are 4 hours and can be accrued from activities in the Honors Program.



More information about this provided both in Honors seminar and on our website.

SIGN UP NOW

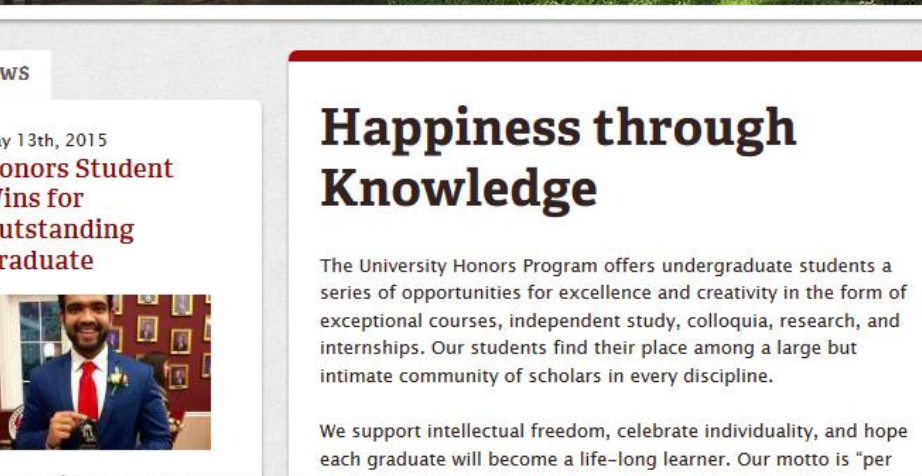
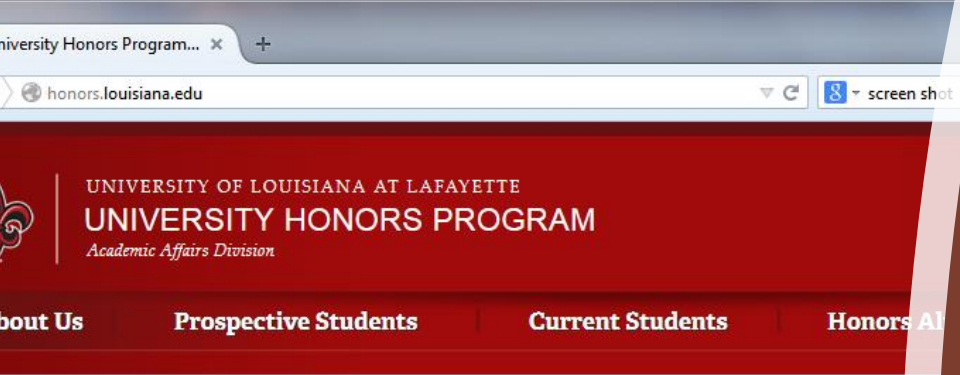
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Facebook: University of Louisiana at Lafayette Honors Program

Sign up for the UL HONORS PROGRAM





Questions? We can answer them...

Visit our Honors website:
honors.louisiana.edu

Or you can email
honors@louisiana.edu



UNIVERSITY *of*
LOUISIANA
L A F A Y E T T E[®]

Honors Program



Hope to See you in FALL 2024!!!

Thank you!