



UNIVERSITY OF
MARYLAND

HONORS COLLEGE

HONORS COLLEGE PROGRAM COMPARISON CHART, 2012-13

This chart compares the Digital Cultures and Creativity, Entrepreneurship & Innovation, Honors Humanities, Gemstone, Integrated Life Sciences, and University Honors programs to assist you in understanding your Honors College Living and Learning program options. The first five are more focused programs while University Honors offers course flexibility and academic breadth. All program students are afforded all the benefits of the Honors College during all four undergraduate years, including enrolling in University Honors seminars and Honors versions of departmental courses. All students have the opportunity to earn the Honors citation on their transcript from their respective programs.

If you have further questions, please contact an advisor in the University of Maryland Honors College (honors@umd.edu, 301.405.6771) or see "Contact Information" at the bottom of the chart for each program.

| | Digital Cultures and Creativity www.dcc.umd.edu | Entrepreneurship and Innovation www.eip.umd.edu | Honors Humanities www.honorshumanities.umd.edu | Gemstone www.gemstone.umd.edu | Integrated Life Sciences www.ils.umd.edu | University Honors www.universityhonors.umd.edu |
|--------------------------------------|---|--|--|---|---|--|
| Duration | First two years | First two years | First two years, with additional opportunities available in years three and four | All four years | Two years | All four years, though Honors coursework is typically completed after five semesters |
| Description | DCC seeks critically engaged thinkers and problem solvers who imagine that which does not yet exist. We are a diverse, interdisciplinary program that explores emerging and hybrid technologies to expand notions of human potential through research and creative scholarship in physical computing, intermedia performance, augmented reality, biomapping, DIY culture jamming or participatory media. Coursework culminates in a practicum where students produce a significant research project and/or a major creative effort. | Students study entrepreneurial concepts and enterprises while working together and under the guidance of program mentors to create their own innovative products and services. They can apply for seed funds, use workspaces, receive legal support and pursue internships to develop their ideas and know-how. | Students from all majors and backgrounds are challenged to consider some of the most fundamental and important questions facing humanity today through artistic and humanist traditions. A long-term keystone research project that is presented in a public forum provides an opportunity for students to select and explore a specific topic, theme, or issue. | A unique approach to student research, this program that brings together multidisciplinary teams of students from diverse majors ranging from the physical and life sciences and engineering to the social sciences and the arts and humanities. These teams, formed at the end of the freshman year and guided by faculty mentors, undertake significant team research projects, many of which examine issues at the interface of science, technology and society. Projects begin in the sophomore year and finish in the senior year. | An innovative, interdisciplinary program that is a recognized leader in the national initiative to transform undergraduate education in the life sciences, it seeks to engage and inspire honors students interested in all aspects of biological research and biomedicine. Students experience an accelerated sequence of integrated biology, genomics, biomathematics, and scholarship-in-practice courses. ILS also places students in research, clinical and service experiences both on campus and at federal research institutes in the Washington, DC area | Students choose from over 130 engaging seminars exploring interdisciplinary topics in three broad areas: Contemporary Issues and Challenges, Arts and Sciences in Today's World, and Using the World as a Classroom. The flexible curriculum permits students to choose from a vast array of research and internship opportunities in any field. |
| Requirements | To earn a Digital Cultures and Creativity Citation on the transcript, students must complete a total of 16 credits of which 10 are DCC courses and 6 are relevant Honors seminars. Students will maintain and upload projects and materials to a research blog which becomes a digital portfolio. Final capstone projects will be exhibited in an open studio. | To earn an Entrepreneurship and Innovation Citation on the transcript, students must complete 9 credits of EIP courses and two Honors seminars for a total of 15 credits. Students will develop a capstone entrepreneurial for-profit product with social benefits, a venture that could receive a monetary award. | To earn an Honors Humanities Citation on the transcript, students must complete 10 credits of Honors Humanities coursework in sequential seminars on topics in the arts and humanities; and 6 credits in Honors seminars. 16 credits total. | To earn a Gemstone Citation on the transcript, students must complete two 1-credit colloquia in the freshman year, a 3-credit course in the freshman year and a 2-credit course in the sophomore year. Students participate in their team research seminars from their sophomore through senior years for a total of 18 credits. | To earn an ILS Citation on the transcript, students must complete ILS courses in integrated organismal biology, genetics and genomics, biomathematics and a capstone scholarship-in-practice experience totaling 14 credits. Entering freshmen are required to take UNIV 100H for BSCI majors (1 credit). ILS students are also expected to complete at least one meaningful research, clinical, or service experience, including a summary report, in their first two years on campus in order to receive the ILS honors citation. | To earn a University Honors Citation on the transcript, students must complete 16 credits of Honors courses. At least 9 credits must be earned in Honors seminars and 1 credit must be from HONR 100 or equivalent. 16 credits total. |
| Additional academic offerings | Exclusive access to register for Honors versions of departmental courses (known as "H-versions"). | | | | | |
| Convocation | At the beginning of the academic year, new Honors College students are welcomed in to the community with a special Honors College Convocation ceremony. August 27, 2012. | | | | | |
| first year enrollment | Approximately 70 | Approximately 75 | Approximately 70 | Approximately 200 | Approximately 75 | Approximately 500 |
| Housing | Queen Anne's Hall | La Plata Hall | Wicomico and Anne Arundel Halls | Ellicott Hall | La Plata Hall | Hagerstown Hall |
| Faculty director | Dr. Hasan Elahi | Dr. David Barbe | Dr. Valérie K. Orlando | Dr. Frank Coale | Dr. Todd Cooke | Dr. William Dorland |
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