The summary of the November 29, 2012 meeting was approved.

The Dean welcomed everyone to the meeting and began by recognizing the many achievements of the College including the dedicated, talented and skilled faculty, professional and clerical staffs. The Dean shared the direction of the College for the coming years.

The Dean shared her priorities and benchmarks of the College’s strategic plan as follows:

1. **Mission-rigorous academic experiences**
   - TAPESTRY was piloted this year, and all but 16 students wrote in books during our Blessing of the Books project. Books were distributed locally and during PCPS mission trips to Africa, Arizona, New Jersey and Scranton.
   - Dr. Lewis Druffner, a volunteer physician in the Lehigh Community Health and Family Center, will be presented with The Joseph Saporito Lifetime of Service Award on March 12, 2013.

2. **Curriculum**
   - The PCPS Curriculum Committee is in place and has been reviewing and recommending proposals to the Dean on a regular basis.
   - The Education department received TEAC accreditation for a period of five years.

3. **Faculty**
   - The College’s draft of the merit increase policy has been disseminated and is being discussed with the Chairs and Program Directors. Chairs and Program Directors are sharing the draft policy with the PCPS faculty. Faculty input is being requested for the rubries involved with this policy.
   - Congratulations were given to Dr. Marian Farrell, recipient of the John L. Earl III Distinguished Service Award and to faculty members who recently received rank and tenure promotions (Dr. Marlene Morgan, Dr. Carol Reinson, Dr. Darryl DeMarzio, Dr. Kim Subasic and Dr. Patricia Wright).

4. **Students**
   - Discussion regarding Student GPAs is continuing. The members were asked to refer to the handout on “Undergraduate Mean GPA in Department Courses, Fall 2012.” The Dean plans to delve into this a little deeper. The University Committee on Academic Standards is researching GPA’s among colleges.
   - The department of Exercise Science & Sport is moving toward a project based mode for Service Learning.

5. **Leadership**
   - Departmental balanced budgets continue to be a challenge.
   - As a College of the professions, we need to be more sensitive to universal design for our buildings.

6. **Engagement**
   - What does it mean with TCMC? What does it mean to make the college visible? We were all invited to the TCMC lecture on “Teaching for Transfer.” Publications and service, master schedule, and fundraising are some of the things the Dean wants to talk about today.

**New Building updates**: The architects will be meeting with the departments. The Dean explained that we are using the idea that McGurrin Hall and the new building will be as one. OT, PT and Academic Services will move to old Loyola temporarily. A fundraising project will begin. New hiring plans will be submitted for OT, PT, and Nursing. Demolition will begin in July.

**Scranton, Pennsylvania 18510-4670**

(570) 941-6305 • Fax: (570) 941-7950
Honors Program—Dr. Darryl DeMarzio distributed information regarding the PCPS Honors program (attachment). The Interprofessional Honors Program is an exclusive 4-year program for undergraduate students in Panuska College focusing on the cultivation of distinguished scholars in the human service professions—students that are defined by their academic prowess, commitment to service, disciplined sensitivity to the suffering of others, and devotion to social justice. He would like to meet with each department to provide a more thorough description of the program and to enlist departmental support.

Release time policy for unfunded research—
A draft policy and procedure for release time was distributed for review prior to the meeting. The Dean explained that one of her goals is that by the end of the spring semester every faculty member will know what courses they will be teaching, the release time they will have and how the release time plan will be implemented for the next academic year.

Dr. Castellanos explained the timeline for the release time process. In order to request release time for scholarship a faculty member must submit a proposal for either 1) a specific paper that he/she will submit to a specific journal by the end of the academic year, or 2) a specific grant proposal that he/she is going to submit to an agency for funding. The request date for release time is April 1 of the preceding academic year, and the report from the subsequent year should be submitted at the same time as the request for the upcoming academic year. There is also a procedure to ask for an exception to the policy. Dr. Castellanos addressed questions and is open to feedback on this policy.

The Dean noted that her office will be putting all the research on either Angel or RoyalDrive so that everyone can see what is being done.

Open Mic
Dr. Marian Farrell, Nursing department, announced that on March 20, 2013, the Northeastern Central Pennsylvania Interprofessional Education Coalition will host the 4th Annual Collaborative Care Summit. One of the sites for this summit will be the University. Dr. Farrell is expecting that the University will have 100 to 125 slots open to OT, PT, Nursing, Exercise Science and Social Work students to participate in this event. She is seeking faculty and staff to volunteer as facilitators for the groups of students. Those interested in participating should contact Dr. Farrell at marian.farrell@scranton.edu

Dr. Carol Reinson informed the members that she serves on the Senate committee which is examining grade inflation. A committee meeting is scheduled, and if anyone has any specific questions she asks that you e-mail her at carol.reinson@scranton.edu and she will get back to you with answers.

Prof. Sandie Lamanna, Education department, met with the Dean, Father Maher and Ryan Sheehan of The Jesuit Center to discuss prison ministry. Sandie has received funds from the Jesuit Center and plans to put together another production of “We Rise” with current Education majors and released prison inmates. We need more faculty and staff involvement. Anyone interested in getting involved should contact Sandie at msandra.lamanna@scranton.edu

Dr. John Sanko spoke about his recent service trip to Arizona and his meeting with “The Medicine Man.” John plans to seek funding through a Clavius grant to bring the medicine man on campus. He also informed the members that Barbara Wagner conducted a service trip to Guyana.

Prof. Sandy Pesavento announced that on Monday, April 22, 2013, Panuska College will host: Distracted Driving...Take the Pledge-Don’t Text and Drive Event. The day will run from 10:00 a.m.-2:00 p.m. Students will have the opportunity to have a “hands on” look at what happens when distracted while driving.

Dr. Margarete Zalon announced that The University of Scranton/TCMC Annual Conference on Aging will be held on campus, April 11, 2013. The title of this year’s conference is: “An Integrated Approach to Healthy Aging.” Registration is now open.

Attachment
c: President, Provost, Academic Deans, PCPS Faculty & Staff
The Interprofessional Honors Program of the Panuska College of Professional Studies

Program Proposal

I. Executive Summary

The goal of the Interprofessional Honors Program is to establish a distinctive program of excellence for the Panuska College of Professional Studies. Its focus is the cultivation of distinguished scholars in the human service professions—students that are defined by their academic prowess, commitment to service, disciplined sensitivity to the suffering of others, and devotion to social justice.

A guiding principle of the Interprofessional Honors Program is that excellence in research and scholarship is indispensable for furthering the causes of justice and full human development. Therefore, students in the program are expected to interact with faculty and fellow students in several unique academic contexts. They will take part in community-based learning projects that entail service immersion, linking research and scholarship with professional practice, and establishing a collegial cohort of program members across those disciplines and professions that define Panuska College. Participants will take courses in community-based research methodology and professional ethics. Students will work with faculty mentors toward the development and application of research that meets the needs of the community through service projects that are especially suited to their majors and callings. Program students will also serve as leaders by engaging with faculty, researchers, and fellow students in the implementation of a Research Colloquium Series.

The Interprofessional Honors Program aims to fulfill a special academic need for students in the Panuska College of Professional Studies, a need not met by other special programs housed within the University of Scranton. While the Special Jesuit Liberal Arts Program (SJLA) is distinctive in that it offers an alternate way of fulfilling General Education requirements, the Interprofessional Honors Program seeks to enhance and extend those aspects of learning and leadership that are unique to the majors in Panuska College. In this way, the program offers an alternate way of fulfilling requirements for professional study. While the University-wide Honors Program emphasizes the mentoring of students toward completion of a thesis-based research project, the Interprofessional Honors Program is unique in that it offers students the opportunity to integrate research with community-based learning projects that augment their study within the professional disciplines.

The Interprofessional Honors Program is inspired by core beliefs that are both unique to Jesuit education and hallmarks of Panuska College—that sound theory emerges from direct
experience, and that sound practice requires thoughtful reflection and contextual understanding; that the education of the whole person requires contact with the world through which mind, spirit, and heart are transformed to achieve solidarity with the human community; and that authentic teaching and learning issues in the love of the less fortunate and justice for all human beings. These core beliefs serve to unify the several professional disciplines housed within Panuska College and characterize the vocation of those who seek wisdom within its walls. By virtue of its rootedness to the Jesuit and Catholic educational traditions, the Interprofessional Honors Program will be a distinctive program of excellence in that it is at the heart of Panuska College, and not simply a program that Panuska College offers.

II. Description of the Program

The Interprofessional Honors Program is an exclusive 4-year program for undergraduate students in Panuska College. The following chart details the curricular expectations for each student in the program throughout the four years.

<table>
<thead>
<tr>
<th>Year (Semester)</th>
<th>Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year (Fall)</td>
<td>3-credits <em>Honors 1st Year Seminar</em></td>
</tr>
<tr>
<td>1st Year (Spring)</td>
<td>1-credit <em>Two Weekend Seminar</em></td>
</tr>
<tr>
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<td>1-credit <em>PCPS Research Colloquium Series</em></td>
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<td>1-credit <em>Research Design Proposal Seminar</em></td>
</tr>
<tr>
<td>3rd Year (Spring)</td>
<td>3-credits <em>Professional Ethics</em> (P)</td>
</tr>
<tr>
<td>4th Year (Fall &amp; Spring)</td>
<td><em>Capstone Research Defense</em></td>
</tr>
<tr>
<td></td>
<td>10 Credits</td>
</tr>
</tbody>
</table>

First Year

Each annual cohort of honors students begin the program in the Fall semester of their first year, with an inaugural 3-credit *Honors 1st Year Seminar*. This course will be an introduction to community-based research methodology, rooted in service immersion, and linked to an at-the-ready special community-based learning project in which students engage in participatory learning and research, while also meeting all learning objectives for the University-wide First-Year Seminar. In the Spring semester of the first year, honors students will take a 1-credit seminar held over two weekends at Chapman Lake, or some other retreat location. The aim of this seminar over the first weekend (held in the first month of the Spring semester) is to reinforce the sense of collegiality among the cohort built during the Fall semester, while returning to some of the central themes of the community-based learning project for reflection. Students will also be briefed on their requirements for the second weekend. During the second weekend (held in the last month of the Spring semester), students will have returned with an action-research plan—a coherent and actionable independent community-based research project which they will present and defend in the Spring semester of their fourth year, along with an agreement from a committed faculty mentor that will guide them in their research. The
second weekend is designed to initiate students into issues of research, particularly appropriate methodologies for community-based research designs, and to ensure swift transition into their community-based learning project.

Second Year

The second-year honors cohort will coordinate the PCPS Research Colloquium Series. In coordination with the Honors Committee, second-year students will be responsible for inviting 6-8 scholars and researchers to present aspects of their work to the University of Scranton community. The responsibility of introducing speakers in an academic setting, becoming familiar with their work, and facilitating discussion sessions at the colloquium, will be shared by the cohort. In addition, students will begin in earnest their community-based learning project. Students will be required to meet their regular service-learning requirements through this project.

Third Year

In the Fall semester of the third year students will take a 1-credit Research Design Proposal Seminar with their faculty mentor. The purpose of this seminar is to work with the faculty mentor to propose a thesis-based, action research plan that adequately demonstrates how the student will integrate research methodology and scholarly reflection toward a progressive and actionable solution to a problem pertaining to their community-based learning project. The Spring semester will consist of students enrolling in a 3-credit, upper-level course that meets a Philosophy/Theology general education requirement. The focus of the course will be in professional ethics. The course will consider professional ethics in the dual-sense of issues pertaining to the moral obligations and codes that professional must adhere to, as well as issues concerning the cultivation of an ethos of service within the professions. The course will be team-taught by a member of Panuska College and a member of the Theology/Religious Studies department.

Fourth Year

In the fourth year, students in the program will complete and defend their research project before a committee in a setting open to the University of Scranton community. In addition, fourth year honors students will participate in an array of leadership activities in Panuska College, ranging from mentoring first and second year students in the Interprofessional Honors Program to participating in the implementation of the PCPS T.A.P.E.S.T.R.Y. program.

III. Relationship of Program to the University Mission

The PCPS Interprofessional Honors Program aligns with following goals of the University of Scranton:
• Offers a special academic program at the undergraduate level which adds value to the University's strength in the areas of Community Health Education, Counseling and Human Services, Education, Exercise Science, Health Administration, Human Resources Studies, Nursing, and Occupational Therapy.
• Educates men and women for others who are committed to the service of faith and the promotion of justice
• Offers an interdisciplinary learning experience that focuses on the elements that unify study within the professional disciplines
• Offers learning experiences that extend beyond the acquisition of knowledge to support the application of knowledge, critical thinking, and ethical decision making
• Promotes transformational learning experiences that seek excellence in classroom and community settings
• Emphasizes the importance of gathering, assessing, disseminating, and applying information and knowledge by utilizing appropriate research methods

In addition, the Interprofessional Honors Program, with its curricular emphasis on community-based learning, seeks to realize the aim of Jesuit education articulated by Fr. General Kolvenbach when he said:

The pursuit of each student's intellectual development to the full measure of God-given talents rightly remains a prominent goal of Jesuit education. Its aim, however, has never been simply to amass a store of information or preparation for a profession, though these are important in themselves and useful to emerging Christian leaders. The ultimate aim of Jesuit education is, rather, that full growth of the person which leads to action — action, especially, that is suffused with the spirit and presence of Jesus Christ, the Son of God, the Man-for-Others. This goal of action, based on sound understanding and enlightened by contemplation, urges students to self-discipline and initiative, to integrity and accuracy.1

IV. Course Descriptions and Objectives

PCPS 1XX: First-Year Seminar; Introduction to Community Based Learning (3 credits):
This course is designed to immerse 1st year students in the theory and practice of community-based learning and to introduce them to life at a Jesuit university. Topic coverage will focus on interdisciplinary approaches to community-based research, ethical issues related to community-based research, and transitional issues when beginning college, and Ignatian identity.

Becoming of a First-Year Seminar, this course will include the following objectives:

- Be delivered in an interdisciplinary fashion in order to recognize a variety of perspectives from differing disciplines.
- Address academic subject matter in a discussion-based format at a level appropriate for a three-credit course.
- Introduce the student to Ignatian identity.
- Address academically important transition issues.
- Foster a mentoring relationship between instructors and students.
- Introduce students to the “life of the mind” at the University of Scranton through external campus events.
- Advance student achievement of *Eloquentia Perfecta*.
- Incorporate Service Learning Components.

In addition, upon successful completion of the course students will:

- Understand the role of knowledge in community-based learning and research
- Identify various approaches to research including traditional, collaborative, and participatory
- Interpret ethical and political issues involved in research projects
- Identify components of community-based research, considering its strengths, weaknesses, and limitations
- Interpret the role of the university in community building through community-based learning and research
- Identify various theoretical approaches aimed at enhancing community stakeholders, including community-level theory, coalition theory, social capital theory, and community capacity theory
- Interpret philosophical, theological, and historical foundations of community-based learning and research
- Draw the connections between Ignatian identity and community-based learning

**PCPS 1XXH: Two Weekend Seminar (1 credit):**
This course assists students in the development of an implementation-ready research proposal. Emphasis will be placed on development of researchable questions, relevant bibliographic research, application of appropriate methods and ethical standards, and working with a faculty mentor.

Upon successful completion of the course students will:

- Identify an area of research interest and develop a manageable research topic
- Identify the relevant audience, community, and purpose for one’s research topic
- Search and identify the relevant research literature to place one’s inquiry in the context of a research field and discipline
- Examine the personal meaning of one’s research topic
• Know the expectations for working with a faculty mentor/supervisor on one’s research topic

PCPS 2XX: Research Colloquium Series (1 credit)

Shared reflections on research, teaching, and other aspects of life in the professional disciplines from invited speakers. Students will assist in the creation, organization, and advertisement of the colloquium series.

Upon successful completion of the course students will:
• Know how to introduce speakers to an audience in a professional manner
• Know how to facilitate public discussions
• Know how to organize and advertise public speaking events on campus
• Know how to conduct a limited literature review

PCPS 3XX: Research Design Proposal Seminar (1 credit)

Planning of community-based research project with a faculty mentor/advisor.

Upon successful completion of the course students will:
• Finalize their research topic
• Conduct a preliminary literature review
• Select a suitable research design
• Consider issues of reliability, validity, and actionability

PCPS/T/RS 3XX: Professional Ethics and the Sense of Vocation (3 credits)
This course explores such notions as professional motivation, identity, and development through the theological and philosophical traditions of virtue ethics. The fundamental concepts of ethics—justice, duty, flourishing, and the good—will be analyzed in the context of professional practices.

Upon successful completion of the course students will:
• Interpret the historical, philosophical, political, and theological origins of ethical concepts relevant to the professions
• Be aware of ethical dilemmas and ambiguities encountered in the various helping professions
• Understand and interpret the ethical values that shape the helping professions
• Examine the relationship between personal formation and professional practice

PCPS 4XX: Community-Based Research Project
A student-led community-based research project culminating in an oral defense before a board of 3 faculty members.
V. Profiled Institutions and Programs

The PCPS Honors Committee reviewed all Jesuit universities and colleges and gathered information reflecting the similarities and differences amongst honors programs within Jesuit institutions. Though schools had very different programs in several respects—for example, some programs focused on seminar instruction in a humanities core, while others focused on unique one-to-one learning experiences culminating in an honors thesis—common characteristics included rootedness in the Ignatian tradition and interdisciplinary learning. All of the profiled Jesuit institutions maintained university-wide honors programs, while several maintained discipline-specific programs such as our own Business Leadership and Special Jesuit Liberal Arts programs. To the Committee’s surprise, however, very few Jesuit universities and colleges supported honors programs that were specific to the professional disciplines. In our review, only two schools—Regis University and Georgetown University—had honors programs that were exclusive to majors in disciplines that are housed by Panuska College, and both were nursing programs. For this reason, our Committee looked closely at the Nursing Honors Program of Regis University and the Georgetown University School of Nursing and Health Studies Honors Program.

Regis University

The Nursing Honors Program at Regis University aims to enhance the traditional nursing curriculum at Regis by allowing honors students to select one of four (4) potential focal points to pursue in depth: professional values, core competencies, core knowledge, and role development. The curriculum includes honors seminars that examine issues in nursing, coursework in evidence-based practice and leadership, and clinical coursework. Students are also expected to produce a culminating honors project in their focal point, guided by a faculty mentor. Students are eligible to enter the program in their 3rd undergraduate year after having demonstrated an excellent academic record.

Like the Regis program, the proposed Interprofessional Honors Program also culminates in an honors project closely linked to professional practice and guided by a faculty mentor. However, what makes our proposed program distinctive in relation to the Regis program is primarily twofold: first, our program is broader in that it seeks to enhance the traditional curriculum in all of the professional disciplines housed in PCPS by focusing on those qualities that unify these disciplines mentioned above; and, secondly, our program’s culminating honors project aims to be community-based, seeking to link in a more substantive way the relationship between research and scholarship to community service and participatory learning. Another difference is that students in our program will be admitted in their 1st year having demonstrated an excellent academic record and commitment to integrating their undergraduate studies with service.

Georgetown University
Students in the Nursing Honors Program at Georgetown University are expected to closely study a contemporary issue in nursing and produce three academic projects: an independent research project, a policy analysis, and a health-education project. Like our proposed program, emphasis is placed on applying research methodology to the chosen area of study. And like our proposed program, honors students in the Georgetown program produce a culminating research/thesis project that is presented orally before a review committee.

The PCPS Honors Program Committee were encouraged by the similarities between our program and the Regis and Georgetown programs, particularly as they place emphasis on the application of relevant research methodology to one’s specific discipline. However, we are also excited by the fact that our proposed program is distinctive in that the curricular components emphasize not only research specific to a professional discipline, but those components that are found amongst the professional disciplines housed in Panuska College: that sound research and scholarship leads to action in the service of others, and that authentic learning is contextual and leads to the transformation of the learner.

University of Scranton

Perhaps most importantly, our committee profiled our own institution in order to determine whether our proposed program will be truly distinctive and to what extent it will offer an educational experience especially suited to students in PCPS, an experience that the special academic programs at the University of Scranton do not.

The PCPS Honors Committee conducted a report that addresses both the market and need for a distinctive Honors Program housed in Panuska College. According to Spring 2012 enrollment figures, the distribution of students in current special academic programs from each of the three undergraduate colleges are as follows:

Raw Numbers

<table>
<thead>
<tr>
<th>CAS</th>
<th>KSOM</th>
<th>PCPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students: 233</td>
<td>Total Students: 53</td>
<td>Total Students: 23</td>
</tr>
<tr>
<td>Honors Program: 80</td>
<td>Honors Program: 5</td>
<td>Honors Program: 13</td>
</tr>
<tr>
<td>SJLA Program: 145</td>
<td>SJLA Program: 21</td>
<td>SJLA Program: 10</td>
</tr>
<tr>
<td>Business Leadership: 8</td>
<td>Business Leadership: 27</td>
<td>Business Leadership: 0</td>
</tr>
</tbody>
</table>

Percentages

<table>
<thead>
<tr>
<th>CAS</th>
<th>KSOM</th>
<th>PCPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students: 75.4%</td>
<td>Total Students: 17.2%</td>
<td>Total Students: 7.4%</td>
</tr>
<tr>
<td>Honors Program: 81.6%</td>
<td>Honors Program: 5.1%</td>
<td>Honors Program: 13.3%</td>
</tr>
<tr>
<td>SJLA Program: 82.3%</td>
<td>SJLA Program: 11.9%</td>
<td>SJLA Program: 5.7%</td>
</tr>
<tr>
<td>Business Leadership: 22.8%</td>
<td>Business Leadership: 77.1%</td>
<td>Business Leadership: 0%</td>
</tr>
</tbody>
</table>
As these numbers clearly show, students that major in the professional disciplines housed within PCPS are underrepresented amongst the special academic programs offered across the University of Scranton. Therefore, a clear market exists for such a program that would serve the distinctive academic needs and interests of PCPS students. While it is certainly true, however, that perhaps the major factor influencing these figures is the credit-heavy nature of the professional programs, which limits the curricular options for PCPS students, our proposed honors program offers an alternative route toward fulfilling those specialized requirements. Additionally, the added credit burden for students in the Interprofessional Honors Program is minimal, thus making it both a more viable and attractive option for students entering PCPS.

VI. Admissions Process

The following elements will comprise the admissions process for student selection into the Interprofessional Honors Program:

1) An initial screening based on Secondary School academic success of students entering Panuska College. The threshold criteria will be 3.25 GPA (or equivalent) and 600 SAT verbal (or equivalent).

2) An official Interprofessional Honors Program invitation letter and application will be mailed to the screened group.

3) The application will demonstrate a resume that documents service-learning and leadership history and an essay that captures the applicant’s passion, commitment, and call to community-based learning and leadership. The applicant is required to respond to the following short-essay question:

   In two pages (double-spaced, typed) please directly discuss the following question. Remember that there are no correct or incorrect answers. The most helpful responses are those that reveal something meaningful about your personality, aspirations, and ethics.

   Discuss a service-learning or community-service experience that you have had that has challenged you intellectually and caused a change in how you see the world. What questions are you exploring as a result of this experience?

4) Final selections for the cohort of 12-18 1st-Year students will be made by the Honors Committee.

VII. Student Learning Outcomes and Assessment Plan
The following expected student outcomes are derived from research published recently in the *Journal of Higher Education Outreach and Engagement*.² Based on interviews of undergraduate students taking part in courses in which community-based research is an integral component, researchers identified five (5) recurring themes from student responses that would form the basis of a survey designed to assess student-learning outcomes in a community-based research course or program. Utilizing this research, the Interprofessional Honors Program Committee will develop a survey using the following five themes.

<table>
<thead>
<tr>
<th>Construct</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Skills</td>
<td>Cognitive skills related to academic learning</td>
</tr>
<tr>
<td>Educational Experience</td>
<td>Affective outcomes that enhance the overall college experience, including finding one’s vocation, enhancing one’s interest in one’s major, and clarifying a career path</td>
</tr>
<tr>
<td>Community Engagement</td>
<td>Cognitive, affective, and behavioral outcomes related to community participation</td>
</tr>
<tr>
<td>Professional Skills</td>
<td>Skills, behaviors, and attitudes that enhance efficacy in the profession</td>
</tr>
<tr>
<td>Personal Growth</td>
<td>Affective outcomes related to understanding oneself, including personal insight and transformation</td>
</tr>
</tbody>
</table>

The goal of developing the survey will be to codify student learning outcomes in order to assess best practices of the Inteprofessional Honors Program.

IX. **Organization and Management**

1) The PCPS Interprofessional Honors Program Committee will be represented by one-full time faculty member from each of the academic departments of Panuska College. One faculty member will serve as Director. The Committee will report to the Dean of Panuska College.

2) The main duties of the Honors Program Committee will be to review applicants for admission and to oversee the curricular procedures, such as student-mentor contracts during the Research Design Proposal Seminar.

X. **Curriculum Guide**

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The PCPS Honors Program Committee anticipates that the proposed Interprofessional Honors Program will become one of the University of Scranton’s “Programs of Excellence”. As such, the following curriculum guide ought to appear in the University of Scranton Catalog:

**Interprofessional Honors Program**

The goal of the Interprofessional Honors Program is to establish a distinctive program of excellence for the Panuska College of Professional Studies. Its focus is the cultivation of distinguished scholars in the human service professions—students that are defined by their academic prowess, commitment to service, disciplined sensitivity to the suffering of others, and devotion to social justice.

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**Interprofessional Honors Program Schedule**

<table>
<thead>
<tr>
<th>Year (Semester)</th>
<th>Coursework</th>
</tr>
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<tbody>
<tr>
<td>1st Year (Fall)</td>
<td>3-credits Honors 1st Year Seminar</td>
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</tr>
<tr>
<td></td>
<td>10 credits</td>
</tr>
</tbody>
</table>

**Admission to the Interprofessional Honors Program**

Admission to the program is available by invitation to apply from select incoming 1st-year students (based on 3.25 GPA, 600 SAT Verbal score, or their equivalents). Applicants to the program will demonstrate a resume that documents service-learning and leadership history and an essay that captures the applicant’s passion, commitment, and call to community-based learning and leadership.

**Course Descriptions**

**PCPS 1XXH**

First-Year Seminar: Introduction to Community Based Learning 3 cr.

This course is designed to immerse 1st year students in the theory and practice of community-based learning and to introduce them to life at a Jesuit university. Topic coverage will focus on interdisciplinary approaches to community-based research, ethical issues related to community-based research, and transitional issues when beginning college, and ignatian identity.

**PCPS 1XXH:**

Two Weekend Seminar 1 cr.

This course assists students in the development of an implementation-ready research proposal. Emphasis will be placed on
development of researchable questions, relevant bibliographic research, application of appropriate methods and ethical standards, and working with a faculty mentor.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PCPS 2XXH</td>
<td>Research Colloquium Series</td>
<td>1 cr.</td>
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<td>Shared reflections on research, teaching, and other aspects of life in the professional disciplines from invited speakers. Students will assist in the creation, organization, and advertisement of the colloquium series.</td>
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<tr>
<td>PCPS 3XXH</td>
<td>Research Design Proposal Seminar</td>
<td>1 cr.</td>
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<td>Planning of community-based research project with a faculty mentor/advisor.</td>
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<tr>
<td>PCPS/T/RS 3XXH</td>
<td>Professional Ethics and the Sense of Vocation</td>
<td>3 cr.</td>
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<td>This course explores such notions as professional motivation, identity, and development through the theological and philosophical traditions of virtue ethics. The fundamental concepts of ethics—justice, duty, flourishing, and the good—will be analyzed in the context of professional practices.</td>
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<tr>
<td>PCPS 4XXH</td>
<td>Community Based Research Project</td>
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<td>A student-led community-based research project culminating in an oral defense before a board of 3 faculty members.</td>
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