Master of Arts in Applied Theology

Concentrations in Pastoral Ministry – Religious Education – Spirituality

Contact Person: Kristopher L. Willumsen, Ph.D., Director

The MAAT program, grounded in the Roman Catholic theological tradition, is designed to prepare students for a variety of church-related educational, pastoral and spiritual ministries. Unlike many similar programs, it stresses theological content above all, while not neglecting the practical art of using this content effectively in the area of one’s concentration.

A unique feature of this program is its non-traditional format, which is deliberately tailored to meet the needs of persons holding full-time jobs. In Wheeling, during the regular academic year two courses are offered each semester, meeting weekly on separate evenings. When there is sufficient enrollment in the Charleston area, the same two courses are offered there during intense weekend sessions scheduled once a month during the academic year. All students also take classes during two one-week sessions during the summer months. A person enrolled on a full-time basis can earn the 34-credit degree in two years and three summers of work.

Upon completion of the MAAT program, the student may expect:
• to have acquired an up-to-date general understanding of contemporary Catholic theology.
• to have obtained the skills and competency necessary to undertake educational, pastoral or spiritual tasks in the service of the church.

Admission Requirements

1. 2.75 cumulative undergraduate average
2. GRE scores
3. Three letters of recommendation, at least two of which must be from professors who have taught you in the following order of preference: religious studies/theology, any other humanities discipline or any other academic discipline. If necessary, one letter may be from a current or past pastor.
4. A letter of intent indicating why you wish to study theology at Wheeling Jesuit University, how your past studies have prepared you to do so and how an MAAT fits into your future plans.
5. Satisfactory grades in the following three undergraduate courses in theology or the successful completion of challenge exams. (A reading list is available for these exams.)
   a. Introduction to the Bible
   b. Introduction to Theology
   c. Introduction to Morality

Students fulfilling these requirements will be granted full admission. Others may seek provisional admittance according to the conditions stated on p. 46 of this catalog.

Curriculum Requirements

1. The following courses in systematic theology, biblical studies and moral theology are required of all students in the MAAT program. Unless otherwise specified, all are two-credit courses.
   MRE 501 . . . . . . . Old Testament Interpretation
   MRE 503 . . . . . . . Principles of Theology
   MRE 505 . . . . . . . Towards a Christian Morality
   MRE 601 . . . . . . . Theology of the Sacraments (3 crs)
   MRE 603 . . . . . . . Christology
   MRE 605 . . . . . . . The Church
   MRE 611 . . . . . . . Synoptics
   MRE 613 . . . . . . . Paul and His Interpreters
   MRE 621 . . . . . . . Contemporary Moral Problems (3 crs)
2. Concentration required courses:
   a. RELIGIOUS EDUCATION
      MRE 507 . . . . . . . Foundations of Religious Education
      MRE 633 . . . . . . . The Process of Catechesis
      MRE 635 . . . . . . . Administration and Supervision of Parish Religious Education
      MRE 680 . . . . . . . Practicum I in Religious Education
      MRE 681 . . . . . . . Practicum II in Religious Education
      MRE 690 . . . . . . . Comprehensive Exams in Religious Education
   b. PASTORAL MINISTRY
      MRE 508 . . . . . . . A Theology of Ministry
      MRE 651 . . . . . . . Ministries Through the Life Cycle
      MRE 653 . . . . . . . Counseling Techniques for the Pastoral Person
      MRE 682 . . . . . . . Practicum I in Pastoral Ministry
      MRE 683 . . . . . . . Practicum II in Pastoral Ministry
      MRE 692 . . . . . . . Comprehensive Exams in Pastoral Ministry
   c. SPIRITUALITY
      MRE 509 . . . . . . . A History of Spirituality
      MRE 661 . . . . . . . Theology and Practice of Prayer
      MRE 663 . . . . . . . Spiritual Direction and Discernment
      MRE 684 . . . . . . . Practicum I in Spirituality
      MRE 685 . . . . . . . Practicum II in Spirituality
      MRE 694 . . . . . . . Comprehensive Exams in Spirituality
3. Elective Courses (1 Course Required)
   MRE 615 . . . . . . . Johannine Literature
   MRE 617 . . . . . . . Old Testament Theology
   MRE 623 . . . . . . . Catholic Social Teachings
   MRE 655 . . . . . . . Expanding Ministries in the Church
   MRE 657 . . . . . . . Ministering to the Family
   MRE 665 . . . . . . . Worship and Liturgics
   MRE 667 . . . . . . . Spiritual Masters
   MRE 668 . . . . . . . Biblical Spirituality
Note: Students entering the program from other church communities may substitute appropriate electives for those few courses which are specifically Catholic in nature. The program director will provide guidance and course approval in such situations.

4. Comprehensive exams in each of the four areas of the program (scripture, systematic theology, morality and the concentration area) are required of all students, and are taken as MRE 690 or MRE 692 or MRE 694. All course work must be completed before these exams may be taken.

**Course Descriptions**

**MRE 501 Old Testament Interpretation**
A survey of the Old Testament literature within its historical context, with an emphasis on major methods of contemporary Biblical interpretation.

**MRE 503 Principles of Theology**
An analysis of the key concepts in theological method; a study of the major periods in the development of Christian theology, and the principal schools of thought.

**MRE 505 Towards a Christian Morality**
An analysis of the key concepts and problems involved in the methodology of Christian morality; a rapid overview of the principal schools of Christian ethical thinking.

**MRE 507 Foundations of Religious Education**
An historical survey of religious education in the Christian tradition and an examination of the most significant contemporary theories of religious education. Discussions will include such thematic issues as the relationship between theory and practice, inculturation, the role of the liturgy, socialization, and the relationship between religious education and theology.

**MRE 508 A Theology of Ministry**
Reflections on the Church’s mission to be Christ to all peoples and to embody the gospel ideals of love, fellowship, justice and peace. Biblical and historical perspectives on the ways the church has carried out this mission, with particular attention given to the emerging role of the laity in fulfilling this mission.

**MRE 509 A History of Spirituality**
An analytical introduction to the field of spirituality and an historical overview of the body of spiritual writings in Western and Eastern Christendom from the early church to the modern period. Both secondary materials and writings of representative spiritual figures will be employed.

**MRE 601 Theology of the Sacraments (3 crs)**
A study of the principal theories of sacramentality in the Christian tradition, especially the contemporary theories; the historical development of each of the seven sacraments.

**MRE 603 Christology**
A study of the Christology of the New Testament; the classical Christology of the patristic and scholastic period; contemporary approaches to the study of the person of Christ; a survey of soteriology.

**MRE 605 The Church**
An historical survey of ecclesiology and elements of a contemporary theology of the church.

**MRE 611 Synoptics**

**MRE 613 Paul and His Interpreters**
A survey of the letters attributed to the Apostle Paul, with attention to Paul’s life, ancient literary genres, major elements in Paul’s thought, the unity and authorship of the letters, their role in the development of the early Christian churches and their relevance for today.

**MRE 615 Johannine Literature**
A study of the Gospel and Letters of John, the Revelation to John and the communities from which they derive.

**MRE 617 Old Testament Theology**

**MRE 621 Contemporary Moral Problems (3 crs)**
A detailed study of representative contemporary moral issues (bioethical, sexual, social) in the light of scripture, tradition, the human sciences, and recent theological reflection. Prerequisite: MRE 505

**MRE 623 Catholic Social Teachings**
An inquiry into the origins and development of Catholic social teachings as found principally in the encyclicals of Leo XIII to John Paul II.

**MRE 633 Process of Catechesis**
Basic principles of administration and supervision of religious education programs, sacramental preparation, the R.C.I.A., textbook evaluation, the use of media in catechesis.

**MRE 635 Administration and Supervision of Parish Religious Education**
A detailed study of managerial strategies and organizational principles used in setting up and administering the religious education programs of the local church.

**MRE 651 Ministries Through the Life Cycle**
An examination of the necessity to adapt forms of ministry to the varying needs of individuals as they progress through the stages of life cycle development. The course will investigate the nature of each stage, the special problems and tasks associated with each, as well as the role ministry can and should play at those critical times in one’s life.
MRE 653 Counseling Techniques for the Pastoral Person
An exploration of the skills and understandings involved in helping others, with emphasis on the relationship between ministry and counseling. Particular attention will be paid to the development of communication and referral skills.

MRE 655 Expanding Ministries in the Church
A theological and pastoral analysis of the tremendous expansion of ministry in today’s Christian community. As new ministries emerge, especially when the church engages the sociopolitical structures of society, fundamental issues about the shape and purpose of such ministries arise. This course explores some of those issues, especially as they are related to the parish, diocese and other forms of Christian community.

MRE 657 Ministering to the Family
After a brief review of current theological reflections about the nature of Christian marriage and human sexuality, the course will draw out the implications of such a theology for ministry, especially to diverse models of family in our society (e.g., divorced, blended families, single parents).

MRE 661 Theology and Practice of Prayer
After developing a working definition of prayer, and examining classic statements of its nature and practice, students will be expected to experiment with various forms of prayer and meditation as introduced by the instructor.

MRE 663 Spiritual Direction and Discernment
A study of the principles and practice of spiritual direction. Students will examine the role of the spiritual director, theories of spiritual direction, and will read a variety of theological and psychological materials which have been developed on this topic.

MRE 665 Worship and Liturgics
Basic theories of ritual and Christian liturgy; a study of the historical development of Eucharist through the ancient texts; a theology and spirituality of the Eucharist; sacred time and festal celebration.

MRE 667 Spiritual Masters
In-depth examination of the lives and writings of outstanding masters of the spiritual life, both historic and recent. Representative figures might include the Desert Fathers, St. Basil, Julian of Norwich, Teresa of Avila, St. John of the Cross, Ignatius of Loyola, Thomas Merton, Dorothy Day and others.

MRE 668 Biblical Spirituality
A study of representative Old and New Testament texts and personalities with a view to uncovering what they tell us about the experience of and human response to God. Emphasis will be placed on biblical methods of prayer and the spirituality of Jesus. Some familiarity with Biblical methodology is assumed.

MRE 680 & 681 Religious Education Practicum I and II
A supervised field experience designed to help the student develop, improve, and feel confident in the skills needed to be a professional leader in religious education or related ministries. Theological reflection on the experience will also be a part of the practicum. Prerequisite: eight hours of graduate-level theology.

MRE 682 & 683 Pastoral Ministry Practicum I and II
A supervised field experience designed to help the student develop, improve, and feel confident in the skills needed to be proficient in the exercise of various forms of pastoral ministry. Theological reflection on the experience will also be a part of the practicum. Prerequisite: eight hours of graduate-level theology.

MRE 684 & 685 Spirituality Practicum I and II
A supervised field experience designed to help the student develop, improve, and feel confident in the skills needed to be proficient in the exercise of ministry in the field of spirituality. Theological reflection on the experience will also be a part of the practicum. Prerequisite: eight hours of graduate-level theology.

MRE 690 Comprehensive Exams in Religious Education
MRE 692 Comprehensive Exams in Pastoral Ministry
MRE 694 Comprehensive Exams in Spirituality
Individual preparation for written and oral exams in the areas of morality, scripture, systematics and the specific area of concentration.

General Policies
A full-time student is one who is taking sufficient courses to complete the program in two years and three summers. (This is usually two courses per semester and two courses each summer.)

A student enrolled in the MAAT will be allowed to substitute one course in the concentration for another course in one of the other concentrations or an elective. Usually only one substitution will be allowed and courses numbered 507, 508, 509, 680, 681, 682, 683, 684, 685, 690, 692, and 694 are not negotiable.

No more than a total of six credits may be taken outside of Wheeling Jesuit University to be applied toward the degree. Such substitutions must be approved in advance.
Master of Arts in Science and Mathematics Education

Contact Person: H. Lawrence Jones, Ed.D., Director

The Master of Arts in Science and Mathematics Education (MASMED) is designed for science and mathematics teachers of students in grades 6-12. Participants will learn through hands-on experience how to integrate mathematics and science content (as called for in the National Science Education Standards) with a technology-intensive, problem-based approach to teaching and learning.

Students enter the program as a cohort group; each cohort is limited to 24 students and only one cohort will be admitted annually. The program is completed in three summers, two fall, and two spring semesters. Fall and spring semester classes are conducted by distance learning, while summer classes are on-campus. During the initial summer, students will complete two hands-on classes at the state-of-the-art Center for Educational Technologies. At the end of seven consecutive terms, students will graduate having completed 32 graduate credits.

Upon completion of the program, the MASMED graduate will instruct secondary school students using:
1. Integrated math and science content
2. Experiential, problem-based learning activities
3. Technology infusion strategies
4. Research-based classroom interventions
5. Constructivist learning strategies

Admission Requirements

The program is open to graduates of any accredited college or university who possess a bachelor’s degree or its equivalent and who have demonstrated high promise of success in graduate studies.

Applicants will be evaluated by the MASMED Admissions Committee according to the following criteria:
1. Currently teaching science or mathematics, grades 6-12
2. Internet accessibility with e-mail and distance learning capabilities
3. 2.75 or better cumulative undergraduate average
4. A score of at least 550 on the TOEFL exam for students whose native language is not English
5. Submission of either an appropriate score on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT) or a transcript showing receipt of a master’s degree
6. Completion of an essay outlining how this degree will be used to improve acquisition of mathematics and science skills and knowledge in the applicant’s classroom.

Upon evaluation by the MASMED Admissions Committee, the applicant will be notified as to the status of the application and whether or not a personal interview is needed. Students may be admitted in one of the following categories:
1. Full Admittance – Students who meet all the qualifications listed above
2. Provisional Admittance – Students whose qualifications fall short of the requirements for full admittance, but whose qualifications and experience indicate their potential for achievement. These students may be admitted to the program on the recommendation of the Admissions Committee and the director of the program.

An applicant not currently teaching in the area of science or mathematics will be required to have endorsement by a local school where assignments and projects can be conducted and evaluated in actual classroom situations. Access to the technology needed for distance classes is also required.

Curriculum Sequence

**Summer 1**
- MSM 505 Integrated Mathematics, Science and Technology
- MSM 508 Introduction to Action Research
- MSM 511 Educational Research Design

**Fall 1**
- MSM 514 Educational Psychology
- MSM 518 Action Research II
- MSM 512 Instructional Design and Theory

**Spring 1**
- MSM 522 Astronomical: Integrating Physics and Mathematics in Space
- MSM 528 Action Research III

**Summer 2**
- MSM 603 Energy in the 21st Century
- MSM 608 Action Research IV
- MSM 611 Measuring and Analyzing Learning Outcomes

**Fall 2**
- MSM 615 Earth Systems Science: A Qualitative and Quantitative Look
- MSM 618 Action Research V

**Spring 2**
- MSM 624 Teaching in America in the 21st Century: Contemporary Issues
- MSM 628 Action Research VI

**Summer 3**
- MSM 633 Applying Earth Ecology to Space Habitation (SPACEHAB)
- MSM 638 Action Research VII
- MSM 612 Professional Writing
Course Descriptions

MSM 505 Integrated Mathematics, Science and Technology (3 crs)
Exploring the relationships among mathematics, science and technology in the context of real world, problem-solving activities, with a focus on environmental monitoring. Introducing problem-based learning concepts and hands-on distance mission involving simulated natural disasters and an International Space Station satellite video conference. Computers, calculator-based laboratory probes, chemical test kits and digital cameras will be used to gather and analyze data. Participants will integrate activities to design a home site investigation. Optional Scuba Science Course with scuba certification.

MSM 514 Educational Psychology (3 crs)
The study of psychological principles applied to the field of education. Topics include: characteristics of effective teaching, nature of intelligence, student-centered/constructivist theories, learning environments, using rubrics, motivation and the assessment of learning. Participants will create lesson plans for juried/peer review.

MSM 522 Astronomical: Integrating Physics and Mathematics in Space (3 crs)
Examining the contents, structure and dynamics of the universe using extensive mathematical tools and technology. Astronomy Village, the Voyager software and website resources combine to create an integrated mathematics and science learning environment. Mathematics applications use information from the cosmos. Topics include: celestial dynamics, optics and telescopes, galaxies and quasars and UFOs and extraterrestrials.

MSM 530 Mission to Accomplished Teaching Phase I - National Board Certification
The five Core Propositions of the National Board for Certification for Teachers of: 1) commitment to students and their learning, 2) knowing the subject and how to teach it, 3) management and monitoring of student learning, 4) thinking systematically about teaching practice and experience and 5) membership in learning communities will be explored through a guided design for behavioral manifestations of those propositions.

MSM 531 Mission to Accomplished Teaching Phase II - National Board Certification
A continuation of MSM 530.

MSM 603 Energy in the 21st Century (3crs)
Increasing knowledge in the physical sciences and mathematics through integrated lecture and lab. Resources include computer simulations, data acquisition and analysis software. CBLs and graphing calculators and the Internet. Topics include: electricity generation, fossil fuels, magnetism, heat transfer and alternative fuels. Mathematics content includes: basic algebra, exponentials and logarithms, extensive graphing and graphical analysis.

MSM 615 Earth Systems: A Qualitative and Quantitative Look (3 crs)
Featuring a collaborative, inquiry-based, online environment, this course focuses on the impacts and interactions between earth events and each of the spheres–biosphere, lithosphere, atmosphere and hydrosphere. Topics include deforestation, ozone, global warming and coral reefs. Participants will draw on the chemistry discipline and mathematical modeling to design PBL lessons that will help their students to think in terms of earth systems science.

MSM 624 Teaching in America in the 21st Century: Contemporary Issues (3 crs)
Investigate contemporary issues in education that impact teaching effectiveness and career success. The online format will be enhanced by the use of Guided Design, an interactive problem-solving approach. Representative topics include school violence, core curriculum, successful intelligences and motivating the unmotivated.

MSM 633 Applying Earth Ecology to Space Habitation (3 crs)
Applying ecological principles to solve the problem of human habitation of space. A focus on biological fundamentals of ecology, experimentation using scientific instrumentation to take measurements, and the use of computer simulations and spreadsheets for graph interpretation and data analysis. Participants will use multimedia, laboratory and other technology tools as they present an integrated three-year lunar base simulation analysis.

MSM 608, 518, 528, 608, 618, 628 & 638 Action Research I-VII (1 credit each)
Action research entails a set of steps from an idea to a refined teaching module, integrating program content with current practice. Throughout the seven semesters, participants will be engaged in the development, refinement, assessment and analysis of a curriculum design tailored for their own classroom. Four mini-courses are designed to support teachers as they conduct action research. The mini courses are:

- MSM 511 Educational Research Design (1 credit)
- MSM 512 Instructional Design and Theory (1 credit)
- MSM 611 Measuring and Analyzing Learning Outcomes (1 credit)
- MSM 612 Professional Writing (1 credit)
Doctor of Physical Therapy

Contact Person: Letha B. Zook, P.T., Ed.D.
Program Director

The Profession

Physical therapists are health care professionals who provide services, such as direct patient care, supervision, management, research, teaching and consultation. Physical therapists may engage in independent practice or may be employed by hospitals, rehabilitation centers, extended care facilities, outpatient clinics, schools, and home health agencies. Employment opportunities are readily available in most regions of the country.

Professional Education Program

The professional curriculum uses problem-based learning rather than the traditional lecture method of presentation. Students are assigned to small study groups of five to eight students and guided by a faculty tutor toward independent study. Supervised laboratory sessions and assignment to physical therapy clinics are used for the practice of clinical skills. Because of the unique curriculum design, transfer of professional course work is discouraged. The Doctor of Physical Therapy degree is awarded upon successful completion of the program. The graduates are also prepared to take the physical therapy licensure examination. Our graduates excel on this examination with a three-year pass rate of 96.6. The national average is 81 percent.

Professional study is a full-time endeavor for six consecutive academic terms that span two calendar years. Class, laboratory and clinical education assignment times include both daytime and evening hours. Enrollment in additional course work is not possible and employment is not recommended. Clinical education assignments often require travel and housing outside the Wheeling area.

Accreditation

The program is accredited by the Commission on Accreditation in Physical Therapy Education through 2011. Initial accreditation was granted in the fall of 1996.

Admission Requirements

1. A baccalaureate degree in any field.
2. Candidates must earn at least a 3.0 GPA in requisite courses listed below (including core). In addition, candidates must earn at least a 3.0 GPA, with no grades below “C” in the required courses. At the time of application, applicants must report final grades from at least 25 credits of the required math and science courses below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Wheeling Jesuit University Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>8</td>
<td>BIO 115, 120, 121, 122</td>
</tr>
<tr>
<td>Chemistry</td>
<td>8</td>
<td>CHE 110, 120, 121, 122</td>
</tr>
<tr>
<td>Human Anatomy &amp; Physiology</td>
<td>7</td>
<td>BIO 127, 128, 129</td>
</tr>
<tr>
<td>Physics</td>
<td>8</td>
<td>PHY 110, 120, 121, 122</td>
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<tr>
<td>Statistics</td>
<td>3</td>
<td>PSY 115</td>
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<tr>
<td>Psychology</td>
<td>9</td>
<td>PSY 110, 212 and one elective (in addition to PSY 115 above)</td>
</tr>
</tbody>
</table>

See the Undergraduate Academic Catalog for further information if you are seeking an undergraduate degree from Wheeling Jesuit University. Students who have earned baccalaureate degrees from other campuses should have a strong liberal arts background and a minimum of 18 additional semester credits in at least three of the following areas: theology, philosophy, fine arts, foreign language (level three or higher), history and English.

Transfer course acceptability is determined by the Registrar. Grades in transferred requisite courses are considered in determining eligibility and in ranking applicants for admission.

3. Interview Process: The interview is used to evaluate the verbal/nonverbal communication, the understanding of the profession of physical therapy and group interaction skills of the student. These are important abilities in the problem-based learning professional program. A writing sample is done during the interview process, which is used to evaluate writing ability. References are another method used to determine a student’s preparation for the graduate Physical Therapy Program. Reference forms can be obtained from the Department.

4. Direct observation of physical therapists working in a variety of settings is recommended.

5. Graduate Record Exam (GRE) scores will be considered in the admission process.

6. Students whose native language is not English are required to submit a TOEFL score of at least 600.

Admission Process

Students who are completing their degrees at WJU must have a 3.0 GPA and have completed all required courses with a “C” or better in order to receive an interview for the professional program. The prerequisites are described in the “Programs and Courses of
Instruction” section of the undergraduate catalog. Upon successful completion of the interview, the student will be invited to enter into the professional program.

Although WJU students are given priority, seats are available for transfer students who meet the above requirements.

Competition will be based on requisite and overall grade point averages, GRE scores, interview/structured observation scores and references.

Classes will be accepted in September of each year. A rolling admission process will be used to accept qualified students. Applications will be reviewed on their individual merit and accepted until the class is filled. Personal interviews will be scheduled for qualified applicants beginning four months prior to the beginning of the professional session. Early application submission is recommended to ensure acceptance. However, application review will begin in January of each year. Applicants will be notified in writing of full or conditional acceptance into the program, placement on an alternate list or rejection within a month of their interview dates.

Curriculum Objectives
The graduate will be able to:

1. Practice as a physical therapist in a variety of settings with populations diverse in age, gender, marital status, culture, ethnicity, language, psychological, educational and economic status.
2. Practice collaboratively with other members of the health care team to maximize the potential of the persons and communities which they serve.
3. Communicate nonverbally, orally and in writing with others in a language and style that is adapted to the audience.
4. Teach health care consumers, providers and students the essentials of health care including prevention.
5. Participate in the advancement of the profession through service, research and other scholarly activity in collaboration with peers and colleagues.
6. Apply the principles of administration and consultation in a practice environment.
7. Participate in the creation of systematic change in health care and other areas that benefit the public welfare by working cooperatively with professional, community and governmental agencies, colleagues and the public.
8. Participate in a planned program for personal and professional growth.

Description of Curriculum
Each term consists of five academic courses. All courses are centered around the clinical case/problem which is introduced in Movement Science (MPT 501, 602, 603, 604, 605). This is a tutorial group session and meets for two-and-a-half hours, two times per week. With the facilitation of the faculty tutor, the group determines what needs to be known to diagnose and treat this clinical case. They discuss what they currently know that applies to this case and what new material must be discovered. In the second session, they discuss what they have learned in their independent study time. During the Basic Science course (MPT 511, 612, 613, 614, 615), which meets for two-and-a-half to five hours per week, the faculty guide the students to refine their learning in the fundamental sciences of anatomy, neuroanatomy, kinesiology, pathology, histology, embryology and pharmacology. This information is then processed in Physical Therapy Science (MPT 521, 622, 623, 624, 625) with hands-on, practical experiences again guided by the faculty and meeting two times per week for two-and-a-half hours. The physical therapy science aspect is the laboratory equivalent in traditional learning. Additional material involved in the case in the Integrated Seminar is discussed (MPT 551, 652, 653, 654, 655). In the Professional Issues course (MPT 531, 632, 633, 634, 635, 636), students investigate their roles as professionals. Each term stresses a different aspect of professional behavior.

As the terms progress, more complex and advanced material is added. Different clinical cases assist the students in learning the breadth of information needed to be a competent entry-level physical therapy professional.

Terms three and five are nine-week didactic semesters with the remaining six weeks spent in full-time clinical placement. Students are placed in a clinical environment and can apply their acquired knowledge and practice their new skills. There are four full-time clinical education experiences (MPT 643, 645, 646a and 646b) for a total of 28 weeks of clinical education. During this time the student is supervised by a licensed physical therapist and works directly with clients. Supervision is gradually reduced so that by the end of the last clinical experience, the student can function independently as an entry-level clinician. During the first two terms, students participate in service-learning projects with the faculty.

Research projects are completed by each student. The process begins in terms one and two during Professional Issues. In terms three through five, students progress from proposal approval to data collection and analysis (MPT 663, 664, 665). The final project is completed and presented in Professional Issues VI at the end of the program.
Course Descriptions

PREREQUISITES: Admission to the physical therapy doctoral program and satisfactory completion of all prior terms. Satisfactory completion of prior classroom phase and permission of the faculty are prerequisites for all clinical education assignments.

COREQUISITES: Simultaneous enrollment in all courses prescribed for that term.

TERM I (Fall)
MPT 501 Movement Science I (4 crs)
(5 hours per week for 15 weeks)
Problem-based tutorial includes foundations of normal movement, categories of interference with normal movement and application of principles of movement science in evaluation and treatment of specific conditions resulting in movement dysfunction.

MPT 511 Basic Sciences I (3 crs)
(2.5 hours per week for 15 weeks)
Guided independent study of structures and functions of the body in healthy and impaired states, the impact of health care evaluations and interventions on structures and functions. Includes study of bones, joints, muscles, peripheral nerves and energy management. Topics are integrated closely with client cases in Movement Science I.

MPT 521 Physical Therapy Science I (3 crs)
(5 hours per week for 15 weeks)
Laboratory experiences in analysis of human posture and movement; therapeutic interventions for selected impairments in movement. Evaluation and intervention strategies are integrated with client cases presented in Movement Science I. Includes assignment to a clinical advisor who plans with the student for practical experience related to laboratory study.

MPT 531 Professional Issues I (2 crs)
(5 hours per week for 15 weeks)
Orientation to the research process with discussion, small group projects, written and oral presentations on the projects. Learning activities are related closely with client cases presented in Movement Science I.

MPT 541 Clinical Education I (1 cr)
(service learning projects)
Students will accompany faculty to community organizations, which have need for services by our department. These arrangements are mutually beneficial to the community partner and to the educational goals of our academic program. Students will gain basic communication screening, treatment and documentation skills.

MPT 551 Integrated Seminar I (1 cr)
Material is presented to integrate and clarify information for each case during the term. The material is presented by faculty or guest speakers to assist the students in comprehension of specific concepts.

TERM II (Spring)
MPT 602 Movement Science II (4 crs)
(5 hours per week for 11 weeks)
Problem-based tutorial includes study of client cases illustrating a variety of causes and manifestations of movement dysfunction.

MPT 612 Basic Sciences II (3 crs)
(2.5 hours per week for 11 weeks)
Guided independent study of structures and functions of the body in healthy and impaired states, the impact of health care evaluations and interventions on structures and functions. Includes study of basic neuroscience. Topics are integrated closely with client cases in Movement Science II.

MPT 622 Physical Therapy Science II (3 crs)
(5 hours per week for 11 weeks)
Laboratory experiences in evaluation and intervention strategies for selected impairments in movement. Topics are related closely to client cases presented in Movement Science II.

MPT 632 Professional Issues II (2 crs)
(5 hours per week for 11 weeks)
Orientation to the education role of the physical therapist with discussion, small group projects, written and oral presentations on the projects. Learning activities are related closely with client cases presented in Movement Science II.

MPT 642 Clinical Education II (1 cr)
(service learning projects)
Students will accompany faculty to community organizations, which have need for services by our department. These arrangements are mutually beneficial to the community partner and to the educational goals of our academic program. Students will gain basic communication screening, treatment and documentation skills.

MPT 652 Integrated Seminar II (1 cr)
Material is presented to integrate and clarify information for each case during the term. The material is presented by faculty or by guest speakers to assist the students in comprehension of specific concepts.

TERM III (Summer)
MPT 603 Movement Science III (3 crs)
(5 hours per week for 11 weeks)
Problem-based tutorial includes study of client cases illustrating an increasingly complex variety of causes and manifestations of movement dysfunction. Cases incorporate an array of ethical, social, psychological, communication and economic issues.

MPT 613 Basic Sciences III (3 crs)
(5 hours per week for 11 weeks)
Guided independent study of structures and functions of the body in healthy and impaired states, the impact of health care evaluations and interventions on structures and functions. Includes study of basic physiology and neuroscience. Topics are integrated closely with client cases in Movement Science III.

MPT 623 Physical Therapy Science III (3 crs)
(5 hours per week for 11 weeks)
Laboratory experiences in evaluation and intervention strategies for selected impairments in movement. Topics are related closely to client cases presented in Movement Science III.
MPT 633 Professional Issues III (2 crs)
(2.5 hours per week for 11 weeks)
Orientation to the health care system and the role of the physical therapist in health care delivery. Includes discussion, small group projects, and poster presentations on the projects. Learning activities are related closely with client cases presented in Movement Science III.

MPT 643 Clinical Education III (3 crs)
Supervised clinical practice of physical therapy skills learned in first three terms.

MPT 653 Integrated Seminar III (1 cr)
Material is presented to integrate and clarify information for each case during the term. The material is presented by faculty or by guest speakers to assist the students in comprehension of specific concepts.

MPT 663 Research Training Seminar III (1 cr)
Students will participate in presentations and discussions of the research process. The objective of the terms for this course will be the completion of specific segments in the research project.

TERM IV (Fall)

MPT 604 Movement Science IV (4 crs)
(5 hours per week for 9 weeks)
Problem-based tutorial includes study of client cases illustrating an increasingly complex variety of causes and manifestations of movement dysfunction. Cases incorporate an array of ethical, social, psychological, communication and economic issues.

MPT 614 Basic Sciences IV (2 crs)
(independent study)
Independent study of structures and functions of the body in healthy and impaired states, the impact of health care evaluations and interventions on structures and functions. Includes study of basic physiology and pathology of the nervous system. Topics are integrated closely with client cases in Movement Science IV.

MPT 624 Physical Therapy Science IV (4 crs)
(5 hours per week for 9 weeks)
Laboratory experiences in evaluation and intervention strategies for selected impairments in movement. Topics are related closely to client cases presented in Movement Science IV.

MPT 634 Professional Issues IV (4 crs)
(5 hours per week for 9 weeks)
Emphasis on the profession of physical therapy. Includes discussion, small group projects, formal debates, an exercise in parliamentary procedure and a mock trial. Learning activities are related closely with client cases presented in Movement Science IV.

MPT 654 Integrated Seminar IV (1 cr)
Material is presented to integrate and clarify information for each case during the term. The material is presented by faculty or by guest speakers to assist the students in comprehension of specific concepts.

MPT 664 Research Training Seminar IV (1 cr)
Students will participate in presentations and discussions of the research process. The objective of the terms for this course will be the completion of specific segments in the research project.

TERM V (Spring)

MPT 605 Movement Science V (3 crs)
(5 hours per week for 15 weeks)
Problem-based tutorial includes study of client cases illustrating multiple simultaneous and sequential causes and manifestations of movement dysfunction. Cases incorporate an array of ethical, social, psychological, communication and economic issues.

MPT 615 Basic Sciences V (2 crs)
(independent study)
Independent study of structures and functions of the body in healthy and impaired states, the impact of health care evaluations and interventions on structures and functions. Includes study of complex pathologic conditions. Topics are integrated closely with client cases in Movement Science V.

MPT 625 Physical Therapy Science V (3 crs)
(5 hours per week for 15 weeks)
Laboratory experiences in evaluation and intervention strategies for selected impairments in movement. Topics are related closely to client cases presented in Movement Science V.

MPT 635 Professional Issues V (3 crs)
(5 hours per week for 15 weeks)
Orientation to health care organizations including the personnel function, management of physical facilities, quality assurance and risk management, budgeting, marketing and planning. Discussion, small-group projects and presentations of projects are used to promote learning.

MPT 645 Clinical Education V (3 crs)
Supervised clinical practice of physical therapy skills learned in first five terms.

MPT 655 Integrated Seminar V (1 cr)
Material is presented to integrate and clarify information for each case during the term. The material is presented by faculty or by guest speakers to assist the students in comprehension of specific concepts.

MPT 665 Research Training Seminar V (1 cr)
Students will participate in presentations and discussions of the research process. The objective of the terms for this course will be the completion of specific segments in the research project.

TERM VI (Summer)

MPT 636 Professional Issues V (2 crs)
(guided independent study)
Independent individual projects completed during the term are presented in written and oral form during the final two weeks of the term.

MPT 646a/646b Clinical Education V/VI (12 crs)
(40 hours per week for 12 weeks)
Supervised clinical practice of physical therapy skills learned during the preceding terms.