

To: Faculty Senate Executive Committee

From: Cate Johnson, FSCC Chair

Date: December 15, 2025

Re: Course Change Report

Code	Field	Old	New
AT 523	Catalog Description	Concepts of evidence-based practice as it relates specifically to musculoskeletal assessment and diagnosis with a primary focus on clinician-and patient-oriented outcome measures and appropriate referral decisions. Students will explore primary literature focused on clinical questions related to a comprehensive approach to injury evaluation.	Concepts of evidence-based practice with a primary focus on clinician and patient-oriented outcome measures and evidence-based plan of care decisions. Students will explore primary literature focused on clinical questions related to a comprehensive approach to athletic training.
	Justification for Course Change	Combining 2 EBP courses into 1 so increasing credit hours.	Have adjusted learning outcomes based on remapping in accordance with WVU learning outcome requirements and updating the syllabi to be in compliance with our Commission on Accredited Athletic Training Education requirements via the 2020 standards.
AT 530	Catalog Description	Designing therapeutic interventions for patients with physical dysfunctions that stem from inflammation, pain, and limited movement patterns. The primary focus is on the use of therapeutic modalities, pharmacotherapy, and manual therapy techniques.	Designing therapeutic interventions for patients with physical dysfunctions. The primary focus is on the use of therapeutic modalities, pharmacotherapy, manual therapy techniques, and exercise-based interventions.
	Justification for Course Change		Have adjusted learning outcomes based on remapping in accordance with WVU learning outcome requirements and updating the syllabi to be in compliance with our Commission on Accredited Athletic Training Education requirements via the 2020 standards.
AT 531	Catalog Description	Designing therapeutic interventions and corrective exercise plans for patients with physical dysfunctions and limitations associated with orthopedic injuries, pathological movement patterns, and post-operative rehabilitation.	Designing therapeutic interventions for patients with physical dysfunctions. The primary focus is on the use of therapeutic modalities, pharmacotherapy, manual therapy techniques, and exercise-based interventions.
	Justification for Course Change		Have adjusted learning outcomes based on remapping in accordance with WVU learning outcome requirements and updating the syllabi to be in compliance with our Commission on Accredited Athletic Training Education requirements via the 2020 standards. The description has also been updated to reflect learning outcomes changes.

AT 532	Justification for Course Change		Have adjusted learning outcomes based on remapping in accordance with WVU learning outcome requirements and updating the syllabi to be in compliance with our Commission on Accredited Athletic Training Education requirements via the 2020 standards.
AT 534	Full Title	Collegiate Sports Medicine Clinical Rotation	Clinical Education II
	Transcript Title	Collegiate Sports Med Rotation	Clinical Education II
	Catalog Description	This clinical education rotation focuses on the health care needs of collegiate athletes. This 14-week rotation is completed concurrently with other weekly courses required in the first professional year of study. Students will engage in an inter-professional sports medicine team providing care to competitive collegiate athletes in the state of West Virginia.	Building on foundational skills, this clinical experience focuses on hands-on injury evaluation and basic therapeutic interventions. Students will actively assist in injury prevention strategies, perform supervised assessments, and participate in rehabilitation plans. The course highlights effective communication within healthcare teams and reinforces ethical decision-making.
	Catalog Prerequisites		Admission into the MSAT program.
	Justification for Course Change		Updating course description, learning outcomes, and name. Updating description and outcomes to be consistent with current programmatic accreditation standards. Updating name to allow for enhanced efficiency with course scheduling.
AT 610	Justification for Course Change	Adding a credit as part of the reorganization of coursework to be submitted in the AT program.	Have adjusted learning outcomes based on remapping in accordance with WVU learning outcome requirements and updating the syllabi to be in compliance with our Commission on Accredited Athletic Training Education requirements via the 2020 standards.
AT 613	Full Title	Sports Medicine Clinical Rotation 1	Clinical Education III
	Transcript Title	Sports Medicine Rotation 1	Clinical Education III
	Catalog Description	The first of three full-time clinical education experiences. This 4-week, full-time clinical immersion rotation provides the athletic training student the opportunity to gain experience in a specific area of clinical practice. The course is designed to facilitate synthesis and the integration of knowledge, skills, and clinical decision-making into patient care.	This intermediate clinical placement allows students to take on greater responsibility in patient assessment and management. The first of three full-time clinical education experiences. This 4-week, full-time clinical immersion rotation provides the athletic training student with the opportunity to engage more fully in patient care. Students will practice delivering care with increased independence while receiving feedback to support their clinical
	Catalog Prerequisites		Admission into the MSAT program.
	Justification for Course Change		Updating course name to enhance scheduling efficiency. Updating course description and learning outcomes to be in alignment with programmatic accreditation standards.

AT 620	Justification for Course Change	Changing title and adding competencies	Have adjusted learning outcomes based on remapping in accordance with WVU learning outcome requirements and updating the syllabi to be in compliance with our Commission on Accredited Athletic Training Education requirements via the 2020 standards.
AT 622	Justification for Course Change	Revisions to learning outcomes to align with NATA competencies	Have adjusted learning outcomes based on remapping in accordance with WVU learning outcome requirements and updating the syllabi to be in compliance with our Commission on Accredited Athletic Training Education requirements via the 2020 standards.
AT 629	Justification for Course Change		Have adjusted learning outcomes based on remapping in accordance with WVU learning outcome requirements and updating the syllabi to be in compliance with our Commission on Accredited Athletic Training Education requirements via the 2020 standards.
AT 630	Justification for Course Change	Minor change to learning outcomes.	Have adjusted learning outcomes based on remapping in accordance with WVU learning outcome requirements and updating the syllabi to be in compliance with our Commission on Accredited Athletic Training Education requirements via the 2020 standards.
AT 631	Justification for Course Change		Have adjusted learning outcomes based on remapping in accordance with WVU learning outcome requirements and updating the syllabi to be in compliance with our Commission on Accredited Athletic Training Education requirements via the 2020 standards.
AT 632	Justification for Course Change	Changing number to EBP 2, not 3, due to removal of a course during previous program edits.	Updating syllabi and course learning objectives.
	Catalog Prerequisites		Admission into the MSAT program.
AT 633	Full Title	Sports Medicine Clinical Rotation 3	Clinical Education V
	Transcript Title	Sports Medicine Rotation 3	Clinical Education V
	Catalog Description	The third of three full-time clinical education experiences. This 16-week, full-time clinical immersion rotation provides the athletic training student the opportunity to gain experience in a specific area of clinical practice. The course is designed to facilitate synthesis and the integration of knowledge, skills, and clinical decision-making into patient care.	The third of three full-time clinical education experiences. This capstone clinical experience focuses on consolidating knowledge, skills, and professional behaviors to prepare students for professional practice. Students will function with increased independence, lead patient care activities, and mentor junior students. Emphasis is placed on applying evidence-based practice, ethical standards, and effective communication to complex clinical scenarios.
	Catalog Prerequisites		Admission into the MSAT program.

	Justification for Course Change		Updating course name to enhance efficiency with scheduling. Updating course description and outcomes to align with current programmatic accreditation standards.
BIOL 230	Catalog Prerequisites	PSC sections require (BIOL 102 and BIOL 102L) with a minimum grade of C- or nursing major or consent and PR or CONC: BIOL 230L, WVUIT sections require BIOL 111 and BIOL 111L and PR or CONC: BIOL 230L.	PSC sections require (BIOL 102 and BIOL 102L) with a minimum grade of C- or consent or LPN to BSN, and PR or CONC: BIOL 230L, WVUIT sections require BIOL 111 and BIOL 111L and PR or CONC: BIOL 230L.
BIOL 423	Catalog Prerequisites	AGBI 410 or equivalent.	BIOL 219 with a minimum grade of C-.
	Justification for Course Change		Changes to the Biochemistry curriculum resulted in a change to this course, such that it is no longer necessary to have biochemistry first. Also, by adding a BIOL pre-req, we ensure that Biology students have access to this course.
BUDA 510	Full Title	Overview of Business Intelligence	Overview of Business Data Analytics and Applied AI
	Transcript Title	Overview of Business Intel	Overview of Bus Data Analytics
	Catalog Description	This course provides the foundations for an understanding of Business Data Analytics, giving an overview of the field by covering key concepts including: foundations and technologies of business decision making, data mining, data warehousing, visual analytics, predictive modeling, text analytics, text mining, sentiment analysis, web analytics, business intelligence decision modeling techniques and solutions, expert systems, knowledge management and future technologies.	This course provides coverage of Business Data Analytics and applied AI. It gives an overview of the field by covering key concepts including: foundations and technologies of business decision making, data mining and warehousing, visual and web analytics, predictive modeling, text analytics and mining, sentiment analysis, business intelligence decision modeling techniques and solutions, expert systems, AI, and future technologies.
	Justification for Course Change	Changing title to avoid confusion	Changing title, updating course description and LOs.
BUDA 535	Full Title	Business Data Mining	Artificial Intelligence and Machine Learning for Business
	Transcript Title	Business Data Mining	AI Machine Learning
	Catalog Description	Data mining holds great promise to address the problem of large data by providing efficient techniques to uncover useful information hidden in the large data repositories. Awareness of the importance of data mining for business is becoming widespread. This course intends to bridge the gap between data mining techniques and business applications.	This course introduces students to important concepts and models at the foundation of modern AI. The main goal is to provide systematic understanding of AI and how to apply AI techniques to real-world business problems. Through hands-on demos and projects, students gain exposure to the theory behind supervised and unsupervised learning, optimization, and other topics in AI and machine learning.
	Justification for Course Change	Changing the prerequisite to allow for greater student success.	Updating course description, LOs, and title.
	Catalog Description	Discussion of current issues, best practices, and professional ethics in STEM education. Hands-on workshops in curriculum design, lesson planning, instructional delivery, and assessment methods to prepare for student teaching roles. Student-centered approaches, evidence-based pedagogy, and active learning techniques.	Discussion of current issues, best practices, and professional ethics in STEM education. Hands-on workshops in curriculum design, lesson planning and delivery, and assessment methods to prepare for teaching and instructional roles. Student-centered approaches, evidence-based pedagogy, and active learning techniques.

CSEE 489			Incorporating feedback from consultation with the WVU Teaching and Learning Center, the Lane Department Undergraduate Program Coordinators, and the Statler College Associate Dean of Academics and Student Performance to prepare for cross-listing CSEE 489 with a new course proposal for CSEE 589 and for including them in an Engineering Computing Instruction minor proposal.
	Justification for Course Change		
EDUC 301	Full Title	Learning in Educational Settings	Learning Across the Lifespan
	Transcript Title	Learning-Educational Setting 1	Learning Across the Lifespan
	Catalog Description	Examination and utilization of behavioral and cognitive learning models; consideration of learner characteristics and other factors affecting student learning.	This course investigates how people learn from birth and across their life, exploring major learning theories and research. Students examine different ways of knowing and understanding, from cognitive development to social learning theories. Practical applications for teaching, parenting, workplace training, and personal growth across diverse life contexts.
	Catalog Prerequisites		None
	Justification for Course Change		Transitioning from use of EDP 301 to this course, which is being updated and revised to capture perspectives on learning beyond just in PK-12 settings, for broader applicability and use in the new Education and Society minor.
EDUC 352	Subject Code	CI - Curriculum and Instruction	EDUC - Education
	Course Number	453	352
	Transcript Title	FNDN Social Studies Teaching	Fndn Social Studies Teaching
	Catalog Description	This lecture-based course examines national, state, and local curriculum standards for elementary social studies; the relationship between social science disciplines and the elementary curriculum; multicultural perspectives on teaching and learning, and the effects of curricular, instructional, and assessment patterns on children's understanding of social studies concepts and methods.	This lecture-based course examines national, state, and local curriculum standards for secondary social studies; the relationship between social science disciplines and the secondary curriculum; multicultural perspectives on teaching and learning, and the effects of curricular, instructional, and assessment patterns on children's understanding of social studies concepts and methods.
	Catalog Prerequisites	EDUC 200 with a minimum grade of C-.	EDUC 200 or EDUC 205 with a minimum grade of C-.
	Course Code	CI 453	EDUC 352
	Justification for Course Change		The School of Education and Counseling in CAHS are making curricular changes to drop the CI subject code. This course change is in line with that, while also ensuring the course content information is up to date in CIM. Changes have been collaboratively discussed between the School of Education and Counseling and the Department of History/Eberly College
	Subject Code	CI - Curriculum and Instruction	EDUC - Education
	Course Number	454	452

EDUC 452	Full Title	Teaching Social Studies: Secondary School	Teaching Social Studies in Secondary Schools
	Transcript Title	Teach Soc Study Secondary Sch	Teach Soc Studies Sec Sch
	Catalog Description	Includes an examination and application of relevant curricular materials and teaching techniques.	Nature and function of social studies in the secondary school; utilization of community, state, national, and world resources in teaching; selection of content for teaching purposes; curriculum construction with emphasis on resource and teaching units.
	Course Code	CI 454	EDUC 452
	Catalog Prerequisites		EDUC 352 or CI 453 with a minimum grade of C-
	Justification for Course Change		The School of Education and Counseling in CAHS are making curricular changes to drop the CI subject code. This course change is in line with that, while also ensuring the course content information is up to date in CIM. Changes have been collaboratively discussed between the School of Education and Counseling and the Department of History/Eberly College
	EDUC 701	Catalog Description	A general methods course involving instructional concepts and strategies for present/prospective faculty in higher education. Comprehensive consideration of objectives, planning criteria and methods, teaching strategies, and evaluation in meeting the needs of adult learners.
Course Code		CI 789	EDUC 701
Subject Code		CI - Curriculum and Instruction	EDUC - Education
Course Number		789	701
Transcript Title		Teaching In Higher Education	Teaching Higher Education
Catalog Prerequisites		Graduate standing.	
Justification for Course Change			The proposed course changes refine the learning outcomes guiding the course, update the assessments, and modify the course sequence. These changes - and the course - will contribute directly to the revised university teaching certificate program. EDUC 701 (formerly CI 789) will serve as one of the four courses that comprise the certificate. Accordingly, this course change also explicitly links the course learning outcomes with the revised certificate program learning outcomes (linkages that were not previously in CIM/CIMS).
	Subject Code	HIED - Higher Education Administration	EDUC - Education
	Course Number	750	703
	Full Title	Diversity Issues in Higher Education	Diversity in Education
	Transcript Title	Diversity in HIED	Diversity in Ed

EDUC 703	Catalog Description	Diversity Issues in Higher Education is designed to facilitate understanding and appreciation for diversity within a higher education setting through the recognition of individual differences and their influence on the college experience by students, faculty, and administrators.	Diversity in Education is designed to facilitate understanding of diverse student and faculty experiences across the K-20 educational landscape and application of theories, models, and social justice concepts to practice through authentic cases.
	Course Code	HIED 750	EDUC 703
	Justification for Course Change		This is a course change to revise the course prefix and number. The course content is expanded from HIED only to a K-20 educational focus and is being revised to meet the needs of the University Teaching Certificate.
ESL 250	Credit Hours	3	6
	Catalog Description	For undergraduate and graduate international students. Provides guidance and practice in general and academic speaking and listening skills and improves oral comprehensibility through pronunciation activities.	In this course, students improve and practice the spoken English necessary for succeeding in their college-level coursework. Special emphasis will be placed on pronunciation, particularly the pronunciation of common academic words, with activities established to develop students' perception and production of English at the sound, syllable, word, phrase, and paragraph level.
	Justification for Course Change		In the restructured ESL courses as part of the English Language Pathway program there is additional emphasis placed on speaking and listening, extending the contact time from a three credit to a six credit course.
HTOR 150	Catalog Description	Students learn skills necessary to work in a five-star resort, hotel, or restaurant. Skills include serving foods sent from the kitchen to be prepared tableside, and include carving, flaming, filleting, and mixing of meats, fish and salads.	In this course, students will practice a variety of culinary techniques. The class will experience the implementation of these skills through special events and community interactions.
	Catalog Prerequisites	HTOR 140.	
	Justification for Course Change		I would like to adjust some of the course content to encompass a variety of special events where the students are required to participate.
	Catalog Prerequisites	MATH 156 with a minimum grade of C- and PR or CONC: MATH 303 with a minimum grade of C- or consent.	MATH 156 with a minimum grade of C-.

MATH 338	Justification for Course Change	Update pre-requisite in Banner; MATH 283 is now MATH 303.	<p>Proposal- Prerequisite Change for Math 338 (Geometry for Teachers): We propose that the prerequisite of Math 338 (Geometry for Teachers) be modified to become Math 156 (Calculus II) with a minimum grade of C- or consent. The current prerequisites are MATH 156 (Calculus II) with a minimum grade of C- and MATH 303 (Introduction to the Concepts of Mathematics) with a minimum grade of C- or concurrent.</p> <p>Justification of this Proposal: Students seeking secondary mathematics certification are no longer required to be mathematics majors. The proposed change in prerequisite will accommodate the needs of the new teacher education program. Math 376 (Foundations, Functions and Regression Models) is also a course requirement in the new program. Math 338 and Math 376 will be offered in the fall semester of alternating years for students seeking secondary mathematics certification in the new teacher education program. This change in prerequisite will align with the current prerequisite of Math 376 which is Math 156 (Calculus II). Impact of this change on Learning outcomes for Math 338 (Geometry for Teachers): It should be noted that the primary learning outcome from Math 303 used in Math 338 is: Identify, analyze, and explain key steps of a given proof. Explanations of proofs (verbal and written) will include structured and coherent logical steps using proper terminology and reasoning. The learning outcomes for Math 338 will not change. Instructors of the course will adjust the instruction and class activities to provide a greater depth of foundational knowledge with respect to proof and deductive reasoning with a focus geared toward teaching high school mathematics.</p>
MKTG 525	Catalog Prerequisites	(MKTG 415 and MKTG 435 and MKTG 475 and MKTG 510 and MKTG 515 and MKTG 520) with a minimum grade of C- in all.	(MKTG 415 and MKTG 435 and MKTG 475 and MKTG 510) with a minimum grade of C- in all and PR or CONC: MKTG 515 and MKTG 520.
	Justification for Course Change		MKTG 515, 520, 525, and 530 are taken in the same semester with 515 and 520 in the first half of the semester and 525 and 530 in the second half. With 515 and 520 being prereqs to 525 and in the same semester, students are unable to register for 525. 515 and 520 will be completed before taking 525 due to the course rotation. This change is simply allowing students to register for 525.

NSG 411	Catalog Description	Comprehensive theoretical introduction to community health nursing paired with clinical experience focused on promoting health and preventing disease in multiple populations. Culminates in a capstone project that addresses an identified community health need (3 hr. Didactic 4 hr. Clinical).	Apply principles of health promotion and disease prevention within complex community systems to address social determinants of health and improve health outcomes, culminating in an evidence-based capstone project (3 hr. Didactic 4 hr. Clinical).	
	Justification for Course Change	Course title change and remove NSG 310 as PR (course no longer exists)	Change in course description and learning outcomes to align with new program outcomes and reflect new accreditation standards.	
NSG 475	Catalog Prerequisites	NSG 465 with a minimum grade of C-, RN licensure, and must be taken in the last semester of the program.	NSG 465 with a minimum grade of C- and PR or CONC: NSG 471 with a minimum grade of C-, NSG 475 must be taken in the last semester of the program.	
	Justification for Course Change	Course description and course learning outcomes revised to align with new program learning outcomes based on WVU SON curriculum revision required for updated accreditation standards.	Prerequisites added to reflect curricular change and course sequencing based on new accreditation standards	
NSG 616	Full Title	Role Seminar for Leadership MSN	Foundations of Nursing Leadership	
	Transcript Title	Role Seminar for Leadership MS	Found Nursing Leadership	
	Credit Hours		2	3
	Course is Repeatable	Yes	No	
	Total Credits (Including all attempts):		4	
	Maximum Repeatable Attempts (Not including original attempt):		1	
	Justification for Course Change			In 2023, due to academic transformation, MSN/MBA program offered jointly by the SON and the School of Business ceased to admit students into the program. The MSN/MBA program will be sunsetted in 2026. However, to meet the needs of nursing graduate students, the WVU SON has created a Masters of Science in Nursing Leadership program that includes the core MSN courses offered in the dual MSN/MBA degree. An Intent to Plan for the Masters of Science in Nursing Leadership program was approved by the WVU SON, the Associate Dean's of the HSC, and submitted in fall of 2024. Additionally, the WVU SON is undergoing curriculum revision to comply with the 2021 AACN Essentials, as required by the National Accreditor, CCNE. Therefore, course descriptions and course learning outcomes are being revised to align with the new curriculum requirements. This course has been revised to align with the 2021 Essentials as part of the new Masters of Science in Nursing Leadership program.
	Full Title	Leadership Practicum 1	MSN Nursing Leadership Practicum 1	
	Transcript Title	Leadership Practicum 1	MSN NSG Leadership Practicum 1	

NSG 617	Catalog Description	Supervised practicum designed to apply healthcare leadership principles to practice. Students participate in nursing leadership and administrative activities in a selected healthcare setting.	Mentored practicum designed to apply nursing leadership principles to practice
	Justification for Course Change	N617 Leadership Practicum required modification to meet the requirements of the dual degree MSN/MBA program. The number of credits and clinical hours required were decreased.	In 2023, due to academic transformation, MSN/MBA program offered jointly by the SON and the School of Business ceased to admit students into the program. The MSN/MBA program will be sunsetted in 2026. However, to meet the needs of nursing graduate students, the WVU SON has created a Masters of Science in Nursing Leadership program that includes the core MSN courses offered in the dual MSN/MBA degree. An Intent to Plan for the Masters of Science in Nursing Leadership program was approved by the WVU SON, the Associate Dean's of the HSC, and submitted in fall of 2024. Additionally, the WVU SON is undergoing curriculum revision to comply with the 2021 AACN Essentials, as required by the National Accreditor, CCNE. Therefore, course descriptions and course learning outcomes are being revised to align with the new curriculum requirements. This course has been revised to align with the 2021 Essentials as part of the new Masters of Science in Nursing Leadership program.
NSG 618	Full Title	Leadership Practicum 2	MSN Nursing Leadership Practicum 2
	Transcript Title	Leadership Practicum 2	MSN NSG Leadership Practicum 2
	Catalog Description	Supervised practicum designed to build on initial application of healthcare leadership principles. Students participate in leadership and administrative activities in a selected health care setting.	Mentored practicum designed to apply nursing leadership principles to practice
	Justification for Course Change	This course was altered to adjust the number of clinical hours required to meet the MSN/MBA dual degree program requirements.	In 2023, due to academic transformation, MSN/MBA program offered jointly by the SON and the School of Business ceased to admit students into the program. The MSN/MBA program will be sunsetted in 2026. However, to meet the needs of nursing graduate students, the WVU SON has created a Masters of Science in Nursing Leadership program that includes the core MSN courses offered in the dual MSN/MBA degree. An Intent to Plan for the Masters of Science in Nursing Leadership program was approved by the WVU SON, the Associate Dean's of the HSC, and submitted in fall of 2024. Additionally, the WVU SON is undergoing curriculum revision to comply with the 2021 AACN Essentials, as required by the National Accreditor, CCNE. Therefore, course descriptions and course learning outcomes are being revised to align with the new curriculum requirements. This course has been revised to align with the 2021 Essentials as part of the new Masters of Science in Nursing Leadership program.

NSG 628	Full Title	Leadership/Policy/Ethics	Leadership, Policy, and Ethics
	Catalog Description	An exploration of the concept of leadership in the advanced practice role and application of these leadership behaviors to health care policy and ethical decision making.	An examination of the concept of leadership in the advanced practice role and exploration of leadership behaviors that support professional development, systems-based thinking, health care policy, and ethical decision making.
	Justification for Course Change	This course was previously used in a stand alone MSN program that was not offered for a few years when the program was changed to a BSN to DNP program. The BSN to DNP program was recently differentiated, and are now offered as two stand alone programs (MSN and DNP). The course will now be used in the stand alone MSN program and has been updated with content required to meet the MSN advance practice requirements.	The WVU SON is going through curriculum revision to align with CCNE Accreditation standards. The course description and course learning outcomes have been revised to reflect competency-based education and alignment with the 2021 AACN Essentials.
PT 701	Catalog Description	Introduction to the roles and professional behaviors of physical therapists. Includes units on professionalism, health care ethics, and clinical documentation.	Introduction to the roles and professional behaviors of physical therapists. Includes units on professionalism, scope of practice, health care ethics, and value of identifying lifelong learning.
	Justification for Course Change	As part of a revision in the Doctor of Physical Therapy curriculum, this course is being moved to the first semester of the program. It is being re-numbered to reflect its new location in the curriculum, and the expected outcomes have been adjusted accordingly. The course is being renamed to reflect contemporary language in accreditation criteria for physical therapist education programs.	The WVU Division of Physical Therapy is submitting a series of course changes and new courses as part of an updated curriculum. This updated curriculum is in response to student and graduate feedback regarding debt and length of education. Additionally, these changes align the program with updated accreditation standards and national evidence-based trends in DPT education. For this particular course, there was a decrease in credit hours (from 3 to 2) due to a reorganization of the Professional Development track. Documentation material was moved out of this course.
	Credit Hours	3	2
	Full Title	Movement Diagnosis 1	Introduction to Movement Systems
	Transcript Title	Movement Diagnosis 1	Intro to Movement Systems
	Catalog Description	An introduction to the concept of human movement as the basis of physical therapy expertise. Includes overview of how anatomic structures and physiologic functions interact to move the body or its component parts. Laboratory activities include exposure to methods to assess the systems that contribute to human movement.	An introduction to the concept of human movement as the basis of physical therapy expertise. Includes an overview of how anatomic structures and physiologic functions interact to move the body and principles of exercise training for both healthy and rehabilitation populations. Laboratory activities include exposure to methods for assessing and training the systems that contribute to human movement.

PT 708	Justification for Course Change		The WVU Division of Physical Therapy is submitting a series of course changes and new courses as part of an updated curriculum. This updated curriculum is in response to student and graduate feedback regarding debt and length of education. Additionally, these changes align the program with updated accreditation standards and national evidence-based trends in DPT education. This course changes its name slightly to designate it as the entry level course in this track and content area as well as some new content around foundational exercise and force principles that is being moved here from a spring first year course. This movement in content allows students to apply this material earlier in the curriculum.
PT 715	Credit Hours		3 2
	Catalog Description	Introduces students to information needed to practice evidence-based physical therapy by understanding research studies and applying research findings to patients/clients. The course emphasizes the role of scientific evidence in physical therapy practice; foundational content in research design, methods, analyses, and statistical software; and the critical appraisal of intervention studies.	This course provides learners with: 1) an introduction to evidence-based physical therapy (EBPT); 2) foundational content on research design, methods, and analysis; 3) practice searching for evidence to answer clinical questions (EBPT Steps 0-2); 4) using reference management software; and 5) concepts of measurement related to the reliability, validity, and responsiveness of diagnostic tests and outcome measures.
	Justification for Course Change	We are shifting some content from PT 715 in the fall semester to PT 725 in the spring semester (and vice versa), so we have made minor changes to the catalog description and expected learning outcomes to reflect these changes.	The WVU Division of Physical Therapy is submitting a series of course changes and new courses as part of an updated curriculum. This updated curriculum is in response to student and graduate feedback regarding debt and length of education. Additionally, these changes align the program with updated accreditation standards and national evidence-based trends in DPT education. This course decreased by one credit hour (from 3 to 2) and content was realigned with Evidence Based PT 2 in Spring Year 1 (the following semester).
	Catalog Description	Functional anatomical correlations and human movement. Statics, biomechanics, dynamics and functional movement analysis. (2 Hr. lec; 4 hr. lab.)	Functional anatomical correlations and human movement. Statics, biomechanics, dynamics and functional movement analysis.
	Credit Hours		4 3
	Catalog Prerequisites	Admission to professional program in PT.	

PT 716	Justification for Course Change		The WVU Division of Physical Therapy is submitting a series of course changes and new courses as part of an updated curriculum. This updated curriculum is in response to student and graduate feedback regarding debt and length of education. Additionally, these changes align the program with updated accreditation standards and national evidence-based trends in DPT education. The primary change for this course is a decrease in credit hours (from 4 to 3) to align with updated University guidelines for lab contact hours (from 2 to 3).
PT 720	Full Title	Clinical Education 1	Integrated Clinical Education 1
	Transcript Title	Clinical Education 1	ICE 1
	Catalog Description	Experiential learning through an integration of classroom and patient/client opportunities. This first course in a series of two integrated clinical education courses will focus on documentation, communication, development of basic examination and treatment techniques, the roles of the physical therapist, and introduction to the members of the interprofessional team.	This first course in a series of three integrated clinical education courses will focus on the medically complex setting through a combination of classroom and clinical learning experiences. Students will begin to apply foundational documentation, communication, examination/screening, and interventional techniques as well as the role of the physical therapist as part of the interprofessional team.
PT 720	Justification for Course Change	As part of a revision in the Doctor of Physical Therapy curriculum, one credit hour is being added to this course. It is being added as the didactic documentation portion of the curriculum is being moved to this course. Course learning outcomes and content were also updated to reflect contemporary physical therapy practice and accreditation requirements.	The WVU Division of Physical Therapy is submitting a series of course changes and new courses as part of an updated curriculum. This updated curriculum is in response to student and graduate feedback regarding debt and length of education. Additionally, these changes align the program with updated accreditation standards and national evidence-based trends in DPT education. For this first clinical education course, much of the didactic documentation material has been moved to a course in the Professional Development Track. This allows time for students to begin the exploration of practice areas of interest within the medically complex settings.
	Credit Hours	3	2
	Catalog Description	Principles of aerobic and resistance training for both healthy and rehabilitation populations. Includes exercise testing and development of exercise programs for persons with either primary or secondary cardiopulmonary issues.	This course analyzes and compares aerobic and resistance training adaptations in healthy and clinical populations. Focus on the development of student knowledge of cardiovascular and pulmonary pathology, and integrated topics of examination and interventions. Emphasis on contemporary practice and the importance of differential diagnoses between cardiovascular and pulmonary conditions in treating cardiopulmonary and vascular conditions impacting the movement system.

PT 724		Based on student feedback and outcomes on licensure exam, the cardiopulmonary content in the DPT curriculum is not felt to be emphasized enough. While the content of this course is not changing, the name (and minor course description) change will highlight that this course's content is fundamental to cardiopulmonary PT practice.	The WVU Division of Physical Therapy is submitting a series of course changes and new courses as part of an updated curriculum. This updated curriculum is in response to student and graduate feedback regarding debt and length of education. Additionally, these changes align the program with updated accreditation standards and national evidence-based trends in DPT education. Based on student feedback and outcomes on licensure exam, the cardiopulmonary content in the DPT curriculum is not felt to be emphasized enough. Additionally, one credit was transferred from this course to PT 708. This change was made to transfer the introductory material on strength training and aerobic conditioning from PT 724 to PT 708. The removal of this content enables the remaining content to focus on the cardiovascular system. These changes to the course highlight that this course's content is fundamental to cardiopulmonary PT practice.
PT 725	Credit Hours		3 2
	Catalog Description	This is the second course in the Evidence-Based Physical Therapy sequence that emphasizes various types of research methodologies and designs as well as the critical appraisal of each required for evidence-based clinical practice. Includes systematic reviews, meta-analyses, clinical practice guidelines, diagnostic studies, prognostic studies, population health/epidemiology, survey methods, qualitative methodologies, mixed methodologies, case reports/series, and single case designs.	This course exposes learners to: 1) scholarly writing, including use of the AMA Writing Style; and 2) the appraisal and application of evidence from randomized controlled trials and other research designs to clinical practice (EBPT Steps 3-4). The course will incorporate peer-reviewed research articles from across various body systems, patient populations, and physical therapy settings.
	Catalog Prerequisites	PT 715.	
	Justification for Course Change	Changes in WVU DPT program curricular layout (related to the Evidence-Based track) and course instructors have resulted in substantive changes to course design and content.	The WVU Division of Physical Therapy is submitting a series of course changes and new courses as part of an updated curriculum. This updated curriculum is in response to student and graduate feedback regarding debt and length of education. Additionally, these changes align the program with updated accreditation standards and national evidence-based trends in DPT education. This course decreased by one credit hour (from 3 to 2) and content was realigned with Evidence Based PT 1 in Fall Year 1 (the preceding semester).
	Full Title	Professional Development 2	Professional Development 4
	Transcript Title	Professional Development 2	Professional Development 4
	Credit Hours		1 2

PT 731	Catalog Description	The role of the physical therapist in wellness and health promotion for patients/clients and communities. Includes content related to nutrition, physical activity, sleep, stress management and avoiding addictive substances to prepare future physical therapists to provide health behavior change advice within their scope of practice.	Application of documentation, billing, and case management concepts to various practice settings for Doctors of Physical Therapy, including roles and responsibilities of support personnel.
	Justification for Course Change		The WVU Division of Physical Therapy is submitting a series of course changes and new courses as part of an updated curriculum. This updated curriculum is in response to student and graduate feedback regarding debt and length of education. Additionally, these changes align the program with updated accreditation standards and national evidence-based trends in DPT education. There is a one credit hour increase (from 1 to 2 credits) to allow for content realignment in the Professional Development Track. With this track realignment, the content of this course changes completely to include higher level documentation, billing and patient case management concepts.
PT 736	Justification for Course Change		The WVU Division of Physical Therapy is submitting a series of course changes and new courses as part of an updated curriculum. This updated curriculum is in response to student and graduate feedback regarding debt and length of education. Additionally, these changes align the program with updated accreditation standards and national evidence-based trends in DPT education. The overall course credits remain the same but the alignment with the updated University guidelines for lab credit contact hours (from 2 to 3 hrs each) allows the addition of pain neuroscience education content to enhance the existing material within this course.
	Credit Hours	3	2
	Catalog Description	Introduces the use of thermal, mechanical and electromagnetic biophysical agents as physical therapists. The course includes a strong emphasis of the effects on human anatomy and physiology as well as clinical decision-making principles involved in usage to ensure safe and effective application.	Introduction to the use of thermal, mechanical and electromagnetic biophysical agents as physical therapist. The course includes a strong emphasis on the effects on human anatomy and physiology as well as clinical decision-making principles involved in proper use of these agents.

PT 739	Justification for Course Change		The WVU Division of Physical Therapy is submitting a series of course changes and new courses as part of an updated curriculum. This updated curriculum is in response to student and graduate feedback regarding debt and length of education. Additionally, these changes align the program with updated accreditation standards and national evidence-based trends in DPT education. This course will decrease by one credit hour (3 to 2). This change is two-fold; one to align with trends in DPT education for decreasing this content in line with contemporary practice patterns and, two, to align with the updated University guidance on lab hour contact hours.	
PT 740	Full Title	Clinical Education 2	Integrated Clinical Education 2	
	Transcript Title	Clinical Education 2	ICE 2	
	Credit Hours		1	2
	Catalog Description	Experiential learning through an integration of classroom and patient/client opportunities. This second course in a series of two integrated clinical education courses will focus on advancement of documentation, communication, examination/screening, and interventional techniques as well as the role of the physical therapist as part of the interprofessional team.	This second course in a series of three integrated clinical education courses focuses on the ambulatory care setting through a combination of classroom and clinical learning experiences. Students will apply advanced documentation, communication, examination/screening, and interventional techniques. Interactive class sessions will expose students to the breadth and depth of physical therapy practice, allowing them to identify practice areas of interest.	
Justification for Course Change	As part of a revision in the Doctor of Physical Therapy curriculum, this course remains relatively unchanged with regards to curricular placement, title and number. However, course description, learning outcomes, and content are being updated to reflect contemporary practice and accreditation requirements.	The WVU Division of Physical Therapy is submitting a series of course changes and new courses as part of an updated curriculum. This updated curriculum is in response to student and graduate feedback regarding debt and length of education. Additionally, these changes align the program with updated accreditation standards and national evidence-based trends in DPT education. For this second clinical education course, a credit hour has been added for students to explore the full breadth and depth of PT clinical practice opportunities in an interactive classroom setting. This will allow students to develop areas of practice interest for the subsequent clinical education course (PT 750) that is in a self-selected setting.		
	Full Title	Professional Development 3	Professional Development 5	
	Transcript Title	Professional Development 3	Professional Development 5	

PT 741	Catalog Description	The roles of the physical therapist as an educator and a provider of primary, secondary and tertiary prevention services in the community. Includes information on educational theories and methods, evidence-based development of community health programs, providing culturally competent care, and post-professional development.	Application of communication and leadership skills to Doctor of Physical Therapy roles in patient/client education, community health, and supervising support personnel.	
	Justification for Course Change	As part of a revision in the Doctor of Physical Therapy curriculum, this course title is being changed to reflect its new location in the curriculum, and the expected outcomes have been adjusted accordingly. The course is being renamed to reflect contemporary language in accreditation criteria for physical therapist education programs.	The WVU Division of Physical Therapy is submitting a series of course changes and new courses as part of an updated curriculum. This updated curriculum is in response to student and graduate feedback regarding debt and length of education. Additionally, these changes align the program with updated accreditation standards and national evidence-based trends in DPT education. This course will decrease by one credit hour (from 3 to 2) to allow a continued reorganization of the Professional Development track. The course will include similar content but given that the content builds from previous courses, much of the introductory material is no longer needed in this second year course.	
	Credit Hours		3	2
PT 743	Full Title	Geriatric Physical Therapy	Pediatric Physical Therapy	
	Transcript Title	Geriatric Physical Therapy	Pediatric Physical Therapy	
	Credit Hours		2	3
	Catalog Description	Students are provided information about medical and psychosocial factors associated with aging. Study of the role of physical therapy in geriatrics, including laboratory practice of common evaluation and treatment procedures. (1hr. lec, 2 hr. lab.)	An overview of pediatric physical therapy practice, including legislation, common practice settings, as well as unique aspects of assessment and documentation. Pediatric conditions commonly treated by physical therapists are introduced.	
Justification for Course Change		The WVU Division of Physical Therapy is submitting a series of course changes and new courses as part of an updated curriculum. This updated curriculum is in response to student and graduate feedback regarding debt and length of education. Additionally, these changes align the program with updated accreditation standards and national evidence-based trends in DPT education. Due to the resequencing of some courses within our curriculum, this course was previously geriatrics and is now pediatrics. This content change also carries a one credit hour increase (2 to 3).		

PT 745	Catalog Description	Small group presentation, critical review and discussion of current literature related to physical therapy and applications to patient care.	Learners will apply foundational concepts of evidence-based physical therapy (EBPT Steps 1-5) to clinical questions discovered in common physical therapy settings. This course is purposefully integrated with the students' first and second part-time clinical experiences in medically complex and ambulatory care settings.	
	Justification for Course Change	To improve flow with the evidence-based track of the DPT curriculum and reinforce principles in prior courses, this course is changing format slightly to focus on identifying, critiquing and applying current literature in the profession to clinical situations.	The WVU Division of Physical Therapy is submitting a series of course changes and new courses as part of an updated curriculum. This updated curriculum is in response to student and graduate feedback regarding debt and length of education. Additionally, these changes align the program with updated accreditation standards and national evidence-based trends in DPT education. This course name and credit hours remain unchanged. However, the content changes based on a realignment of the Evidence-Based PT track. This course will now include the application of evidence-based practice principles learned in the first year of the curriculum to the Integrated Clinical Education 2 course occurring concurrently.	
PT 746	Credit Hours		4	3
	Justification for Course Change	By specifically discussing cervical, thoracic and upper extremities, PT 746 allows for more in depth discussion and elaboration on musculoskeletal conditions related to the upper body. It also brings a coherence to the whole musculoskeletal track	The WVU Division of Physical Therapy is submitting a series of course changes and new courses as part of an updated curriculum. This updated curriculum is in response to student and graduate feedback regarding debt and length of education. Additionally, these changes align the program with updated accreditation standards and national evidence-based trends in DPT education. The primary change in this course is a decrease in credit hours from 4 to 3 to align with the updated University guidelines on lab hour contact hours (1:3).	
	Catalog Description	The first course in a two course series to prepare physical therapy students to work in neurologic rehabilitation. The course is based on an International Classification of Function (ICF) paradigm. Theories of motor control, motor learning and motor rehabilitation which support the ICF are presented in the context of adult neurorehabilitation.	The first course in a two-course series to prepare physical therapy students to work in neurologic rehabilitation. The course is based on an International Classification of Function (ICF) paradigm. Theories of motor control, motor learning and motor rehabilitation which support the ICF are presented in the context of adult neurorehabilitation.	

PT 747	Justification for Course Change	This course is moving the semester in which it is taught. The course title and number are being changed to reflect the course's new sequence in the curriculum. The updated course description reflects the contemporary theoretical frameworks used to structure the course.	The WVU Division of Physical Therapy is submitting a series of course changes and new courses as part of an updated curriculum. This updated curriculum is in response to student and graduate feedback regarding debt and length of education. Additionally, these changes align the program with updated accreditation standards and national evidence-based trends in DPT education. This course is absorbing a unit from the spring course PT 757. This is only a realignment of course content across the two series courses PT 747 and PT 757.	
	Catalog Prerequisites		Good standing in the DPT program.	
PT 749	Full Title	Survey of PT Practice	Prosthetics and Orthotics	
	Transcript Title	Survey of PT Practice	Prosthetics and Orthotics	
	Credit Hours		1	2
	Catalog Description	Content related to practice areas of women's health/pelvic floor PT, occupational PT and chronic pain/psychological health and PT.	Presents the principles of biomechanics as they apply to prosthetic and orthotic prescription and fabrication. Students learn how to plan and implement rehabilitation programs for patients who use orthotic or prosthetic devices.	
	Justification for Course Change		The WVU Division of Physical Therapy is submitting a series of course changes and new courses as part of an updated curriculum. This updated curriculum is in response to student and graduate feedback regarding debt and length of education. Additionally, these changes align the program with updated accreditation standards and national evidence-based trends in DPT education. Due to a realignment of courses in our curriculum, this course has a change in course name and content (now Prosthetics and Orthotics, previously Survey of PT Practice).	
	Catalog Description	Continuation of preparation for clinical -thinking and decision-making in the clinic. Emphasis is on autonomous practice. Students will work in small groups in a case-based learning format, utilizing evidence to make clinical decisions.	Learners will apply concepts of evidence-based physical therapy (EBPT Steps 1-5) to a novel clinical practice area. This course will also provide content and structure to begin preparation for the Doctoral Capstone project in PT 765 and PT 775. This course is purposefully integrated with the students' third part-time clinical experience in a novel patient care setting.	
	Credit Hours		2	1
	Catalog Prerequisites	PT 705 and PT 715 and PT 725 and PT 745.		

PT 755	Justification for Course Change		The WVU Division of Physical Therapy is submitting a series of course changes and new courses as part of an updated curriculum. This updated curriculum is in response to student and graduate feedback regarding debt and length of education. Additionally, these changes align the program with updated accreditation standards and national evidence-based trends in DPT education. This is a new course in our updated curricular proposal that uses a previously deactivated course number. This course is being added based on a realignment of the Evidence-Based PT track. This course will now include the application of evidence-based practice principles learned in the first year of the curriculum to the Integrated Clinical Education 3 course occurring concurrently. It will advance the topics and application experienced in PT 745 in the previous semester.
PT 756	Credit Hours	4	3
	Catalog Description	Physical examination and interventional techniques for the lumbosacral spine, pelvis, and lower extremity. Includes mechanisms of injury, diagnostic signs and symptoms, and therapeutic management of musculoskeletal injury and disease.	Physical examination and interventional techniques for the lumbosacral spine, pelvis and lower extremity. Includes mechanisms of injury, diagnostic signs and symptoms, and therapeutic management of musculoskeletal injury and disease.
	Justification for Course Change	The proposed course is being changed to decompress the material previously taught in 2 courses to 3 courses that will also allow for expansion of each course. The prerequisite is being removed due to resequencing of courses.	The WVU Division of Physical Therapy is submitting a series of course changes and new courses as part of an updated curriculum. This updated curriculum is in response to student and graduate feedback regarding debt and length of education. Additionally, these changes align the program with updated accreditation standards and national evidence-based trends in DPT education. The primary change in this course is a decrease in credit hours from 4 to 3 to align with the updated University guidelines on lab hour contact hours (1:3).
	Catalog Description	The second in the course sequence preparing the physical therapy student to work with patients in neurologic rehabilitation. Builds on the International Classification of Function model of analysis and outcomes. Clinical populations include brain injury, spinal cord injury, and cerebral palsy.	The second in the course sequence preparing the physical therapy student to work with patients in neurologic rehabilitation. Builds on the International Classification of Function model of analysis and outcomes. Clinical populations include spinal cord injury and adults with neurological conditions. The course builds from the first course in the series preparing students to comprehensively work with individuals with neurologic

PT 757	Justification for Course Change	This course is moving the semester in which it is taught. It is moving from a fall course that was 2 credits to a spring course that is 3 credits and part of a two course sequence. Going from 2 to 3 credits allows for the material to be spread more appropriately over a 15 week semester.	The WVU Division of Physical Therapy is submitting a series of course changes and new courses as part of an updated curriculum. This updated curriculum is in response to student and graduate feedback regarding debt and length of education. Additionally, these changes align the program with updated accreditation standards and national evidence-based trends in DPT education. This course is absorbing content from PT 747 as PT 747 absorbed content from PT 757. This is only a content shift from fall semester to spring semester.
	Catalog Prerequisites		Good standing in DPT program
PT 761	Full Title	Professional Development 4	Professional Development 7
	Transcript Title	Professional Development 4	Professional Development 7
	Catalog Description	Introduction to health policy related to physical therapist practice, including payment policies in various clinical settings and licensure laws. Includes a unit on advocacy for people with disabilities.	Building on their prior learning in behavioral sciences, professional practice standards, and practice management, students will plan and implement a semester-long project that demonstrates their professional development as a physical therapist. Projects will address clinical practice, quality improvement, health promotion, business/entrepreneurship, marketing, teaching, or advocacy.
	Justification for Course Change	This course was previously taught as PT 762: Healthcare Issues in PT. It is being re-sequenced to occur before students' first full-time clinical education experience. Significant portions of this course deal with insurance payment and reimbursement, which are important concepts for students to understand before embarking on full-time supervised practice. The title and number are being changed to reflect the course's new position in the curriculum, and the outdated prerequisite is being dropped. The original PT 761: Professional Roles 3 is being revised as PT 771: Professional Development 5 in a separate change proposal. The course will be taught in a condensed two-week format to bridge between didactic content taught in the 2nd year of the curriculum and full-time clinical education.	The WVU Division of Physical Therapy is submitting a series of course changes and new courses as part of an updated curriculum. This updated curriculum is in response to student and graduate feedback regarding debt and length of education. Additionally, these changes align the program with updated accreditation standards and national evidence-based trends in DPT education. For this particular course, there is a decrease in credit hours (2 to 1) to allow a continued realignment of material within the Professional Development track. The material in this course (Professional Development Project) is being moved up two semesters to better align with student professional development.
	Credit Hours	2	1
	Catalog Description	Continuation and culmination of the evidence-based physical therapy track. Emphasis is on review and integration of physical therapy principles in preparation for successful completion of the National Board Examination. (Grading will be Pass/Fail)	This advanced Doctor of Physical Therapy course integrates evidence-based physical therapy principles in which learners synthesize theoretical frameworks and conduct comprehensive literature searches and needs assessments to develop substantive Doctoral Capstone Project proposals addressing contemporary challenges in physical therapy practice.
	Credit Hours	1	2

PT 765	Catalog Prerequisites	PT 755.		
	Justification for Course Change		The WVU Division of Physical Therapy is submitting a series of course changes and new courses as part of an updated curriculum. This updated curriculum is in response to student and graduate feedback regarding debt and length of education. Additionally, these changes align the program with updated accreditation standards and national evidence-based trends in DPT education. This is a new course in our updated curricular proposal that uses a previously deactivated course number. This course is being added based on a realignment of the Evidence-Based PT track. This course will now include the preparation and proposal for the Doctor of Physical Therapy students cumulative evidence-based project (capstone).	
PT 771	Full Title	Professional Development 5	Pathway to Licensure 1	
	Transcript Title	Professional Development 5	Pathway to Licensure 1	
	Catalog Description	Principles of business and management as they apply to contemporary physical therapy practice. Fiscal management, risk management, marketing, and program improvement are addressed.	Part one of a two-part course series. Emphasis is on review and integration of physical therapy principles in preparation for successful completion of the national board examination. The course is a curriculum integrated approach to preparing the student for the National Physical Therapy Examination.	
	Justification for Course Change	This course is being re-numbered and re-titled to reflect its sequence within the revised curriculum. The title is being changed to utilize contemporary language in PT practice and education. The course schedule is being altered to fit within a 6 week instructional block that will occur between two full-time clinical education experiences. The former PT 771: Survey of Niche Physical Therapist Practice, will be changed to PT 781: Professional Development 6, via a separate change proposal.	The WVU Division of Physical Therapy is submitting a series of course changes and new courses as part of an updated curriculum. This updated curriculum is in response to student and graduate feedback regarding debt and length of education. Additionally, these changes align the program with updated accreditation standards and national evidence-based trends in DPT education. This course is being changed in number of credit hours (decreases from 3 to 1) and content. This will now be entirely National Physical Therapy Examination (NPTE) preparedness course with content integrated from national NPTE prep courses.	
	Credit Hours		3	1
	Full Title	Evidence Based Physical Therapy 4	Evidence Based Physical Therapy 5	
	Transcript Title	Evidence Based Phys Ther 4	Evidence Based Phys Ther 5	
	Credit Hours		1	2
	Catalog Description	Emphasis is on review and integration of physical therapy principles in preparation for successful completion of the national board examination. The course includes a curriculum based comprehensive examination.	This advanced Doctor of Physical Therapy course serves as the implementation phase of the Doctoral Capstone Project requiring students to execute their previously developed project proposals through systematic data collection and analysis culminating in synthesization and dissemination of project results.	

PT 775	Justification for Course Change	The course is being realigned in the curriculum from a 15 week course that met every other week to a 6 week course that will meet 6 weeks. It is part of the major curricular realignment for the Division that is in line with current professional standards to meet the needs of the changing profession.	The WVU Division of Physical Therapy is submitting a series of course changes and new courses as part of an updated curriculum. This updated curriculum is in response to student and graduate feedback regarding debt and length of education. Additionally, these changes align the program with updated accreditation standards and national evidence-based trends in DPT education. This course is changing in content and credit hours (increases from 1 to 2) and will now become the implementation phase of the evidence-based Doctoral Capstone project.
WMAN 450	Credit Hours	4	3
	Catalog Description	Principles and practices of wildlife and fisheries habitat and species management.	Principles and practices of wildlife and fisheries population management.
	Catalog Prerequisites	WMAN 300 and Coreq: WMAN 450L.	WMAN 300
	Justification for Course Change		Dr. Rota's changing teaching responsibilities requires this course to be pared down. Capstone will be shifted to another course (WMAN 300) with a semester long research project. The lab will no longer be offered. The course will still focus on core principles of wildlife and fisheries population management.