Executive:

2.

3. **CDA 104 Restorative Fundamentals**

Proposal Rationale
The revisions to this course include minor language changes to the learning outcomes to make more clear and concise expectations and goals. Removal of a few outcomes and combining them to remove redundancies.

A minor change in wording in the calendar description, mainly to a spelling error.

4. **CDA 202 Preventive Dental Procedures**

Proposal Rationale
The revisions to this course include sequence changes of learning outcomes provide students an accurate outline that shows the progression of learning in correct order. minor language changes to the outcomes to make more clear and concise expectations and goals. Removing a few outcomes and combining them into more singular overarching goals will remove current redundancies and make the course more clear and concise. The calendar description needs updating to reflect the intentions of this course as the current description is limiting and not accurate.

5. **CDA 300 Dental Reception and Employment Preparation**

Proposal Rationale
The revisions to this course include renaming the course and removing redundant learning outcomes to make more clear and concise expectations and goals for this course.
The calendar description needs updating to reflect the intentions of the learning outcomes and course objectives. The current description and title do not allow for a clear representation of the course requirements.

Science & Technology

Revised courses:

1. **DSCI 400 Machine Learning I**

Proposal Rationale
Corequesite of linear algebra is being recommended for students, since this content is being covered in DSCI 400.

2. **DSCI 401 Machine Learning II**

Proposal Rationale
We would like to add an additional prerequisite (STAT 230) to DSCI 401 so that students have seen Linear Regression prior to the course.

DSCI 420 is more mathematically rigorous whereas STAT 240 was originally designed as a UT course that fed the OUC Statistics program.

Additionally, we feel as though a WES evaluation of the applicant's credential is appropriate. Applicants with degrees in areas where we would have assumed their mathematics was strong (like Physics, for example) have come into the program with little to no math experience.

2. **Post – Baccalaureate Diploma in Marketing and Data Analytics**

Proposal Rationale

STAT 240 is not a great fit for this program. We feel that DSCI 420 is a better fit. The content of DSCI 420 is more mathematically rigorous whereas STAT 240 was originally designed as a UT course that fed the OUC Statistics program.

Additionally, we feel as though a WES evaluation of the applicant's credential is appropriate. Applicants with degrees in areas where we would have assumed their mathematics was strong (like Physics, for example) have come into the program with little to no math experience.