

A - New Course Proposal : Entry # 3701**DEAN Decision**

Approved

Date

09/18/2026

Is this course intracollegiate or intercollegiate?

Intracollegiate

SCHOOL EPC Decision

Approved

Date

10/14/2026

SCHOOL EPC Comments

A committee member asked how discipline-specific capstone equivalency courses would be implemented for students pursuing the AI minor versus those who are not, specifically whether the course's SLOs would need to be revised or separate tracks established. It was clarified that the capstone equivalency must be approved to ensure that it includes a substantial AI-focused project. Therefore, whether a student is pursuing the AI minor does not affect implementation; an existing course would not need to establish separate tracks for students seeking AI minor credit and those who are not. However, any existing course that does not already include a substantial AI-focused project would need to undergo the approval process before qualifying as a capstone equivalency for the AI minor. We approve and request no changes.

Begin Form**Today's Date**

09/16/2026

Your Name:

Michael Oudshoorn

Your Email:moudshoo@highpoint.edu**Are you a Department Chair?**

Yes

By checking below, I certify that my department chair has seen and approved the new course that I am proposing.

Yes

Please select the appropriate school overseeing this proposal:

Engineering

A - New Course Proposal : Entry # 3701**When should this proposal take effect?**

Fall 2027

Information for the Registrar**Choose the department designator from the list below.**

AAI

Proposed Course Number?

3000

Is this course cross listed?

No

Does this course replace a current course?

No

What is the title of the new course?

Applied AI Minor Capstone

Write the catalog description of your proposed course:

This course is the culminating experience for the Applied AI minor and is intended primarily for students whose major does not offer a 3000- or 4000-level course that makes appropriate, substantial use of AI; a student who can complete such a qualifying major course instead satisfies the capstone requirement through that course and does not enroll in this course. In either path, the capstone experience requires the student to use AI heavily and purposefully within a significant, discipline-relevant project and to evaluate the results of that AI use in a meaningful, criteria-based way — this combination of heavy AI use and rigorous evaluation of outcomes is the minimum standard of equivalence. Students apply the tool, prompting, workflow, and governance/security competencies to design, build, document, and present an AI-assisted portfolio project relevant to their own field.

How many credit hours will this course be?

4

How will the course be graded?

Letter grade

Please select the course repeat option for this course:

Not repeatable for credit

What is the offering cycle for this course?

Fall semester

Does your course have any prerequisites?

Yes

A - New Course Proposal : Entry # 3701**Please list all prerequisites this course requires:**

AAI1200 AI Tools and Prompt Engineering AND AAI-2200 AI & Security, Governance and Security

Is this new course being proposed because of a new or revised major or minor proposal?

Minor in Applied Artificial Intelligence - Michael Oudshoorn

Gen Ed and Academic Programs**Is this course part of Gen Ed?**

- No

Does this course count towards a major or a minor?

Yes

Please list the Major / Minor and if it is Required or Elective

Minor in Applied Artificial Intelligence - elective

Is this course part of an academic program?

- This course does not fulfill academic program requirements

Does this course include any community engagement?

No

Does this course participate in the GoGlobal Program?

No

Information for Curriculum Review**Rationale and evidence for new course's consistency with departmental mission:**

AAI-3000: Applied AI Minor Capstone is fully aligned with the mission of the Department of Computer Science and the Webb School of Engineering by providing students with a culminating, applied learning experience that integrates technical understanding, problem solving, ethical decision making, communication, and critical evaluation. The course requires students to apply artificial intelligence in a substantial discipline-specific project while demonstrating responsible use, rigorous assessment of outcomes, and meaningful reflection on the role of AI in professional practice. As the capstone experience for the Applied AI Minor, the course embodies the department's commitment to experiential learning, interdisciplinary collaboration, and the practical application of emerging technologies to real-world challenges.

The need for AAI-3000 was identified through the recognition that AI literacy extends beyond understanding concepts and using tools; students must also demonstrate the ability to apply AI effectively within authentic disciplinary contexts. Employers increasingly seek graduates who can integrate AI into professional workflows, evaluate the quality and reliability of AI-assisted outputs, identify limitations and risks, and communicate results to diverse audiences. The capstone course addresses this need by requiring students to complete a significant project involving substantial AI use, documented decision making, ethical and security analysis, and criteria-based evaluation of outcomes. These experiences help students translate the knowledge and skills acquired throughout the minor into practical competencies that are directly relevant to their future careers.

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The course design was informed by contemporary educational practices emphasizing experiential learning, project-based learning, reflective practice, and authentic assessment. The curriculum incorporates structured project planning, workflow design, documentation, evaluation, and professional communication, reflecting the expectations graduates will encounter in modern workplaces. The proposal also recognizes that meaningful AI use varies across disciplines, allowing students to develop projects relevant to their majors while maintaining common standards for rigor, responsible use, and assessment. This flexibility supports interdisciplinary participation and reinforces the Applied AI Minor's goal of serving students from across the university.

AAI-3000 was further shaped by guidance from widely recognized frameworks related to responsible AI, risk management, and project evaluation, including the NIST AI Risk Management Framework and associated governance principles cited within the minor proposal. Students are required to complete ethics and security reviews, maintain AI-use logs, evaluate outcomes against defined criteria or baselines, and reflect critically on both the benefits and limitations of AI-assisted work. These requirements ensure that graduates not only demonstrate technical competence but also understand the broader responsibilities associated with deploying and evaluating AI technologies.

A particularly important feature of the course is its capstone-equivalency model, which permits appropriately rigorous AI-intensive projects embedded within upper-level major courses to satisfy the capstone requirement. This structure supports broader institutional efforts to integrate AI into teaching and learning across multiple disciplines while maintaining consistent standards for substantial AI use, meaningful evaluation, responsible practice, and faculty oversight. As a result, AAI-3000 serves not only as the culmination of the Applied AI Minor but also as a mechanism for fostering interdisciplinary innovation and AI-enhanced learning throughout the university.

By requiring students to plan, execute, evaluate, document, and present a significant AI-enabled project, AAI-3000 provides a valuable bridge between academic study and professional application. The course ensures that graduates of the Applied AI Minor can demonstrate practical competence, sound judgment, and responsible leadership in the use of artificial intelligence, making it a highly appropriate and mission-aligned capstone experience for the Department of Computer Science and the Webb School of Engineering.

List all student learning outcomes for this course.

Students completing AAI-3000 will be able to:

1. Define a project scope requiring substantial, purposeful AI use appropriate to the student's discipline
2. Design an AI-assisted solution/workflow using only prompting, configuration, and no-code tools, including at least one conditional (if-then-else) decision.
3. Conduct a documented ethics/security impact review of the project prior to execution
4. Execute the project across iterative build cycles while maintaining a documented log of AI use, prompts, and decisions
5. Design and apply a meaningful, criteria-based evaluation of the AI-assisted results — for example, accuracy, quality, or usefulness measured against a baseline or rubric — as the required minimum standard for the capstone
6. Communicate the project, methods, and evaluation findings in a professional presentation and a reflective essay analyzing how AI helped or hindered the work.

List any units or content areas that will be required for all sections of this course.

N/A

List any assignments, tests, or other assessments that will be required for all sections of this course.

N/A

List any readings or other materials that will be required for all sections of this course.

N/A

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List any course policies that will be required for all sections of this course.

N/A

If you would like to specify how requirements for contact hours must be met for all sections of this course, please indicate below. (e.g., if any experiential learning activities will replace seat time)

Students will work on major related projects and meet with the advisor individually multiple times over the course of the semester.

Sample Syllabus

- [AAI3000-Syllabus.pdf](#)

Additional Documents

- [AAI3000-details.pdf](#)