

**F - New Minor/Emphasis/Area of Concentration :
Entry # 3702****Today's Date**

09/17/2026

Your Name

Michael Oudshoorn

Your Emailmoudshoo@highpoint.edu**Please select the appropriate school overseeing this proposal:**

Engineering

When should this proposal take effect?

Fall 2027

Is this proposal connected to any other proposal currently under review or being submitted? If so, please provide details below.

The following five course proposals (submitted simultaneously) are associated with this minor:

AAI-1000 AI Fundamentals
AAI-1200 AI Tools and Prompt Engineering
AAI-2000 Strategic AI Productivity
AAI-2200 AI and Society, Governance and Security
AAI-3000 Applied AI Minor Capstone

The stricture of the minor will be:

Program Structure Overview
Minor in Artificial Intelligence (18-21 credits)

Course Title Credits Prerequisite(s)
AAI-1000 AI Fundamentals 4 None
AAI-1200 AI Tools and Prompt Engineering 4 AAI-1000
AAI-2000 Strategic AI Productivity 4 AAI-1200
AAI-2200 AI and Society, Governance and Security 4 AAI-1200
Choose one of (2-5 credits), taken after completing both AAI-1200 and AAI-2200:
AAI-3000 Applied AI Minor Capstone 4 AAI-1200 and AAI-2200
CSC-3250 Introduction to Artificial Intelligence 4 CSC2710 and (CSC2342 or MTH 2210) and a General Education ETRLT course

Prerequisite chain: AAI-1000 → AAI-1200 → {AAI-2000, AAI-2200} → AAI-3000 (requires both AAI-1200 and AAI-2200)

Is this submission in response to a "revise and resubmit" decision on a previous proposal?

No

Category of proposal

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Minor

200 Word Summary of Proposal

The proposed Applied AI Minor is intentionally interdisciplinary and is expected to serve students from across the university. As a result, multiple academic schools will be affected by its implementation.

Primary Academic Unit:

Department of Computer Science, Webb School of Engineering, which will administer the minor, oversee curriculum, and maintain the AI infrastructure supporting the program.

All academic schools are expected to benefit because the minor is designed for students from any major and requires no programming background, it is expected to complement programs across:

- * School of Business
- * School of Communication
- * School of Health Sciences
- * School of Education
- * School of Humanities and Behavioral Sciences
- * School of Art and Design
- * School of Engineering and other STEM disciplines

Students in fields such as business, marketing, communication, media production, education, psychology, criminal justice, political science, sport management, health sciences, exercise science, design, the arts, and technical majors are expected to find the minor particularly valuable as AI increasingly becomes part of professional practice. The curriculum specifically emphasizes practical AI literacy, prompt engineering, productivity enhancement, governance, ethics, professional practice, and responsible deployment rather than software development.

Administrative and Institutional Stakeholders:

- * Academic Affairs
- * Center for Innovative Teaching and Learning
- * Career and Professional Development

External Stakeholders:

- * Employers and industry partners seeking graduates with AI literacy and responsible AI-use skills.
- * Internship providers and community partners who may participate in capstone or applied projects.

Rationale for Proposed Curriculum

Artificial intelligence is rapidly transforming how individuals learn, work, communicate, create, and make decisions across nearly every profession. Employers increasingly expect graduates to understand how to effectively use AI tools, evaluate AI-generated content, and apply AI responsibly within their fields. While many institutions offer technical programs focused on computer science, data science, or machine learning, there remains a significant need for educational opportunities that prepare non-technical students to work effectively in an AI-enabled world.

The proposed Applied AI Minor addresses this need by providing students from any discipline with a practical, accessible, and interdisciplinary foundation in artificial intelligence. The curriculum emphasizes AI literacy, prompt engineering, productivity enhancement, workflow redesign, ethical reasoning, professional obligations, governance, privacy, security, and responsible deployment of AI technologies. By intentionally avoiding traditional programming prerequisites, the minor removes barriers to participation and enables students from business, communication, health sciences, education, psychology, criminal justice, the arts, and many other disciplines to gain valuable AI competencies.

The minor aligns with the university's commitment to preparing graduates for leadership and innovation in a rapidly changing

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technological landscape. It equips students not only to use AI tools effectively, but also to critically evaluate their output, understand their limitations, recognize professional, ethical and societal implications, and make informed decisions regarding their adoption. Through hands-on experiences and a culminating applied project, students learn to integrate AI into discipline-specific workflows while maintaining professional, ethical, and responsible practices.

Ultimately, the Applied AI Minor provides a timely and strategic response to workforce needs by ensuring that graduates possess the AI literacy and practical skills necessary to thrive in a future where human-AI collaboration will be an essential component of professional success.

What program(s), degree(s), and/or major(s) is this proposal intended to complement?

The minor is intended to complement all majors across the campus.

The minor consists of 4 4-credit required courses (AAI-1000, AAI-1200, AAI-2000, and AAI-2200). The 5th course is selected from a list of courses. This list consists of courses between 2 and 5 credit and hence the minor is a total of 18-21 credits in length. AAI-3000 (4 credits) is on course in this list. However, major class in the upper division that have an AI-heavy substantial project can also be added to the list (for example CSC3250). The goal is for students to primarily take a major course that satisfies the minor capstone requirement rather than take AAI-3000. This provides a strong interdisciplinary flavor to the minor and ensure that AI is applied to the students major in a substantive and meaningful way.

What academic divisions, university offices, programs, or key stakeholders are involved in, or affected by, this proposal?

All academic units benefit from the minor. Non academic stakeholders include CITL and Career and Professional Development.

Please attach documentation showing support from key stakeholders, if any.

- [WSoE-letter-of-support.pdf](#)
- [Entrepreneurship-Letter-of-Support.pdf](#)
- [CITL-support-letter.pdf](#)
- [CPD-Letter-of-Support.pdf](#)
- [Business-Letter-of-Support-Applied-AI-Minor.pdf](#)

Is the proposed curriculum consistent with HPU and your school's mission statement?

The proposed Applied AI Minor is strongly aligned with both High Point University's mission of preparing students for successful careers, meaningful lives, and leadership in a rapidly changing world, and the School of Engineering's commitment to providing innovative, interdisciplinary, and professionally relevant educational experiences. Artificial intelligence is becoming a foundational technology across virtually every industry, creating a need for graduates who can use AI effectively, ethically, and responsibly regardless of their major.

The minor supports these institutional goals by providing students with practical AI literacy, critical thinking skills, ethical reasoning, and the ability to apply emerging technologies to solve real-world problems. Its interdisciplinary design enables students from all academic backgrounds to understand and leverage AI in ways that complement their chosen fields while fostering responsible citizenship, informed decision-making, and lifelong learning. The curriculum's emphasis on productivity, governance, security, ethics, and societal impact reflects the University's commitment to developing graduates who are both technically informed and socially responsible.

Academic Quality and Rigor:

The curriculum has been designed to meet University and School standards for academic quality and rigor. Rather than focusing solely on the operation of AI tools, the minor develops progressively deeper competencies in AI concepts, prompt engineering, workflow optimization, evaluation of AI-generated content, governance, ethics, security, and responsible deployment. Students are required to critically analyze AI systems, assess their limitations, evaluate sources and outputs, and apply AI within authentic

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disciplinary contexts.

The capstone requirement further ensures academic rigor by requiring students to demonstrate meaningful application of AI knowledge and skills in a substantial project or approved AI-intensive experience within their major discipline. The program emphasizes both theoretical understanding and practical application, encouraging students to move beyond simple tool usage to strategic and responsible implementation.

Comparison with Peer and Aspirant Institutions:

The Applied AI Minor compares favorably with programs emerging at peer and aspirant institutions. Many universities have introduced AI-focused certificates, minors, and concentrations in response to growing workforce demand. However, these offerings often emphasize computer science, data science, machine learning, or programming-intensive coursework, limiting accessibility for non-technical students.

The proposed minor differentiates itself by adopting a human-centered, no-programming approach that focuses on AI literacy, prompt engineering, productivity enhancement, governance, ethics, security, and real-world application. This structure broadens participation across the university while addressing skills increasingly sought by employers. The combination of hands-on experience with contemporary AI tools, critical evaluation of AI-generated content, ethical and governance considerations, and a culminating applied experience positions the program as both innovative and responsive to current workforce and societal needs.

Consequently, the proposed curriculum is consistent with institutional priorities, maintains appropriate academic rigor, and represents a distinctive and competitive offering among peer and aspirant institutions seeking to prepare graduates for an AI-enabled future.

Does this proposal require an interim or transition plan, or can it be implemented immediately? If a transition plan is required, include details below.

The program can be implemented immediately.

Assessment Strategy

The effectiveness of the Applied AI Minor will be assessed through the University's established processes for curriculum review, student learning outcomes assessment, and continuous improvement. Assessment activities will be designed to ensure compliance with both High Point University academic standards and the principles of institutional effectiveness required by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

The program has clearly defined student learning outcomes (SLOs) aligned with the goals of the minor. These outcomes assess students' ability to:

- * Explain fundamental concepts, capabilities, and limitations of artificial intelligence.
- * Effectively employ AI tools and prompt-engineering techniques to solve discipline-specific problems.
- * Critically evaluate AI-generated content for accuracy, reliability, bias, and appropriateness.
- * Demonstrate understanding of ethical, legal, governance, privacy, and security issues associated with AI technologies.
- * Apply AI knowledge and skills in a meaningful project or capstone experience.

Direct assessment measures will include artifacts such as course assignments, projects, presentations, case studies, portfolio artifacts, examinations, and evaluations of capstone experiences. Faculty will use common rubrics where appropriate to assess achievement of program outcomes across multiple courses.

Indirect assessment measures include course evaluations, alumni feedback, and employer input regarding graduates' preparedness to use AI technologies effectively and responsibly.

Assessment results will be reviewed annually by faculty responsible for the minor. Findings will be used to identify strengths, address areas for improvement, update course content to reflect changes in AI technologies and industry practices, and ensure

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continued alignment with workforce needs and institutional priorities. Any curricular revisions will follow established university governance and approval processes.

Consistent with SACSCOC expectations for institutional effectiveness, the program will document:

- * Clearly defined student learning outcomes.
- * Systematic assessment of those outcomes.
- * Analysis of assessment results.
- * Evidence that results are used to improve student learning and program quality.

Program-level metrics such as enrollment, retention, completion rates, and student demand will also be monitored to evaluate the overall health and sustainability of the minor. Through this continuous improvement process, the Applied AI Minor will maintain academic quality, demonstrate student achievement, and ensure ongoing compliance with University and SACSCOC accreditation standards.

Please attach department approval page and any other supporting documents. If this proposal requires additional resources beyond normal operating expenses of department, school, or University, attach Provost's Provisional Willingness to Consider.

- [Minor-in-Applied-AI-V2.pdf](#)
- [Provost-willingness-to-consider.pdf](#)
- [CS-approval.pdf](#)

For Deans:

Does this proposal connect solely to programs in one school (Intra-Collegiate), or does it have connections to broader university programs and requirements (Inter-Collegiate)? Note that all proposals connected to University Academic Programs or within the General Education should be considered Inter-Collegiate proposals.

Inter-collegiate

Is this proposal consistent with the school and university mission?

Yes

Comments justifying this determination?

Yes. The proposed Minor in Applied Artificial Intelligence is highly consistent with both the mission of High Point University and the educational goals of the Webb School of Engineering.

High Point University is committed to preparing students for successful careers, meaningful lives, leadership, innovation, and lifelong learning. Artificial intelligence is rapidly transforming the workplace, society, and the manner in which information is created, evaluated, and communicated. The Applied AI Minor directly supports these institutional goals by equipping students with the knowledge and practical skills needed to use AI technologies effectively, responsibly, and ethically in their future professions.

The minor emphasizes critical thinking, problem-solving, ethical decision-making, communication, and technological fluency, all of which are central to the University's mission of developing well-rounded graduates who are prepared to lead and thrive in an increasingly complex and technology-driven world. The curriculum also promotes informed citizenship by addressing issues such as AI ethics, bias, privacy, security, governance, and the societal impacts of emerging technologies.

Are necessary resources available to support this proposal?

Yes

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Entry # 3702****[DEAN] I approve/deny this proposal for further advancement**

Approve

Today's Date (REQUIRED)

09/18/2026

For the School Curriculum Committee Chair**Is this proposal consistent with the mission and requirements of your school?**

Yes

Does this proposal reflect a course that is rigorous, current, and reflects best practices and highest academic standards?

Yes

[SCHOOL COMMITTEE} This committee approves/denies advancement of this proposal

Approve

Today's Date (REQUIRED)

10/14/2026

Further comments? (fill in if you select revise and resubmit)

The prerequisites for CSC 3250, an approved computer science capstone equivalent for the minor, were revised last year, as confirmed by Dean Oudshoorn. The proposal form lists the prerequisites as CSC 2710 AND (CSC 2342 OR MTH 2210) AND a general education ETRLT course. However, the 2025–2026 printed HPU catalog lists CSC 2710 as the prerequisite for CSC 3250, titled Artificial Intelligence in that catalog and now titled Introduction to Artificial Intelligence. APIRC should verify the approved prerequisites in the 2026–2027 catalog, which is not currently available to us, or consult the approval forms from last year.

Overall, this discrepancy does not affect the proposed courses in the minor, and we therefore approve the form. We understand that CSC 3250 is included alongside AAI 3000 as an example of a department-specific course that may serve as a capstone equivalent to AAI 3000. We simply wish to flag the discrepancy and request clarification of the prerequisites listed on the form.