

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: **CS 112** or Degree Plan(s):

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost
	Campus-Level Academic Review¹						
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
1.	Title (description unchanged)	A	A	A	I	I	I
2.	Description (not affecting content)	A	A	A	I	I	I
3.	Course term(s)	A	I	A	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ^{2 3}	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

		Dept./School	College	Dean	AUAC	Provost	UGEC	University Faculty	Senior VPAA	President
	Change to General Education Requirements for Undergraduates (System)									
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Updated 8/1/2023

Department/School(s)	
	02/25/2026
Chair Signature	Date

Chair/Program Director Signature	Date
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College Academic Council(s)	
 Arisoa Randrianasolo (Mar 5, 2026 13:58:30 CST)	03/05/2026
Chair Signature	Date

Chair Signature	Date
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Dean(s)	
	03/06/2026
Signature	Date

Signature	Date
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Teacher Education Council	
Signature	Date

Campus Academic Council:
Abilene Undergraduate or Abilene Graduate

Signature	Date
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Provost

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Abilene New Course Application

You may delete the preceding instructional pages before submitting application.

Course ID (<i>Subject Code and Number</i>)	CS 112
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1. Systems and Catalog Information Complete each item.

A	Course Developer	James Prather
B	Course Instructor	James Prather
C	Course Title	Foundations of Artificial Intelligence
D	Course Abbreviation for Banner if title is more than 30 characters	Foundations of AI
E	College	COBA - Business Administration ▾
F	Department or School	SITC - School of Information Technology & C... ▾
G	Number of Credit Hours	3 ▾
G1	Number of Lecture Contact Hours	1 ▾
G2	Number of Lab Contact Hours	2 ▾
H	Is the course for a fixed or variable number of credit hours?	Fixed ▾ If variable, explain rationale:
I	Is the course repeatable for additional credit?	No ▾
J	Maximum total number of credit hours a student can earn for this course	
K	Course Schedule Type	Lecture/Lab (LLB) ▾ See Schedule Type definitions in the Reference section.
L	Number of Faculty Workload Hours	3 ▾
M	Grading Mode	Standard ▾
N	Maximum Enrollment	20

O	Catalog Description (50 words or less)	This introductory course explores foundational concepts in artificial intelligence, helping students understand how AI works and how to critically evaluate its outputs. Through hands-on assignments, students from any discipline engage AI tools without requiring prior math or coding experience.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	None
Q	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	None
R	If the course is cross-listed, specify the subject code and course number of the other course	N/A
S	Does this course require any additional student course fees?	No ▾ If yes, attach a completed course fee form (see form "Request to Add or Change Course Fees").
T1	Will the course be offered in fall terms?	Yes, every year ▾
T2	Will the course be offered in spring terms?	No ▾
T3	Will the course be offered in summer terms?	No ▾
U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2026
V	Is this course required for a program(s)?	Yes ▾ If yes, submit a separate completed curriculum proposal to change the program(s).
W	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	No ▾ If yes, provide rationale:

X	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	No - If yes, provide course ID, term, and enrollment:
Y	List any courses in which the content overlaps the proposed course. (Course ID and Name). <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering.</i>	None

2. Curriculum

- A. Explain any effects of this course on any degree plans. If the addition of the course alters program requirements, submit a separate [Approval Chart for Curriculum Change](#) to update the program.
- This course is being added as part of the new minor in Interdisciplinary Studies in Applied Artificial Intelligence. It should not affect any other degree offerings at this time.
- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.
- The rapid expansion of artificial intelligence has created a curricular gap between highly technical AI courses and the practical needs of students without programming or mathematical backgrounds. This course addresses that gap by offering an accessible introduction to how AI systems work, their strengths and limitations, and the ethical challenges they present. Through hands-on activities and critical evaluation of real AI tools, students from any discipline develop essential AI literacy, preparing them to use these technologies responsibly and thoughtfully in academic, professional, and civic contexts.

3. Course Design

- A. Audience and Course Goal
- Describe the intended audience, including prerequisite skills.
The intended audience is students seeking a minor in Interdisciplinary Studies in Artificial Intelligence. No prerequisite skills are required.
 - State the overarching course goal(s) in performance terms.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Understand basic concepts in Computer Science relevant to the field of AI.	Weekly in-class quizzes will assess students' understanding of foundational AI concepts regularly, ensuring they grasp essential computer science principles.

2	Define the types of “artificial intelligence” (AI) and consider the strengths and limitations of each.	Mid-term and final exams require students to explain different AI types and evaluate their pros and cons, demonstrating comprehension and critical thinking.
3	Investigate the construction of different AI tools and create examples through hands-on activities.	Reinforcement learning and Large Language Model projects provide practical experience in building AI tools, showing students can apply concepts to create functional examples.
4	Critically examine the outputs of popular AI tools to identify biases and hallucination.	Weekly quizzes include analysis of AI outputs, testing students’ ability to detect errors, bias, and inaccuracies in AI-generated content.
5	Summarize the ongoing research on AI over-reliance and plan ways to use these tools responsibly.	Final paper evaluates students’ ability to synthesize research and propose responsible AI usage strategies, demonstrating higher-order understanding.

C. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

A. full publication information; label **Undergraduate**.

Students will access information primarily through electronic resources, including peer-reviewed journals, academic databases, reputable online publications, and curated digital resources related to artificial intelligence, ethics, and society. Given the rapidly evolving nature of AI, much of the course content will rely on current articles, reports, and case studies rather than traditional textbooks. On-site resources, such as library holdings will complement these materials. Below is a sample of resources provided by the library related to the subject.

Sample of Current Subscription Journals Held by ACU Library:

International Journal of Information Management (ScienceDirect)
Nature Machine Intelligence (NexisUni)
IEEE Transactions on Pattern Analysis and Machine Intelligence (IEEE)
Artificial Intelligence Review (SpringerLink)
Artificial Life (IEEE)
AI Magazine (Wiley Online Library)
Artificial Intelligence Review (SpringerLink)
Discover Artificial Intelligence (SpringerLink)
IEEE Transactions on Intelligent Vehicles (IEEE)
Journal of Intelligent Manufacturing (SpringerLink)
Artificial Intelligence (ScienceDirect)
Artificial Intelligence and Law (SpringerLink)
AI & Society: Journal of Knowledge, Culture and Communication (SpringerLink)
Minds and Machines: Journal for Artificial Intelligence, Philosophy and Cognitive Science (SpringerLink)

Sample of E-Books Held by ACU Library

Vogel, V., et al.(2024). *Ascenti: Humans Opening to AI*. UpRoute Books and Media.

Boobier, T. (2022). *AI and the Future of the Public Sector: The Creation of Public Sector 4. 0*. John Wiley & Sons, Incorporated.

Cave, S., & Dihal, K. (Eds.). (2023). *Imagining AI: How the World Sees Intelligent Machines*. Oxford University Press.

Cave, S., Dihal, K., & Dillon, S. (Eds.). (2020). *AI Narratives: A History of Imaginative Thinking about Intelligent Machines*. Oxford University Press.

Edmonds, D. (Ed.). (2024). *AI Morality*. Oxford University Press.

Floridi, L. (2023). *The Ethics of Artificial Intelligence: Principles, Challenges, and Opportunities*. Oxford University Press.

Surjeet Dalal, Neeraj Dahiya, Vivek Jaglan, Deepika Koundal, Dac-Nhuong Le (Eds.) (2024). *Reshaping Intelligent Business and Industry*. John Wiley & Sons, Ltd.

Gleason, N. (2024). *Humans Plus Technology: Global Youth Insights on the Future of Work*. Ethics International Press.

Hsu, F. (2022). *Behind Deep Blue: Building the Computer That Defeated the World Chess Champion*. Princeton University Press.

Kaplan, J. (2024) *Generative Artificial Intelligence—What Everyone Needs to Know*. Oxford University Press.

McStay, A. (2023). *Automating Empathy: Decoding Technologies that Gauge Intimate Life*. Oxford University Press.

Mehan, J. E. (2022). *Artificial Intelligence: Ethical, Social and Security Impacts for the Present and the Future*. IT Governance Publishing.

Susskind, R. (2025). *How To Think About AI: A Guide For The Perplexed*. Oxford University Press.

Floridi, L.(2024) *The Ethics of Artificial Intelligence: Principles, Challenges, and Opportunities*. Oxford Academic.

Velarde, G. (2023). *Artificial Era: Predictions, Problems, and Diversity in AI*. Oxford University Press.

Library Databases:

Academic Search Complete - Full text database of peer-reviewed academic journals. Contains full text articles from over 4,500 scholarly publications, and abstracts and indexing for nearly 8,000 scholarly journals.

Computer Source - Provides researchers with the latest information and current trends in high technology.

Applied Science & Technology Source - Offers full text for almost 1,200 journals and citations to millions of articles. The content within Applied Science & Technology Source derives from numerous sources, including leading trade journals, professional and technical society journals, and conference proceedings

Proquest SciTech Premium Collection - The SciTech Premium Collection includes the Natural Science Collection and the Technology Collection and provides full-text titles from around the world, including scholarly journals, trade and industry journals, magazines, technical reports, conference proceedings, government publications, and more.

IEEE Xplore Digital Library - Premier database for research in electrical engineering, electronics, computer science and related disciplines. includes full-text access to over 180 IEEE peer-reviewed journals and magazines and 1,500 annual conferences

ScienceDirect - articles from over 2,500 journals in science, technology, and health. Many articles are full-text through our paid subscription.

SpringerLink - Springer Nature Link provides access to the depth and breadth of a large collection of online journals published by Springer Nature.

Wiley Online Library - A multidisciplinary collection of online resources covering life, health and physical sciences, social science, and the humanities.

Suggested Readings

Technology Ethics: A Philosophical Introduction and Readings, ed. Gregory J. Robson and Jonathan Y. Tsou (Routledge, 2023)

Technology and the Virtues: A Philosophical Guide to a Future Worth Wanting, Shannon Valor (Oxford, 2018)

The Technological Society, Jacques Ellul (Vintage, 2021)

Technology and the Character of Contemporary Life, Albert Borgmann (University of Chicago Press, 2009)

Techne: Christian Visions of Technology (Cascade, 2022)

Tools for Conviviality, Ivan Illich (Marion Boyars, 2001)

God, Human, Animal, Machine: Technology, Metaphor, and the Search for Meaning, Megan O'Gieblyn (2021)

B. full publication information; label **Graduate**.

4. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section 1Y. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location(s).
7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section 2B.

Updated 8/19/2024



CS 112 – Foundations of Artificial Intelligence

MWF 9:00-9:50 AM

James Prather, Fall 2026

Instructor: James Prather
Phone: 325-674-2493
Email: james.prather@acu.edu

Office: Mabee Business Building 271
Office Hours: MTWR 9:00 – 12:00

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. We achieve our mission by providing a supportive, welcoming, Christ-centered community in which we foster academic excellence through innovative education, real-world learning opportunities, and faculty-guided research.

The mission of the College of Business Administration is to glorify God by creating a distinctively Christian environment in which excellent teaching, combined with scholarship, promotes the intellectual, personal and spiritual growth of business students, and educates them for Christian service and leadership throughout the world.

The mission of the School of Information Technology and Computing is to provide students with the *highest quality education* possible in the ever-changing high-tech arena, and to establish within them a *foundation of faith* from which they can lead and serve in world-changing ways.

Course Description

This introductory course will provide students with the necessary understanding to define and explain foundational concepts in artificial intelligence. Assignments will provide students the opportunity to illustrate how artificial intelligence works and critically interpret the results of using popular AI tools. This class is meant for any student from any discipline and requires no math or coding experience.

Credit Hours

This is a 3-credit hour course

Course Outcomes

Students who complete this course will have demonstrated the following student learning outcomes:

- Understand basic concepts in Computer Science relevant to the field of AI.
- Define the types of “artificial intelligence” (AI) and consider the strengths and limitations of each.
- Investigate the construction of different AI tools and create examples through hands-on activities.
- Critically examine the outputs of popular AI tools to identify biases and hallucination.
- Summarize the ongoing research on AI over-reliance and plan ways to use these tools responsibly.

Course Competencies

	Competency	Measurement
1	Understand basic concepts in Computer Science relevant to the field of AI.	Weekly in-class quizzes
2	Define the types of “artificial intelligence” (AI) and consider the strengths and limitations of each.	Mid-term and final exams
3	Investigate the construction of different AI tools and create examples through hands-on activities.	Reinforcement learning and Large Language Model projects.
4	Critically examine the outputs of popular AI tools to identify biases and hallucination.	Weekly quizzes
5	Summarize the ongoing research on AI over-reliance and plan ways to use these tools responsibly.	Final paper

Text

None

Prerequisites

None

Format

Class will mainly consist of lecture, discussion, and hands-on activities.

Grading

Component	Weight
Weekly quizzes	15%
In-class participation	10%
Projects	30%
Midterm Exam	15%
Final Exam	15%
Final Paper	15%

Grade Scale

90 - 100% = A 80 - 89% = B 70 - 79% = C 60 - 69% = D Below 60% = F

Weekly Quizzes

Quizzes will cover lecture material and provide students the chance to put concepts into action.

In-Class Participation

Students are expected to both attend class and engage with the in-class activities. These will be measured through “one minute quizzes” where students write on a notecard one thing they learned and one question they had that day.

Projects

Students will build their own AI systems in two separate projects, representing two separate approaches to AI. These systems can and will be built without code or using computers, but rather through hands-on “unplugged” activities. Students will construct their own:

- Large Language Model
- Reinforcement Learning Model

Exams

Both midterm and final exams will be comprehensive assessments of student learning during the semester and provide practical ways to showcase applications of their knowledge.

Final Paper

Students will write a five (5) page research paper that engages with the course content and suggested readings on topics directly related to the use of AI in academic settings. Topics include, but are not limited to:

- Student over-reliance
- Cognitive offloading and productive struggle
- Productive failure and AI
- Biases in training data
- Academic integrity
- Intellectual property
- Other ethical dilemmas in the use of AI

Late Work

Ignorance of an assignment will not excuse late work. Contact your professor if you have questions or concerns. The maximum grade for any late assignment is 70%.

Academic Integrity:

Students are expected to abide by the University’s policies and principles of academic integrity.

In accordance with this policy, it is expected that any work you submit, as partial or full solution to any homework assignment or exam question, will be work begun and completed by yourself. Any program, function or other materials copied at any point from another source is plagiarism and a violation of the academic integrity policy. Similarly, it is expected that you will not provide or make available any work you have done to another student; this, too, is a violation of the academic integrity policy.

A first violation of the policy will result in a 10% reduction of the overall course grade, essentially a one-letter drop in the final grade. A second violation will result in an overall grade of 'F' for the course and a report submitted to the Dean of Students.

The full Academic Integrity Document is available for review at:
<https://acu.edu/office-of-the-provost/academic-integrity-definitions/>

Attendance Policy:

I encourage you to be in attendance for every class session. During these times we will discuss issues and examples relevant to current material in the course. Attendance will be recorded and you may miss four (4) classes before your grade drops by one letter grade. Two (2) more unexcused absences (for a total of 6) will result in being dropped from the course with a WF. Excused absences are: illness (with doctor's note), death of family, or some other extenuating circumstance. Athletes may be excused when missing a class due to a game, but only if the instructor has been notified prior to that class period. Absences are counted because in the "real world," your boss expects you to be at work on time, every time, or you get fired. Two tardies equals one unexcused absence. Arriving at class late and leaving class early constitutes a tardy. Missing more than half of a class or more constitutes an absence.

Extra Credit

No extra credit will be offered.

Students with Disabilities:

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at 325-674-2667.

University Resources

I care about your class experience. The university also has a number of resources in place to support the ACU community both in this class and all aspects of university life.

Reporting Violations / Concerns / Complaints

Incident reports alleging violations of Student Conduct or concerns/complaints can be submitted here. Please use the form to submit information about an incident to Student Life / Office of the Dean of Students.

SOAR (Student Opportunities, Advocacy, and Resources):

SOAR partners with faculty, staff, parents and students to assist ACU students and connect them to resources available to support their path to success. For more information about SOAR or to make a SOAR recommendation, see <https://acu.edu/soar-program/>.

Mental Health Resources

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. Abilene Christian University is committed to supporting students addressing any of these concerns.

You can contact the Medical and Counseling Care Center at counseling@acu.edu, or by calling 325-674-2626. In addition, you can access free confidential counseling services through the Timely Care app by downloading their app on any device.

In a crisis situation contact the National Suicide Prevention Hotline open 24/7 by dialing 988, or call the Police at 911.

Another wonderful resource to help you learn how to manage your stress as a student can be found in your Compass app. The Wellness Badge is designed to help you understand how to manage your stress and how to do so on our campus. Completing each of the pathways earns you a chance at incentives, and completing the entire badge will earn you 200 chapel points. You can find the badge in your Compass app.

Title IX Policy:

At ACU, we strive to comply with all applicable legal requirements prohibiting, preventing, and responding to sexual misconduct against any member of the ACU community. The full Title IX policy and process can be found at <https://acu.edu/human-resources/title-ix-and-sexual-misconduct-information/>

CS 185: Foundations of Artificial Intelligence

Fall 2026

Tentative Schedule: *Subject to Change at Professor's Discretion*

Week	Assignment Due	Class Topic
1	Weekly quiz	The Beauty and Joy of Computing
2	Weekly quiz	History of AI
3	Weekly quiz	Large Language Models
4	Weekly quiz	Large Language Models
5	Weekly quiz	Large Language Models
6	Weekly quiz	Large Language Models
7	Midterm Exam	Large Language Models
8	Weekly quiz	Large Language Models
9	Weekly quiz LLM Project Due	Reinforcement Learning
10	Weekly quiz	Reinforcement Learning
11	Weekly quiz	Reinforcement Learning
12	Weekly quiz	Reinforcement Learning
13	Weekly quiz RL Project Due	Impacts of AI on Learning
14	Weekly quiz	Modern ethical dilemmas in AI
15	Weekly quiz Final Paper due	Modern ethical dilemmas in AI
	Final exam	



February 9, 2026

Dr. Trey Shirley
Associate Dean
Honors College
Don H. Morris Center (DMC) 223
(325) 674-2487

Re: Foundations of Artificial Intelligence (CS 112)

Dear Dr. Shirley,

Thank you for the submission of CS 112: Foundations of Artificial Intelligence for review. I have reviewed it based on the ACU Syllabus Guidelines. I found the syllabus to meet all aspects of the checklist.

Please note that this letter is intended as a reference, which will be read by the department chair and council members, who may also have questions or comments of their own. If you have any questions, please feel free to let me know.

Please also let me know if we can help in the design and facilitation of this course.

Sincerely,

A handwritten signature in black ink, appearing to read 'Amos Gutierrez', with a stylized flourish at the end.

Dr. Amos Gutierrez
Director of Instructional Design, Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: March 17, 2026
TO: Dr. Trey Shirley & Dr. James Prather
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for CS 112 – Foundations of Artificial Intelligence

After reviewing the course application and syllabus, the library can support the proposed course. If new library resources are needed, please contact Mark McCallon. Thank you for allowing us to review the proposal.