

Abilene Approval Chart for Curriculum Changes

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

Course Number: or **Degree Plan(s):** Minor in Interdisciplinary Studies in Applied Artificial Intelligence

The 18-hour minor in Interdisciplinary Studies in Applied Artificial Intelligence offers a liberal arts approach to AI that combines technical foundations with critical reflection. Students examine AI through ethics, philosophy, history, creativity, and related fields, while also engaging theological perspectives.

		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

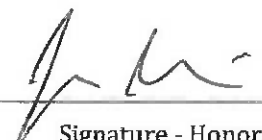
Department/School(s)

 4/10/24
Chair Signature - Date

College Academic Council(s)

 4/10/24
Chair Signature - Honors Date

Dean(s)

 4/10/24
Signature - Honors Date

Teacher Education Council

Signature Date

**Campus Academic Council:
Abilene Undergraduate or Abilene Graduate**

Signature Date

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 Track or Minor Application Instructions

Use this template to propose a new track of an existing degree program or a non-degree plan, which includes a minor. For a new educational program — undergraduate major, graduate degree, or certificate — use the [New Program Application](#).

Process Overview

Step 1: Develop and Refine Proposal

The applicant completes the proposal and submits it to the vice provost, who requests any revisions necessary to create an accurate, complete picture of the track or minor and ensure that it aligns with institutional policies and processes so that it will be ready to implement upon approval. After the vice provost is satisfied with revisions, the vice provost sends the proposal for review to:

1. the library dean's designee for library resources review
2. the SACSCOC liaison for substantive change review

Step 2: Curriculum Approval Process

After all reviews are complete, the vice provost will return the full proposal to the applicant, who will begin the process outlined on the campus approval chart to add a new track or minor. This includes approval by the department/school, college academic council, dean, Teacher Education Council if it's a teaching certification program, campus academic council, and provost for a new track, with the addition of the senior vice president for academic affairs for a new minor.

New Track or Minor Application

1. Program Identification
 - A. Title of track or minor:
Minor in Interdisciplinary Studies in Applied Artificial Intelligence
 - B. Identify as track or minor:
Minor
 - C. Home department or school (and associated degree program, if track):
Honors College
 - D. Developer(s) and credentials:
 - i. **Trey Shirley, PhD** - Associate Dean, Honors College, Associate Professor Department of Art and Design
 - ii. **James Prather, PhD** - Associate Professor School of Information Technology and Computing
 - E. Where program will be offered and delivery method:
Abilene, Face-to-Face
 - F. Proposed date of implementation
Fall 2026

2. Program Details

- A. Description. Summarize this course of study in 50 to 200 words.

The 18-hour minor in Interdisciplinary Studies in Applied Artificial Intelligence offers a liberal arts approach to AI that combines technical foundations with critical reflection. Students examine AI through ethics, philosophy, history, creativity, and related fields, while also engaging theological perspectives.

- B. Market need. What students will be drawn to this program? What types of careers will they pursue after graduation? What is the job market/outlook like in this area?

Students interested in both the technical and human dimensions of AI, including ethics, society, theology, psychology, creativity, and critical thinking, will find this program appealing. It fits those who want to shape how AI affects people and institutions, not just build code, and attracts liberal arts majors, future educators, policy advocates, communicators, and tech-curious humanities students alongside traditional learners.

AI-related jobs continue to grow, especially in areas that require human judgment, ethics, and interdisciplinary insight. Employers increasingly value experience with AI governance and ethical frameworks, with roles in AI ethics and fairness expected to grow as AI adoption expands.

Technical AI jobs (e.g., machine learning engineer, data scientist) also show strong demand but are competitive and often require deeper technical training. Overall, success in the AI era favors professionals who can combine technical literacy with critical thinking, communication, and societal understanding.

- C. Estimate total enrollment for each of the first five years.
We believe we can build up to around 50 students.

3. Rationale and Need for Program

- A. Mission fit. How does the course of study fit with the university's mission to educate students for Christian service and leadership throughout the world? How does the course of study fit with the university's current strategic plan or emphases?

The Interdisciplinary Studies in Applied Artificial Intelligence aligns with our mission by preparing students to engage technology thoughtfully and faithfully in service to others. It equips graduates to lead with ethical awareness, cultural insight, and theological grounding, enabling them to shape how AI is used in communities, workplaces, and ministries around the world. By integrating faith with critical investigation of AI's social, moral, and spiritual impacts, the program fosters Christian leaders who can interpret and influence technological change for the common good.

This course of study also supports the university's strategic emphases on integrative learning, ethical formation, and global engagement, reinforcing our commitment to produce graduates who are not only skilled but also

wise, compassionate, and mission-oriented in an increasingly AI-driven world.

- B. Disciplinary benchmarking. Name some institutions who have a similar track or minor and discuss how this proposal compares. Which Texas universities or other peer institutions already offer this course of study?

Peer and regional institutions demonstrate clear momentum for AI-focused minors and certificates, confirming the academic and market viability of this proposal.

As peer institutions, Pepperdine only offers a data science minor, Texas A&M has a Business and AI minor and a creativity and AI minor, and UT Dallas offers applied AI programs with a technical focus. These programs tend to be discipline-specific or professionally oriented and do not provide a liberal arts focus.

By contrast, this proposed minor is distinctly interdisciplinary, integrating AI fundamentals with ethics, humanities, social sciences, and theology and is available for students from all departments. While similar interdisciplinary models exist at institutions such as Georgia Tech and Northeastern University, few, if any, Christian universities offer a comparable program with the exception of Lipscomb who provides a Masters of Science and certificate in applied AI.

This proposal fills a clear gap by combining applied AI literacy with liberal arts and faith-based reflection, positioning the university as a leader in thoughtful, values-driven AI education.

- C. Make a case for why we should maintain all existing tracks in this major (if a track) or note which ones will be closed.

N/A

4. Curriculum

- A. Degree plan. List the requirements **as they would appear in the catalog**. For undergraduate degree plans, include 74 credit hours of major requirements and electives, and mark which courses are the capstone and writing-intensive courses. Minors are 18 hours with at least 6 hours of upper-division courses.

Minor: Interdisciplinary Studies in Applied Artificial Intelligence

This 18-hour minor in Interdisciplinary Studies in Applied Artificial Intelligence offers a liberal arts approach to AI that combines technical foundations with critical reflection. Students examine AI through ethics, philosophy, creativity, and related fields, while also engaging theological perspectives appropriate to a Christian university.

Computer Programming Foundations (Choose 3 Hours)

CS 115 - Scripting for Business Analytics

CS 117 - Introduction to Game Scripting

Artificial Intelligence Foundations (6 Hours)

CS 112 - Foundations of Artificial Intelligence

UNIV 230/HON 230 - Creativity in the Age of Artificial Intelligence

Interdisciplinary Studies in AI Menu (Choose 3 Hours)

ENGL 472 - Film and Belief

EDUC 221 - Educational Psychology

PSYC 241 - Cognition and Learning

Bible/Philosophy Elective Menu (Choose 3 Hours)

BIBT 470 - Christian Ethics

BIBP 486 - Ethics

BIBT 460/SOCI 460 - Ethics and Social Issues

Capstone Course (3 Hours)

UNIV 430/HON 430 - Wisdom & Virtue in a Technological Age

Total: 18 Credit Hours

- B. Course coordination. Attach a memo or email of support from the department chair of each department outside the home department that will provide a course for the track or minor.



Cliff Barbarick

Memo of Support for the Applied AI Minor

To: Trey Shirley, Cc: Jason Morris, Jessica Ruch

Yesterday at 3:54 PM

[Details](#)

Trey,

DBMM will be able to support adding BIBT 470, BIBP 486, and BIBT 460 to a menu for the Interdisciplinary Studies in Applied Artificial Intelligence minor. Between the three classes, we typically offer 2–3 courses each year, and we plan to continue doing so for the foreseeable future. If the minor increases demand for these courses, we can look for other instructors in order to offer additional sections.

We support the creation of this minor, and we're honored for DBMM courses to be included in the degree plan.

Grace and peace,

Cliff

Dr. Cliff Barbarick

Abilene Christian University

Associate Professor

Chair, Department of Bible, Missions, and Ministry

(325) 674-3767 (office)

[Schedule a meeting with me](#)

<http://blogs.acu.edu/storiesforthesojourn/>

ABILENE CHRISTIAN UNIVERSITY

LANGUAGE AND LITERATURE

MEMORANDUM

DATE: January 30, 2026
TO: Dr. Trey Shirley
FROM: Cole Bennett, Professor, Chair of Lang-Lit
RE: AI Minor

The Dept. of Language and Literature supports the creation of the new minor in Artificial Intelligence; we are eager to include our contribution of at least one course.

Educating Students for Christian Service and Leadership Throughout the World

School of Education
ACU Box 29008, Abilene, Texas 79699-9008
325-674-2112



February 6, 2026

To Whom It May Concern:

I am writing on behalf of the School of Education to express our enthusiastic support for the establishment of a minor in Interdisciplinary Studies in Applied Artificial Intelligence. I believe that such a program would significantly benefit the students at Abilene Christian University. The School of Education is excited to participate in this minor through the menu offering of EDUC 221—Educational Psychology. This course focuses on the brain and cognition and theories of learning. This course is a perfect fit for this minor as students will have the ability to wrestle with the implications of artificial intelligence on both brain development and its impact on teaching and learning in all environments moving forward.

Thank you for your thoughtful consideration of this matter.

Sincerely,

A handwritten signature in dark ink that reads 'Stephanie Talley'. The signature is fluid and cursive, with the first name 'Stephanie' and last name 'Talley' clearly legible.

Stephanie Talley, Ph.D.
Associate Professor
Director and Chair of the School of Education
Abilene Christian University
ACU Box 29008
Abilene, TX 79699-9008
325-674-2112

Dear Trey,

Thank you for your work on the new Minor in Applied AI. The Department of Psychology has reviewed the proposal for the minor in Interdisciplinary Studies in Applied Artificial Intelligence and believes that PSYC 241: Cognition and Learning is a good fit for the interdisciplinary menu of this minor and welcomes students from this minor taking this course.

The following faculty are credentialed to teach the course:

Brit'ny Stein, PhD
Tim Allen, PhD
Cherisse Flanagan, PhD
John Casada, MD, PhD
Rachel Team, PhD
Casey Westmoreland, SSP

The course is offered every fall and spring and is currently being taught by Brit'ny Stein, who is eager to accommodate students interested in cognition and AI.

Best,
Cherisse Flanagan

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Cherisse Y. Flanagan, PhD, Licensed Psychologist
Chair and Professor, Department of Psychology
Abilene Christian University
ACU Box 28011
Abilene, TX 79699
325.674.2282 (p)
325-674-6295 (f)

Brent Reeves
School of Information Technology and Computing

Re: Minor: Interdisciplinary Studies in Applied Artificial Intelligence

Dear Dr. Shirley,

This minor is shaping up to use two SITC courses:

Artificial Intelligence Foundations (6 Hours)

- CS 110 - Introduction to Applied Artificial Intelligence
- CS 115 - Scripting for Business Analytics

CS 115 is currently offered every fall and we could handle up to 10 more students.

CS 110 is a new course, and will require us to have more faculty resources. But in the short term (1 year) we can make this work.

Brent Reeves
Director, School of Information Technology and Computing

Trey,

The Department of Communication and Sociology supports the inclusion of COMM 412: Risk Communication in the proposed AI Minor. We offer this course every spring and have enough available seats to support the minor.

Blessings,
Lynette

--

Lynette Sharp Peña, Ph.D.
Professor of Communication
Chair, Department of Communication & Sociology
Abilene Christian University
ACU Box 28156
Abilene, TX 79699-28156
Office: 325-674-2136
Email: penyal@acu.edu

[Click here](#) to book an appointment with me.

C. Courses. Create a table with one row for every course, existing and new, included in the track or minor requirements. Create five columns that provide the following information:

1. Rotation and frequency (e.g., fall odd years)
2. Whether the course is required or on a menu
3. Which track(s, existing and new) the course serves, if applicable
4. Current faculty credentialed to teach (everyone who is eligible to teach the course, not just who *will* teach the course)

Course	Rotation/ Frequency	Required?	Names of Credentialed Faculty
CS 112 - Introduction to Applied Artificial Intelligence	Fall	Yes	James Prather Brent Reeves Brian Burton John Homer Arisoa Randrianasolo Rich Tanner
CS 115 - Scripting for Business Analytics	Spring	CS Menu: 1 of 2	James Prather Brent Reeves Brian Burton John Homer Arisoa Randrianasolo Rich Tanner
CS 117 - Introduction to Game Scripting	Fall	CS Menu: 1 of 2	
UNIV 230/HON 230 - Creativity in the Age of Artificial Intelligence	Every Other Spring (to Alternate with UNIV 430/HON 430)	Yes	*Greg Straughn *Amos Gutierrez *Nil Santana *Trey Shirley These faculty (above) have been identified as top candidates to teach the course and have each reviewed the syllabus. Below is a list of ALL of the faculty qualified to teach the course. Ryan Feerer Mike Wiggins Dan McGregor Kyle Dickson Cole Bennett Eric Bontempo Bill Carroll Laura Carroll Karen Cukrowski Jeremy Elliott Carol Evans Steven Moore

			Sherry Rankin Shelly Sanders Joe Stephenson Debbie Williams Todd Womble Greg Straughn Matt Roberson Jeff Goolsby Dan Harbaugh Rick Piersall Allen Teel Stephen Ward Dawn Swearingen-Meeks Joey Banks Catherine Baumgartner Christopher Hollingsworth
UNIV 430/HON 430 - Wisdom & Virtue in a Technological Age	Every Other Spring <i>(to Alternate with UNIV 230/HON 230)</i>	Yes	*Vic McCracken *Myles Werntz *Trey Shirley These faculty (above) have been identified as top candidates to teach this course. They have all reviewed the syllabus. Below is a list of ALL of the faculty qualified to teach the course. Brad East Cliff Barbarick Amanda Jo Pittman Rodney Ashlock John Boyles Kilnam Cha Alejandro Ezquerra Beth Ann Fisher Chris Flanders Heather Gorman Houston Heflin Chris Hutson Wes Crawford David Kneip Greg McKinzie Zane McGee Curt Niccum Omar Palafox Jennifer Schroeder Jeff Childers Kelli Gibson Mason Lee Myles Wentz

			Richard Wright Ken Cukrowski Mark Hamilton Tera Harmon Tim Sensing James Gorman Trey Shirley James Prather Jon Camp Ron Morgan Theodore Francis Kelly Elliott Amanda Biles Richard Beck
BIBT 470 - Christian Ethics	Spring	Ethics Menu: Choose 1 of 3	Brad East Vic McCracken Myles Werntz
BIBP 486 - Ethics	Spring	Ethics Menu: Choose 1 of 3	Brad East Vic McCracken Werntz
BIBT 460/SOCI 460 - Ethics and Social Issues	Not very often, but we may increase regularity if needed	Ethics Menu: Choose 1 of 3	Brad East Vic McCracken Myles Werntz Greg Brooks Trey Shirley Jon Camp
ENGL 472 - Film and Belief	Spring	Interdisciplinary Menu: Choose 1 of 4	Kyle Dickson Cole Bennett Eric Bontempo Bill Carroll Laura Carroll Karen Cukrowski Jeremy Elliott Carol Evans Steven Moore Sherry Rankin Shelly Sanders Joe Stephenson Debbie Williams Todd Womble
EDUC 221 - Educational Psychology	Fall, Spring, and Summer	Interdisciplinary Menu: Choose 1 of 4	Kim Hardin Dana Kenamer Julie Douthit
PSYC 241 - Cognition and Learning	Fall and Spring	Interdisciplinary Menu: Choose 1 of 4	Brit'ny Stein Tim Allen Cherisse Flanagan John Casada Rachel Team Casey Westmoreland

Comm 412 - Crisis Communication	Spring	Interdisciplinary Menu: Choose 1 of 4	Dorothy Andreas Jon Camp Randall Fowler Sheila Ritchie Kholo Theledi J.D. Wallace Lynette Sharp-Penya
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D. New courses. For each new course included in the program requirements, list the following information. The vice provost will insert a curriculum approval schedule to set deadlines for introducing each new course.

1. Proposed subject code and course number
2. Course title and description
3. Existing tracks/programs in which the courses will also be used, if applicable

New Courses:

CS 112 -

1. Proposed Subject Code and Course Number: CS 112

2. Course Title and Description: Foundations of Artificial Intelligence

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.

3. Existing Tracks/Programs in which the course will be used: None

UNIV 230/HON 230

1. Proposed Subject Code and Course Number: UNIV 230/HON 230

2. Course Title and Description: Creativity in the Age of Artificial Intelligence

An interdisciplinary exploration of creativity and artificial intelligence, focusing on authorship, originality, ethics, and creative practice across the arts and humanities. No technical background required.

3. Existing Tracks/Programs in which the course will be used: None

UNIV 430/HON 430

1. Proposed Subject Code and Course Number: UNIV 430/HON 430

2. Course Title and Description: Wisdom & Virtue in a Technological Age

This course explores how wisdom, virtue, and Christian practices of discernment can guide the pursuit of the good life amid the moral and formative challenges posed by contemporary technologies.

3. Existing Tracks/Programs in which the course will be used: None

5. Required Institutional Support

A. Faculty requirements and availability.

1. Describe the new track or minor's impact on faculty workload. Your narrative should provide supporting evidence that the number of full-time faculty members will be adequate to support the program.

The Honors College only owns one contract for a half-time faculty member. Therefore, two of these new courses (CS 112 and UNIV 230/HON 230) will need to be taught through in-load arrangements with departments on campus, via overload contracts, or with adjunct faculty. This is our common model for the operation of all of our courses in the Honors College.

2. If program delivery requires a faculty hire, provide an expected salary range and forecast potential faculty availability.

We do not plan to hire any new full-time faculty.

For the new courses: CS 112, UNIV 230/HON 230, and UNIV 430/HON 430 we plan to use existing faculty contracting directly with their departments or with them individually as an overload. Adjunct faculty will be brought in if necessary.

3. If the plan includes part-time instructors, include total cost per year for adjunct pay.

Our pay will be \$5500 per course—standard overload pay rate.

Foundations Course Instructor: \$5500/year

Capstone Course and Creativity Course Instructor: \$5500/year

1. These courses will be taught on alternate years

- B. Impact on existing programs. Identify any existing programs/majors from which the new program would draw students and estimate enrollment effects on existing programs in the home department or other departments.

We do not anticipate this minor cannibalizing from any other specific minors. Computer Science believes that rather than this detracting from their programs it could serve as an avenue to help recruit majors.

- C. Staff requirements. Indicate need for new staff (providing expected salary range and forecast suitable applicant availability) and evaluate effect on existing loads of current staff who will serve the program.

With the addition of our two new minors, we anticipate needing to extend the hours of one of our staff members. We are already operating at full capacity. We would like to bring our advisor Mary Womack from reduced full time to full time. Cost: \$12,636

D. Library resources. Identify discipline-specific library resources necessary to serve the requirements of the program. These may be existing holdings and services and new ones.

1. Describe how faculty and students will access information electronically and on site, and explain how they will receive instruction about how to do this

ABILENE CHRISTIAN UNIVERSITY LIBRARY

MEMORANDUM

DATE: January 31, 2026
TO: Dr. Trey Shirley
FROM: Mark McCallon, Associate Dean for Library Services
RE: Proposal for Minor in Interdisciplinary Studies in Applied Artificial Intelligence

After reviewing the proposal for the Minor in Interdisciplinary Studies in Applied Artificial Intelligence, the library can support the new minor. If new library resources are needed for the proposed minor, please contact Mark McCallon. Thank you for allowing us to review the proposal.

Faculty and students in the minor 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 and designated learning spaces, will complement these materials. Students will receive instruction in effective research practices through course-embedded guidance, library workshops, and collaboration with library staff, with particular attention to evaluating sources, responsible use of AI tools, and ethical research practices.

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.

2. Describe requirements to support students in their access to and use of learning resources.

The program will leverage existing university infrastructure to support student access to learning resources, including library databases, research support services, and campus technology resources. Faculty will provide clear guidance on accessing required materials and using digital tools, while librarians and instructional support staff will be available for research consultations and training. No specialized or extraordinary resources beyond current institutional support are required, ensuring equitable access for all students enrolled in the minor.

- E. Physical resources. Identify needs for classroom, lab, and office space and impacts on existing space use. List necessary equipment. Provide costs for any construction or equipment.

We do not anticipate any additional physical resource needs at this time.

- F. Scholarships. Will the unit provide any unique scholarships to students in the program?

We do not anticipate offering any additional scholarships for this minor at this time.

- G. Recruiting. To whom should the degree be marketed? What additional recruiting beyond general recruiting to the university will be needed, and what costs will we incur?

Recruiting for the minor will be led by the Honors College. We will use our multiple platforms (Preview Days, Honors College Mandatory Meetings, Living Learning Communities, Newsletter, and Friday Forums) to make Honors students aware of the minor. We will have some light marketing costs for promotional materials that we will absorb.

- H. Additional cost to deliver track or minor. Total expenses from sections A to H. Clarify which expenses are one-time and which are ongoing.

Foundations Course Instructor:	\$5500/year
Capstone/Creativity Course Instructor:	\$5500/year
Staff Support:	\$12,636/year
Total:	\$23,636/year

Stop here and submit to the vice provost. Section 6 is not required for all applications, and you will only need to complete it if requested by the SACSCOC liaison.

6. Additional Information Required if Requested

A. Employment demand and career possibilities.

1. Identify jobs that graduates would be qualified to pursue.
2. Use official databases to establish the job market for graduates of the program. Use the U.S. Bureau of Labor Statistics and Texas Workforce Commission; other sources that may be helpful are authorities on regional

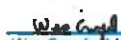
labor markets (e.g., metropolitan Chambers of Commerce) and current industry reports.

3. Use the [crosswalk document provided by IPEDS](#) to take the program's existing CIP code and find the associated occupations in the [Standard Occupational Classification](#) system provided by the Bureau of Labor Statistics. Use the associated SOC number to find entry-level and mean wages in that field in Texas from the Texas Workforce Commission ([Texas Wages](#) — Wages by Workforce Development Area).

- B. Student support services. Describe specific programs, services, and activities that will support students enrolled in the program. Some examples of academic support services are teaching and resource centers, tutoring, academic advising, counseling, disability services, diversity and inclusion offices, teaching laboratories, career services, testing centers, student life, and information technology.
- C. Describe financial resources available to support the new program, including a budget for the first year of the program; projected revenues, expenditures, and cash flow; amount of resources going to external institutions or organizations contracted to provide support services for the program; the operational, management, and physical resources available for the change.
- D. Provide contingency plans in the event required resources do not materialize.

Approvals

The proposal aligns with institutional policies and processes, and the campus is prepared to support the proposed track or minor as presented.

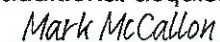

Wes Crawford (Apr 7, 2026 13:08:32 CDT)

04/07/2026

Vice Provost

Date

The library has sufficient resources to support the track or minor, or the comments below outline additional acquisitions required and their associated costs.


Mark McCallon (Apr 7, 2026 13:27:27 CDT)

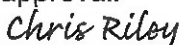
04/07/2026

Associate Dean of the Library

Date

Comments, if needed:

This proposal does not require additional review for institutional accreditation purposes, or I have worked with the faculty to gather the information necessary to notify SACSCOC or gain its approval.



04/08/2026

SACSCOC Liaison

Date

When all signatures are complete, attach an Approval Chart for Curriculum Changes, conduct the department faculty vote to approve the new track or minor, and continue the approval process as specified by the approval chart.