STATE UNIVERSITY SYSTEM OF FLORIDA

Request to Offer a New Degree Program

In accordance with Board of Governors Regulation 8.011,
Academic Degree Program Coordination and Approval

Florida Atlantic University	**Fall 2026**
Institution Submitting Proposal	**Proposed Implementation Term**
College or Engineering, Dorothy F. Schmidt College of Arts & Letters	**Electrical Engineering and Computer Science, Philosophy**
Name of College(s) or School(s)	**Name of Department(s)/Division(s)**
Artificial Intelligence with Philosophy	**Bachelor of Science in Artificial Intelligence with Philosophy**
Academic Specialty or Field	**Complete Name of Degree**
11.0199	
Proposed CIP Code (2020 CIP)	

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met before the program's initiation.

Date Approved by the University Board of Trustees	**President's Signature** **Date**
Board of Trustees Chair's Signature **Date**	**Provost's Signature** **Date**

I. Overview

A. Briefly describe the proposed program in the following table.

Purpose	The B.S. in Artificial Intelligence with Philosophy integrates AI/computer science with philosophy to prepare graduates who can design, build, and deploy complex AI systems with a deep, critical understanding of their ethical, societal, and humanistic implications. The program provides a rigorous foundation in both technical AI principles and philosophical inquiry, creating innovators who can lead the development of responsible, fair, and trustworthy AI solutions. This interdisciplinary program positions graduates to meet Florida's workforce need for professionals who can integrate AI innovation with ethical and policy frameworks essential to the state's innovation economy.
Degree Level(s):	Bachelors
Majors, Concentrations, Tracks, or Specializations	
Total Number of Credit Hours	120
Program Type	☒ **E&G Program** ☐ **Market Tuition Rate Program*** ☐ **Self-Supporting Program*** *Refer to Board Regulation 8.002, Self Supporting and Market Tuition Rate Program and Course Offerings, for additional details.
Possible Career Outcomes	AI/ML Engineer, AI Software Developer, AI Ethics Specialist, Responsible AI Program Manager, AI Governance Analyst, AI Policy Analyst, Trust and Safety Specialist (AI & Machine Learning), Algorithmic Auditor, AI Bias and Fairness Specialist, AI Systems Developer, graduate/professional study (M.S./Ph.D. in AI/CS/Philosophy)

B. Does the proposed program qualify as a Program of Strategic Emphasis, as described in the Florida Board of Governors 2025 System Strategic Plan?
Programs of Strategic Emphasis List

    ☐ Yes, it does qualify as a Program of Strategic Emphasis.
    ☒ No, it does not qualify as a Program of Strategic Emphasis.

Although CIP 11.0199 is not on the waiver list, it is derivative of 11.0101 Computer and Information Sciences, General and 11.0102 Artificial Intelligence, which are designated as a Programs of Strategic Emphasis.

C. Does the program fall under one of the CIP codes listed below that qualifies for the Programs of Strategic Emphasis Waiver? *(for baccalaureate programs only)*

CIP CODE	CIP TITLE
11.0101	Computer and Information Sciences
11.0103	Information Technology
13.1001	Special Education and Teaching
13.1202	Elementary Education and Teaching
14.0801	Civil Engineering
14.0901	Computer Engineering
14.1001	Electrical and Electronics Engineering
14.1901	Mechanical Engineering
27.0101	Mathematics
52.0301	Accounting
52.0801	Finance
52.1201	Management Information Systems

☐ Yes. If yes, students in the program will be eligible for the Programs of Strategic Emphasis waiver. Refer to Board Regulation 7.008 and the Programs of Strategic Emphasis Waiver Guidance.

☒ No

☐ Not Applicable

STATE UNIVERSITY SYSTEM OF FLORIDA

II. Institutional and State-Level Accountability

A. Describe how the proposed program directly or indirectly supports the following.

1. The [State University System's Strategic Plan](#) goals.
2. The institution's strategic plan and goals the program will directly advance.
3. The university's mission.
4. The benefit to the university, the local community, and the state.

The State University System's Strategic Plan goals

The proposed B.S. in Artificial Intelligence with Philosophy directly advances SUS and Florida 2030 Blueprint priorities in ethics, governance, and responsible innovation. As AI expands across all sectors, there is a critical need for graduates who can integrate deep technical knowledge with ethical reasoning and logical analysis. This program prepares students to contribute to AI policy, fairness, explainability, and governance, all essential to Florida's innovation ecosystem and the SUS goal of meeting state needs.

Artificial Intelligence and Data Science have been identified by the Florida Board of Governors (BOG) as critical areas for cultivating a 21st-century workforce. In fact, AI and Computer Science are designated Programs of Strategic Emphasis (PSE) under CIP 11.0101/11.0102, reflecting statewide priority for investment. By fusing AI with Philosophy, the proposed degree addresses multiple BOG priority areas: it contributes to the STEM pipeline, fosters research and innovation, and meets the workforce needs of Florida's innovation ecosystem.

The institution's strategic plan and goals the program will directly advance.

This program advances FAU's strategic plan, by establishing a forward-looking program that addresses one of the most significant technological and societal challenges of our time. It fosters interdisciplinary collaboration between College of Engineering & Computer Science and Dorothy F. Schmidt College of Arts and Letters, creating new avenues for research and scholarship while advancing FAU's role as a leader in interdisciplinary AI education.

The university's mission.

The program directly supports FAU's mission to provide research-driven education, interdisciplinary collaboration, and workforce readiness. By embedding philosophical and ethical training at the core of a technical AI degree, the program operationalizes this mission, positioning the university as a leader in shaping the ethical dimensions of AI development.

The benefit to the university, the local community, and the state.

University: Positions FAU as a state leader in responsible AI, attracting high-achieving

students and faculty interested in this critical intersection.

Community & State: Graduates will fill a high-demand, hybrid workforce need. They will serve in roles across Florida's key sectors (technology, healthcare, finance), as well as in policy think tanks and government, supporting the Blueprint's emphasis on robust civic and governance systems.

B. Provide the date the pre-proposal was presented to the Council of Academic Vice Presidents Academic Program Coordination (CAVP ACG). Specify any concerns raised and provide a narrative explaining how each has been addressed in this proposal or will be addressed before the proposed program is implemented.

November 2024.

III. Student and Workforce Demand

If the proposed program is a baccalaureate or master's degree on the Programs of Strategic Emphasis list, skip III-A.

A. Describe the Florida and national workforce demand for the proposed program. The response should, at a minimum, include the current state workforce data from Florida's Department of Commerce and national workforce data from the U.S. Department of Labor's Bureau of Labor Statistics. Additional documentation for workforce needs may include letters of program support by employers and job postings for program graduates, as well as a description of any specific needs for research and service that the program would fulfill.

While "AI Ethicist" is an emerging role without its own Standard Occupational Classification (SOC) code, the demand for this skill set is explosive. Graduates are prepared for hybrid roles that combine technical and analytical skills. The demand is evident in high-growth occupations that this degree prepares students for.

This demand is driven by the significant financial, regulatory, and reputational risks associated with deploying biased or opaque AI systems. As organizations in critical sectors like finance, healthcare, and human resources adopt AI for high-stakes decisions (e.g., credit scoring, medical diagnostics, and hiring), they face an urgent need for professionals who can ensure these systems are fair, transparent, and accountable.

The need is not just for individuals who can theorize about ethics, but for practitioners who possess deep analytical and technical skills to audit algorithms, interpret model behavior, and implement governance frameworks directly within the development lifecycle. This creates a new category of hybrid roles where our graduates will excel.

Graduates of the BSAI with Philosophy program are uniquely prepared for positions that require a synthesis of technical and humanistic expertise, including:

AI Auditor: A specialist who analyzes machine learning models for hidden biases, fairness, and compliance with both internal policies and external regulations.

Responsible AI Product Manager: A leader who guides the development of AI products with a primary focus on ethical design, user safety, and transparent functionality.

AI Governance Specialist: A professional who creates and enforces the policies, standards, and processes for the responsible development and deployment of AI across an entire organization.

Trust and Safety Analyst (AI): An individual who uses their deep analytical skills to identify and mitigate risks on digital platforms, such as the spread of misinformation or harmful content generated or amplified by AI systems.

Data Scientist (Fairness & Explainability): A data scientist who specializes in using advanced techniques to make complex "black box" models more interpretable and to ensure their outputs are equitable across different demographic groups.

Therefore, while a single SOC code may not exist, the functions of ensuring fairness, mitigating bias, and establishing governance are becoming embedded across a wide range of high-growth technology roles, creating a robust and growing job market for graduates with this specific interdisciplinary skill set.

Complete the table below using data from the Search by CIP or SOC Employment Projections Data Tool in the Academic Review Tracking System.

Labor Market Demand, CIP Code 11.0199

Occupations	Percent Change in Job Openings		Annual Average Job Openings		Total # of New Jobs		Education Level Needed for Entry
	FL 2022-32	U.S. 2024-34	FL 2022-32	U.S. 2024-34	FL 2022-32	U.S. 2024-34	
Information Security Analysts (15-1212)	+42%	+29%	1,240	16,000	4,500	52,100	Bachelor's
Data Scientists (15-2051)	+47%	+33.5%	1,020	23,400	3,980	82,500	Bachelor's
Management Analysts (13-1111)	+19	+9%	7,750	1.16 mil	13,730	94,600	Bachelor's
Social	+13%	-2%	180	3,200	240	-600	Bachelor's

Scientists and Related Workers, All Other (19-3099)						
Computer and Information Systems Managers (11-3021)	+24%	+15%	2,250	55,600	5,660	101,600	Bachelor's
Software Developers (15-1252)	+35%	+16%	7,330	115,200	26,320	267,700	Bachelor's

Sources:
Date Retrieved: 10/23/2025
(data displayed via O*NET Local Trends)

Florida Employment Trends: 15-2051.01 - Business Intelligence Analysts

B. If the occupations do not currently appear in the most recent version of the Search by CIP or SOC Employment Projections Data Tool provided by Board staff, provide occupational linkages or jobs graduates will be qualified to perform based on the training provided to students in the proposed program in the table below. Contact the institutional representative working with you on the degree proposal for more information about possible occupations.

Occupational Linkages for the Proposed Program

SOC Code (XX-XXXX)	Occupation Title	Source / Reason for Inclusion
15-1212	Information Security Analysts	This role is now central to AI Governance. Graduates are prepared to manage AI-specific risks. Their philosophical training in analyzing complex texts and frameworks (like the NIST AI Risk Management Framework) and using Logic to communicate with non-technical audiences makes them ideal for assessing and reporting on bias, privacy, and compliance as critical security vulnerabilities.
15-2051	Data Scientists	Prepares graduates to move beyond model building into model validation. Their training in Ethics equips them to quantify and mitigate bias. Their study of Philosophy of Mind and Logic directly supports the high demand for Explainable AI (XAI), enabling them to analyze how a model "thinks" and build a sound, defensible case for its deployment.
13-1111	Management Analysts	Graduates are qualified to serve as the critical link between technical and executive teams. Their training in ethical reasoning and stakeholder analysis prepares them to consult with organizations to develop and implement responsible AI strategies, corporate governance frameworks, and public policy.
19-3099	Social Scientists and Related Workers, All Other	This is a proxy for "AI Policy Analyst," a role in high demand at tech companies

		and government agencies. Graduates' philosophical training provides the required analytical, ethical reasoning, and communication skills to assess AI's societal impact and develop responsible governance policies.
11-3021	Computer and Information Systems Managers	Prepares graduates for leadership roles, such as "Responsible AI Product Manager." This job is applied philosophy, requiring the ability to "communicate trade-offs" (an Ethics skill) and "act as a translator" (a Logic and Communication skill) between technical teams, legal, and executives to ensure products are fair, transparent, and accountable.
15-1252	Software Developers	Graduates are fully qualified for this role via their strong technical core. The philosophy specialization provides the formal training in Ethics and Logic to meet modern job demands for "bias and fairness" evaluation, allowing them to audit algorithmic design and build responsible, trustworthy products from the ground up.

C. Describe the student demand for the proposed program. The response should, at a minimum, include the following.

1. Projected headcount for Year 1 through Year 5.

2. Data that supports student interest or demand for the proposed program. Include questions asked, results, and other communications with prospective students.

Projected Headcount

- Year 1: ~20 students (primarily first-time-in-college freshmen, with some transfers).

- Year 2: ~35 students.

- Year 3: ~55 students.

- Year 4: ~75 students (with the first graduating cohort of ~20).

- Year 5: ~100 students (with 30–40 graduates annually thereafter).

These figures reflect steady but manageable growth, consistent with similar interdisciplinary STEM programs at FAU and other SUS institutions.

Evidence of Interest

Student demand has been confirmed through:

Advising Feedback: Current FAU philosophy and computer science undergraduates frequently ask how to combine computing with ethics, bias, and trustworthy systems, reflecting strong interest in AI + philosophy pathways.

Industry Advisory Board Input: Employers consistently emphasize the value of undergraduates trained in both AI and philosophy, reinforcing that such a program would attract students seeking high-demand careers.

National Trends: national trends showing a generation of students who are both technically minded and deeply concerned with social and ethical issues. Applications for interdisciplinary programs combining "Tech and Society" or "Computer Science and Ethics" have grown nationwide.

These indicators demonstrate clear and sustained student demand that will contribute to enrollment growth in both Philosophy and EECS while advancing FAU's reputation in interdisciplinary AI education.

IV. Duplication of Existing Programs

A. If the program duplicates another degree program at a private or public state university in Florida with a substantially similar curriculum, provide evidence that the university has investigated the potential impact on the existing program, has discussed opportunities for collaboration with the affected university, and can justify the need for duplication. Additionally, summarize the outcome(s) of communication with appropriate personnel (e.g., department chairs, program coordinators, deans) at the affected institutions regarding the potential impact on enrollment and any opportunities for collaboration in the areas of instruction and research.

No existing Bachelor's programs in SUS with CIP 11.0199.

FAU's pre-proposal for a B.S. in Artificial Intelligence with a second discipline was presented to the CAVP and positively received. Sister SUS institutions expressed interest in developing similar programs, underscoring the timeliness of FAU's initiative. No substantive concerns were raised regarding duplication, and FAU's distinct dual-core curriculum (39 credits AI/CS + 39 credits Philosophy) ensures differentiation and complements existing programs in the SUS.

B. If the proposed program curriculum substantially duplicates an existing program at Florida Agricultural and Mechanical University, provide evidence that the proposed program would not affect enrollment in Florida Agricultural and Mechanical University's program.

V.   Curriculum

A. If the program is a bachelor's degree, please identify if the university is seeking any of the following statuses for the program.

☐ Not Applicable

Status	Yes	No	If yes, complete the following
Common Prerequisites		X	Appendix C
Exception to 120 Credits		X	Appendix D
Specialized Admissions		X	Appendix E

B. Describe the admissions criteria and graduation requirements for the program.

Admission Requirements:

All students must meet the minimum admission requirements of the University. Please refer to the Admissions section of this catalog.
The Bachelor of Science in Artificial Intelligence with Philosophy (B.S.A.I.) is a multi-college, interdisciplinary program jointly administered by the Philosophy Department in the Dorothy F. Schmidt College of Arts & Letters, the Department of Electrical Engineering and Computer Science (EECS) in the College of Engineering and Computer Science. This program aims to prepare students with balanced training in AI/computer science and Philosophy to meet growing workforce demand at the intersection of life sciences and technology.

Prerequisite Coursework for Transfer Students
Students transferring to Florida Atlantic University must complete both lower-division requirements (including the requirements of the General Education Curriculum) and requirements for the college and major. Lower-division requirements may be completed through an Associate in Arts (A.A.) degree from any Florida public college, university or community college or through equivalent coursework at another regionally accredited institution. Before transferring and to ensure timely progress toward the baccalaureate degree, students must also complete the prerequisite courses for their major as outlined in the *Transition Guides.*

All courses not listed with the Florida Statewide Course Numbering System that will be used to satisfy requirements will be evaluated individually on the basis of content and will require a catalog course description and a copy of the syllabus for assessment.

Graduation Requirements:

The minimum number of credits required for the Bachelor of Science in Artificial Intelligence with Philosophy degree is 120 credits: 36 credits in the General Education Curriculum, 24 credits in AI core, 15 credits in AI electives, 21 credits in Philosophy core, 12 credits in Philosophy electives, 6 credits in free electives, 3 credits capstone course, 3 credits mathematics of Data Science. This degree will be awarded to students who satisfy all admission and degree requirements.

Students must attain a minimum grade of "C" in Mathematics of Data Science, AI Core, AI Electives, Philosophy Core, Philosophy Electives, and AI Capstone.

C. If the proposed program is an AS-to-BS capstone, provide evidence that it adheres to the guidelines for such programs, as outlined in [State Board of Education Rule 6A-10.024](#). List any prerequisites and identify the specific AS degrees that may transfer into the proposed program.

⊠ Not applicable to this program because it is not an AS-to-BS Capstone.

D. Describe the curricular framework for the proposed program in the table below.

This program integrates rigorous technical preparation in artificial intelligence, data science, and computing with foundational and advanced coursework in philosophy, logic, and ethics, preparing graduates to design, evaluate, and govern AI systems with both technical and moral sophistication.

Program Structure

Total Credits: 120

General Education: 36 credits

Mathematics of Data Science: 3 credits

AI Core: 24 credits

AI Electives: 15 credits

Philosophy Core: 21 credits

Philosophy Electives: 12 credits

Free Electives: 6 credits

AI Capstone: 3 credits

AI Core (24 credits)

Provides a foundational sequence in programming, software design, data science, algorithms, and artificial intelligence. Students gain the computational and analytical skills needed to build and evaluate intelligent systems.

Representative Courses:
- Introduction to Programming in Python (COP 3035C)
- Data Structures and Algorithm Analysis with Python (COP 3410C)
- Introduction to Software Design (CEN 3062C)
- Foundations of Computing (COT 2000C)
- Applications of Artificial Intelligence (CAP 2603)
- Introduction to AI (CAP 4630)
- Introduction to Data Science and Analytics (CAP 4773)
- Analysis of Algorithms (COT 4400)

AI Electives (15 credits)

Students select from advanced technical electives that expand their skill set in specialized AI areas such as machine learning, trustworthy AI, and natural language processing.

Sample Options:
- Trustworthy Artificial Intelligence (CAP 4623)
- Introduction to Deep Learning (CAP 4613)
- Introduction to Natural Language Processing (CAI 4304)
- Introduction to Large Language Models (CAI 4223)
- Introduction to Data Mining and Machine Learning (CAP 4770)

Philosophy Core (21 credits)

Develops depth in philosophical reasoning, ethics, and epistemology. Students explore the conceptual foundations of intelligence, consciousness, and technology, fostering the ability to analyze the societal and ethical implications of AI.

Core Courses:
- Logic (PHI 2102)
- Artificial Intelligence and Ethics (PHI 2680)
- Philosophy of Mind (PHI 3320)
- Knowledge and Reality (PHI 4380)
- Philosophy of Science (PHI 4400)
- Ethical Theory (PHI 4661)
- Senior Seminar in Philosophy (PHI 4938)

Philosophy Electives (12 credits)

Students select from advanced philosophy electives that complement their interests in ethics, cognition, or the philosophy of science and technology.
Examples include:

- Symbolic Logic (PHI 4134)
- Philosophy of Law (PHM 3400)
- Philosophy of Medicine (PHI 3456)
- Phenomenology (PHP 4782)
- Biomedical Ethics (PHI 4633)
- Science Fiction and Philosophy (PHM 4133)

Mathematics of Data Science (MAP 2192, 3 credits)
Introduces essential mathematical tools, linear algebra, probability, and optimization, used in data science and machine learning, preparing students for upper-level AI coursework.

AI Capstone (CAI 4741, 3 credits)
A culminating, team-based project where students design and implement an AI solution addressing a real-world problem informed by philosophical analysis of ethics, fairness, and accountability. Projects are mentored jointly by EECS and Philosophy faculty.

Language Elective Credits (6-8 credits)
Select 2 language courses totaling 6-8 credits from the following prefixes: ARA, CHI, FOL, FRE, FRW, GER, GEW, GRK, HBR, ITA, ITW, JPN, LAT, SPN, or SPW

Free Electives (1-3 credits)
Any 3000- or 4000-level courses within the College of Arts and Letters, outside of Philosophy, allowing students to broaden their interdisciplinary perspective.

The curriculum will satisfy all Academic Learning Compact (ALC) requirements; an ALC will be developed specifying critical thinking, communication, and content knowledge outcomes.

Course Prefix & Number	Course Title	Required or Elective	Credit Hours	Course Description
CAI 4304	Introduction to Natural Language Processing	Elective	3	This course provides an introduction to the field of Natural Language Processing. It includes relevant background material in Linguistics, Mathematics, Probabilities, and Computer Science. Some of the topics covered in the class are Text Similarity, Part of Speech Tagging, Parsing, Semantics, Question Answering, Sentiment Analysis, and Text Summarization
CAP 2603	Applications of Artificial Intelligence	Required	3	This course provides an overview of the field of artificial intelligence (AI) with emphasis on contemporary techniques and applications of AI in many areas, including computer vision, natural language processing and medical diagnosis. The course broadens the participants' view of the field of AI, allowing a better understanding of

				its foundations, risks, applications and implications.
CAP 4623	Trustworthy Artificial Intelligence	Elective	3	Topics include preliminary materials security, trust and AI; human agency and oversight; technical robustness and safety; privacy and data governance; transparency; diversity, non-discrimination and fairness; societal and environmental well-being; and accountability.
CAP 4630	Introduction to AI	Required	3	A broad introduction to the core concepts of artificial intelligence, including intelligent agents, problem solving by search, knowledge representation and reasoning and learning from examples. Programming in Python and possibly other software environments.
CAP 4773	Introduction to Data Science and Analytics	Required	3	This course deals with the principles of data science and analytics. Topics covered include statistical analysis of data, measurement techniques and tools, machine

				learning methods, knowledge discovery and representation, classification and prediction models.
CEN 3062C	Introduction to Software Design	Required	3	This course introduces fundamental programming concepts in object-oriented design and abstraction. Design, implementation, testing and debugging object-oriented programs are emphasized, as well as how to analyze, instantiate and connect components that are reusable parts.
COP 3035C	Introduction to Programming in Python	Required	3	Introduction to programming with Python for students with no prior programming experience. Course introduces programming fundamentals, algorithm development, debugging, testing and visualization with applications.
COP 3410C	Data Structures and Algorithm Analysis with Python	Required	3	This course is an advanced programming class that covers data structures and algorithm analysis using the Python programming language. The

				course covers various data structures (including arrays, linked lists, stacks, queues, trees) and abstract data types in the design and implementation of computer programs.
COP 3540	Introduction to Database Structures	Elective	3	An introduction to the design, implementation and application of database systems, with a focus on relational databases. Key core topics include relational algebra, data models, normalization, file storage, indexing, memory and transaction management and the SQL programming language. Advanced topics related to contemporary database design and applications are also covered.
COP 3834	Introduction to Web Programming	Elective	3	This course introduces frontend and backend development skills, and experience with layout, functionality and interactivity of websites. Students gain knowledge to build fast,

				responsive and personalized user experience websites.
COT 2000C	Foundations of Computing	Required	3	Basic course that introduces foundational concepts in computing, including common tools for software development.
CAP 4613	Introduction to Deep Learning	Elective	3	
COT 4400	Analysis of Algorithms	Required	3	Mathematical analysis of algorithm complexity; algorithm design techniques (such as divide and conquer, greedy and dynamic programming) in the context of problem domains such as sorting and optimization problems; graph algorithms; data structures (heaps, priority queues, hash tables and binary search trees); introduction to NP-completeness.
CAI 4741	AI Capstone Projects	Required	3	In this course, students will work in teams to design, implement, and present an applied solution to a real-world problem using artificial intelligence (AI). Working in teams and mentored by

				faculty or industry partners, students integrate skills in programming, data analysis, and domain knowledge to develop a functional AI system or research prototype. Deliverables include a written report, a reproducible code repository, and presentations. In this course, students will work in teams to design, implement, and present an applied solution to a real-world problem using artificial intelligence (AI). Working in teams and mentored by faculty or industry partners, students integrate skills in programming, data analysis, and domain knowledge to develop a functional AI system or research prototype. Deliverables include a written report, a reproducible code repository, and presentations.
PHI 2102	Logic	Required	3	This course is an in-depth study of deductive syllogistic logic

				and of the symbolization techniques of propositional logic, which capture the formal features of simple declarative propositions and of arguments constructed from such propositions. The course also examines the principles of truth-functional logic and applies these principles to the construction of truth-tables for propositions and arguments.
PHI 2680	Artificial Intelligence and Ethics	Required	3	This course surveys the ethical entailments of artificial intelligence (AI), including the moral status of intelligent machines, the impact of AI on employment, autonomous warfare, and biases in design and application of these emerging technologies.

| PHI 3320 | Philosophy of Mind | Required | 3 | This course engages in a careful and in-depth study of some of the major issues and problems in the philosophy of mind, through the reading of original texts and/or secondary sources. The topics examined include, but are not limited to, the mind/body problem, the nature of consciousness, and the problem of personal identity. |
| PHI 4380 | Knowledge and Reality | Required | 3 | This course examines central issues in epistemology (the philosophical study of knowledge) and metaphysics (the philosophical study of reality). This course examines philosophical answers to some of the following questions: What is the nature of reality? How do we come to know about reality? What are space and time? What is knowledge and how does it differ from mere opinion? How do we come to gain knowledge? Do we |

				have free will?
PHI 4400	Philosophy of Science	Required	3	An examination of the central concepts of the theory of knowledge within the context of scientific investigation. This includes a study of the nature and structure of scientific knowledge, the nature of formal reasoning, the role of observation, the function of models, the nature of perception, scientific explanation, scientific truth, probabilistic and inductive inference, and the nature of causal laws.
PHI 4661	Ethical Theory	Required	3	Analysis of moral judgment and moral reasoning. Evaluation of ethical theories, with particular attention to utilitarian, Kantian, and 20th-century theories. Study of the application of various ethical approaches to contemporary social problems.
PHI 4938	Senior Seminar in Philosophy	Required	3	A writing-intensive, variable topic philosophy course requiring students to write between

				one and three substantial papers and to read these papers in class. The course is required of all philosophy majors and must be taken during the fall semester of the senior year. The course is open to philosophy minors in their senior year by permission of department chair.
PHH 3100	Ancient Philosophy	Elective	3	Major philosophers and movements from the pre-Socratics to Augustine, with primary attention to Plato, Aristotle, and Augustine.
PHH 3280	Medieval and Renaissance Philosophy	Elective	3	A careful and in-depth examination of the philosophers of the medieval period and of the 14th to 16th centuries. The course may include the reading of original texts, secondary sources, or both. Special attention is paid to metaphysics, logic, ethics, and political philosophy.
PHH 3420	Early Modern Philosophy	Elective	3	A careful and in-depth study of major philosophers of the late 18th and 19th centuries with emphasis on Kant and Hegel,

				through the reading of original and secondary sources. The course may also include discussions of other 19th centtury philosophers. Special attention is paid to philosophical methods, presuppositions, and contributions to epistemology, metaphysics, ethics, and social and political philosophy.
PHH 3730	Pragmatism	Elective	3	A careful and in-depth inquiry into the American philosophical movement known as pragmatism. Special emphasis will be placed on the contributions of Charles Sanders Peirce, William James, and John Dewey, on the world-wide impact of their ideas, and their influence on the development of contemporary philosophy.
PHH 4440	Late Modern Philosophy	Elective	3	A careful and in-depth study of major philosophers of the late 18th and 19th centuries with emphasis on Kant and Hegel, through the reading of original

				and secondary sources. The course may also include discussions of other 19th centtury philosophers. Special attention is paid to philosophical methods, presuppositions, and contributions to epistemology, metaphysics, ethics, and social and political philosophy.
PHI 2680	Critical Thinking	Elective	3	This course is designed to strengthen students' critical thinking skills by teaching them to distinguish between well-supported and poorly supported arguments, to understand the nature of assumptions and the importance of providing evidence to support one's conclusions, and to recognize and avoid reasoning errors and argumentative fallacies. The course also introduces students to various forms of reasoning, focusing on inductive and

				probabilistic reasoning, and to informal fallacies.
PHI 3453	Philosophy of Psychiatry	Elective	3	This course offers an overview of the central issues in the philosophy of psychiatry, such as the notion of the unconscious, responsibility for actions, the concept of the self presupposed by different psychotherapeutic models, and the relation between psychiatric diagnosis and culture. The course will also consider whether society creates, constructs, or encourages certain pathologies of the soul.
PHI 3456	Philosophy of Medicine	Elective	3	This course examines problems in the philosophy of medicine, an interdisciplinary area that includes such issues as the logic of diagnosis, the nature of sound clinical judgment, the reality of disease entities, culture and medical practices, alternative versus traditional medicine, the concept of health,

				and selected bioethical issues.

E. Does an industry or employer advisory council exist to provide input regarding curriculum development, student assessment, and academic workforce alignment?

☒ Yes
☐ No.

F. Explain how employer-driven or industry-driven competencies were identified and incorporated into the curriculum. Has a strategy been established for assessing student learning and reviewing academic workforce alignment to modify the curriculum as needed?

To identify the competencies most valued by employers, the program development team relied on two primary sources:

1. Input from industry advisory board members representing technology companies, AI policy organizations, ethics and compliance offices, research institutes, and defense and public sector partners.
2. Analysis of regional and national job postings and occupational data (Florida Department of Commerce, U.S. Bureau of Labor Statistics, Lightcast/Burning Glass) for role families such as data scientist, AI ethicist, policy analyst, research associate, and technology governance specialist.

This process consistently highlighted the need for graduates who demonstrate:

- Proficiency in programming (Python), data analysis, and AI fundamentals.
- Understanding of AI ethics, fairness, transparency, and human-centered design.
- Ability to analyze and communicate the societal, philosophical, and policy implications of emerging technologies.
- Foundations in logic, reasoning, and critical thinking for evaluating AI systems.
- Strong written and oral communication skills for both technical and non-technical audiences.

These competencies are intentionally built into the curriculum:

- The AI core develops computational literacy, data analysis, and applied AI skills.
- The Philosophy core provides depth in logic, ethics, epistemology, and the philosophy of mind and science, essential for understanding and governing intelligent systems.
- The AI Capstone integrates both areas through applied projects that require students to design or assess AI systems with attention to ethical, social, and philosophical dimensions, culminating in professional presentations and documentation suitable for both academic and policy audiences.

Assessment and Continuous Alignment Strategy

The program employs a continuous, evidence-based approach to assess student learning and maintain alignment with evolving workforce and societal needs.

1. Student Learning Assessment:

Course-Embedded Measures: Assignments, essays, programming labs, and case analyses assess both technical AI proficiency and philosophical reasoning.

Capstone Evaluation: Each capstone project is jointly evaluated by AI and Philosophy faculty, along with external reviewers when appropriate, for technical quality, ethical rigor, and clarity of communication.

Portfolio Artifacts: Students compile a portfolio including code samples, ethical analyses, and written reflections demonstrating their ability to integrate AI and philosophical perspectives.

2. Workforce and Relevance Monitoring:

Annual review of job postings and occupational data in emerging AI ethics, governance, and human-centered AI roles to update curriculum content.

Advisory board consultations each spring to identify new competency needs (e.g., algorithmic accountability, regulatory frameworks, responsible AI practices).

3. Continuous Improvement:

Annual faculty review of assessment results to refine course content, assignments, and learning outcomes.

Three-year curriculum review cycle to ensure integration of new AI tools, policy developments, and ethical frameworks such as the NIST AI Risk Management Framework and EU AI Act principles.

This process ensures that graduates remain prepared for interdisciplinary roles requiring both technical fluency and ethical leadership in the development, governance, and application of AI systems.

G. Does the proposed curriculum align with Section 1001.706 (5)(a), Florida Statutes?
   ☒ Yes
   ☐ No

H. For degree programs in medicine, nursing, and/or allied health sciences, identify the

courses with the competencies necessary to meet the requirements in [Section 1004.08, Florida Statutes.](#)

For teacher preparation programs, identify the courses with the competencies required in [Section 1004.04, Florida Statutes](#).

☒ Not applicable to this program because the program is not a medicine, nursing, allied health sciences, or teacher preparation program.

I. Select the anticipated mode of delivery for the proposed program.
   ☒ Face-to-Face
   ☒ Hybrid
   ☐ Distance Learning
If the method(s) of delivery will require specialized services or additional financial support, describe the projected costs below.

J. Describe any potential impact on related academic programs or departments, such as an increased need for general education or common prerequisite courses or an increased need for required or elective courses outside of the proposed academic program. If the proposed program is a collaborative effort with another academic department(s), college(s), or school(s) within the institution, provide a letter(s) of support or MOU(s) from each department, college, or school in Appendix B.

The proposed B.S. in Artificial Intelligence with Philosophy is intentionally designed to build on existing general education, prerequisite, and upper-division courses already offered at FAU. We anticipate only modest impacts on related programs and departments, all of which can be accommodated within current instructional capacity or through planned scaling.

K. Describe any currently available sites for internship and/or practicum experiences and any plans to seek additional sites in the next five years.

☐ Not applicable to this program because students are not expected to seek internship or practicum opportunities as a required curriculum component.

Students in the AI + Philosophy program will have access to internship and practicum opportunities with organizations focused on AI ethics, technology policy, research, and human-centered innovation. Local and regional partners, including technology companies, research institutes, startups in the FAU Research Park, and public-sector organizations, offer opportunities for students to engage in projects related to AI governance, digital ethics, data privacy, and responsible innovation.

Palm Beach County provides a strong environment for such experiences, with its growing ecosystem of technology, research, and policy-oriented organizations. Partnerships with entities such as Modernizing Medicine, as well as local government and nonprofit agencies, create pathways for students to apply AI and ethical reasoning to real-world challenges. Over time, the program will expand placements through collaborations with industry partners, think tanks, and public institutions that address the societal impact of AI.

These partnerships will expand as FAU positions itself as a regional hub for ethical and policy-driven AI innovation.

L. Identify any established or planned educational sites where the program will be offered or administered. Provide a rationale if the proposed program will only be offered or administered at a site(s) other than the main campus.

This program will be offered at the main campus in Boca Raton.

M. If the institution has conducted recent program reviews, received feedback from accreditation bodies, or received input from other entities that affect the proposed program, describe the institution's progress in implementing the recommendations.

If the proposed program is a doctoral-level program, include the external consultant's report and the institution's responses to the report as Appendix A.

N/A

VI. Faculty

A. Identify existing and anticipated full-time faculty who will participate in the proposed program through Year 5, excluding visiting or adjunct faculty in the table below. Additionally, provide the curriculum vitae for each identified faculty member.

Faculty Code*	Faculty Name or "New Hire" Highest Degree Held Academic Discipline	Rank	Contract Status	Initial Date for Participation in Program
A	Nicholas Baima, PhD Philosophy	Associate Professor	Tenure	Fall 2026
A	Sarah Malanowski, PhD Philosophy	Instructor	Non-Tenure	Fall 2026

A	Marina Banchetti, PhD Philosophy	Professor	Tenure	Fall 2026
A	Clevis Headley, PhD Philosophy	Associate Professor	Tenure	Fall 2026
A	Garrett Mindt, PhD Philosophy	Assistant Professor	Tenure	Fall 2026
A	Susan Schneider, PhD Philosophy	Professor	Tenure	Fall 2026
A	Hari Kalva, PhD, Computer Science & Engineering	Professor	Tenure	Spring 2030
A	Michael DeGiorgio, PhD, Computer Science	Professor	Tenure	Spring 2027
A	Mehrdad Nojoumian, PhD, Computer Science & Engineering	Associate Professor	Tenure	Spring 2030
A	Ana Aleksandric, PhD, Computer Science	Assistant Professor of Teaching	Non-Tenure	Fall 2028
A	Sareh Taebi, PhD, Computer Science & Engineering	Associate Professor of Teaching	Non-Tenure	Fall 2027
A	Juan Yepes, PhD, Computer Science & Engineering	Assistant Professor of Teaching	Non-Tenure	Fall 2026
A	Ionut Cardei, PhD, Computer Science	Professor	Tenure	Fall 2028

A	Mihaela Cardei, PhD, Computer Science	Professor	Tenure	Spring 2029
A	Dingding Wang, PhD, Computer Science	Senior Instructor	Non-Tenure	Spring 2026
A	Xingquan Zhu, PhD, Computer Science	Professor	Tenure	Fall 2029
A	Behnaz Ghoraani, PhD, Computer Science & Engineering	Associate Professor	Tenure	Spring 2030
A	Velibor Adzic, PhD, Computer Science	Assistant Professor of Teaching	Non-Tenure	Fall 2026
A	Zhen Ni, PhD, Computer Science & Engineering	Associate Professor	Tenure	Spring 2028
A	KwangSoo Yang, PhD, Computer Science	Associate Professor	Tenure	Spring 2029
A	Safak Kayikci, PhD, Computer Science	Assistant Professor of Teaching	Non-Tenure	Spring 2027
A	Ahmad Imteaj, PhD, Computer Science	Assistant Professor	Tenure Track	Fall 2029

*Faculty Code	Code Description	Source of Funding
A	Existing faculty on a regular line	Current Education & General Revenue
B	New faculty to be hired on a vacant line	Current Education & General Revenue
C	New faculty to be hired on a new line	New Education & General Revenue
D	Existing faculty hired on contracts/grants	Contracts/Grants
E	New faculty to be hired on contracts/grants	Contracts/Grants
F	Existing faculty on endowed lines	Philanthropy & Endowments
G	New faculty on endowed lines	Philanthropy & Endowments

| H	Existing or new faculty teaching overload in addition to assigned course load	Enterprise Auxiliary Funds

B. Provide specific evidence demonstrating that the academic unit(s) associated with the proposed program has been productive in teaching, research, and service. Such evidence may include trends over time for average course load, student headcount in major or service courses, degrees granted, external funding attracted, and other indicators of excellence (e.g., thesis, dissertation, or research supervision).

The two academic units leading this program, the Department of Electrical Engineering and Computer Science (EECS) and the Department of Philosophy, bring complementary strengths that together position FAU at the forefront of responsible and human-centered AI education.

The EECS Department is one of the university's most productive academic units, with rapid enrollment growth across its computing programs, strong student demand, and significant external research funding from federal agencies and industry partners in areas such as artificial intelligence, cybersecurity, and data science. EECS faculty consistently publish in leading venues, supervise undergraduate and graduate research, and participate in sponsored projects with defense, healthcare, and technology organizations. The department's infrastructure, including AI and data science laboratories, high-performance computing resources, and active industry partnerships, provides an excellent foundation for the technical component of the AI + X programs.

The Philosophy Department contributes recognized expertise in ethics, philosophy of mind, philosophy of technology, and philosophy of science, which are increasingly vital to the development and governance of AI systems. Although the department currently has a smaller major enrollment of about 30 students in 2024–25, it serves a broad university audience through general education and service courses, demonstrating steady course demand and high teaching effectiveness. The inclusion of Philosophy in the AI + X initiative is expected to expand its reach and relevance by attracting technically inclined students from EECS and other STEM disciplines who are seeking training in ethics, reasoning, and critical thinking. These skills are highly valued by employers and policymakers and are essential for the next generation of AI professionals.

This collaboration combines the scale and research intensity of EECS with the ethical and analytical depth of Philosophy. It aligns with industry and national priorities for interdisciplinary AI education and is expected to increase enrollment in both departments, foster cross-college collaboration, and strengthen FAU's position as a leader in responsible and human-centered AI innovation.
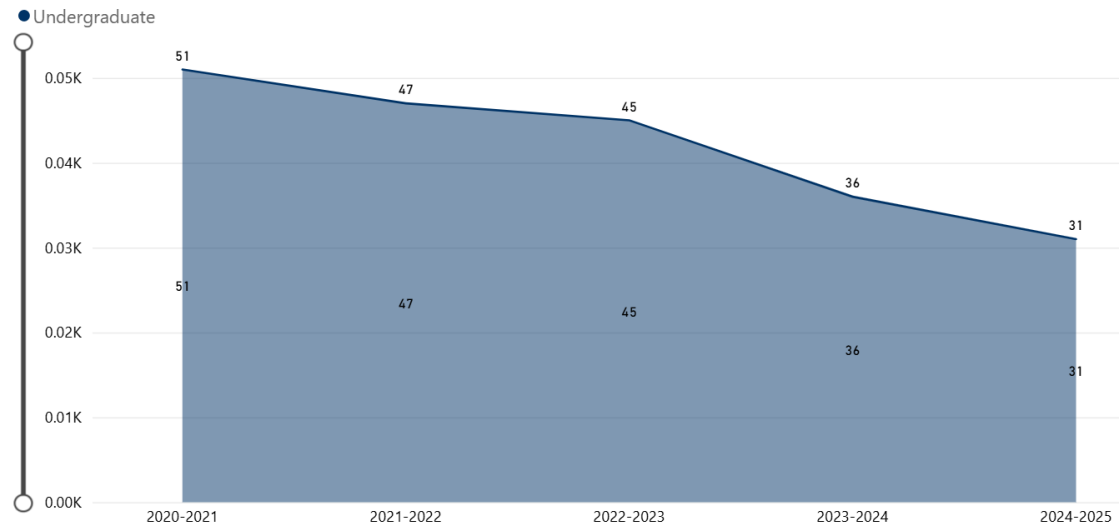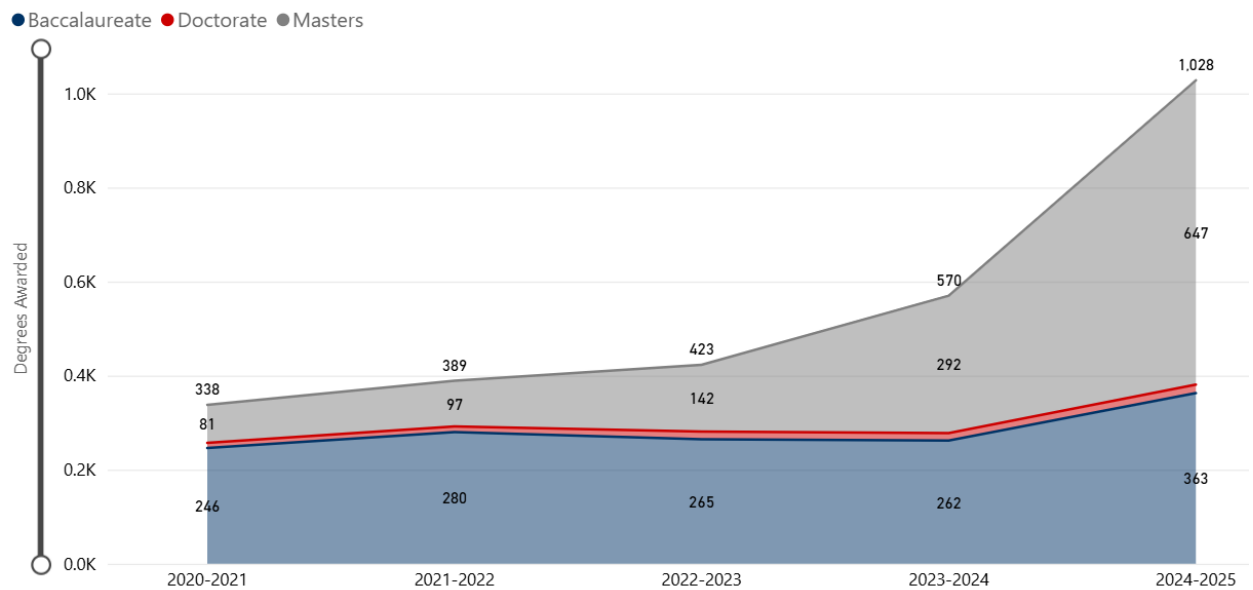
Annual Enrollment in Philosophy Sciences Department
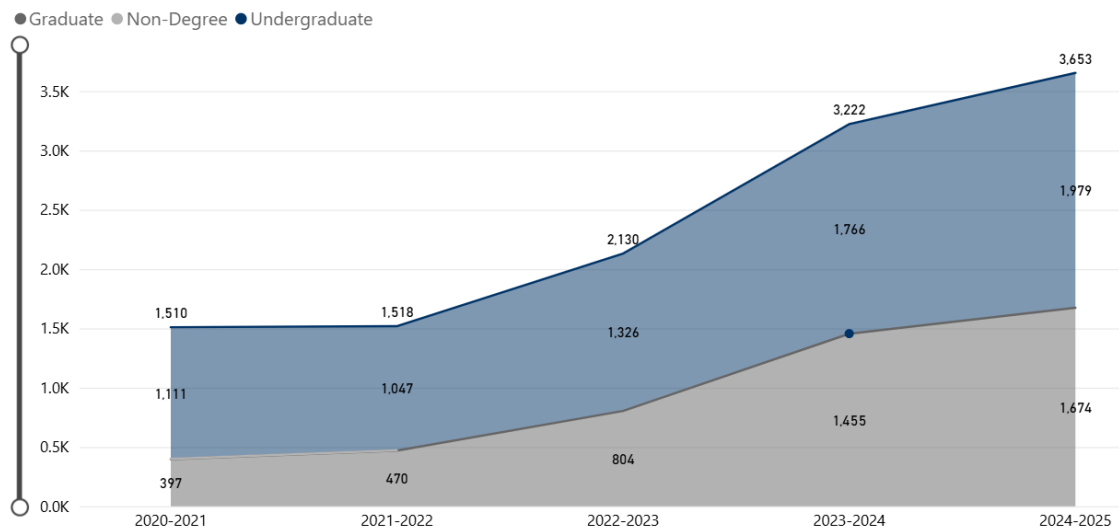
Annual Enrollment in Electrical Engineering and Computer Science Department
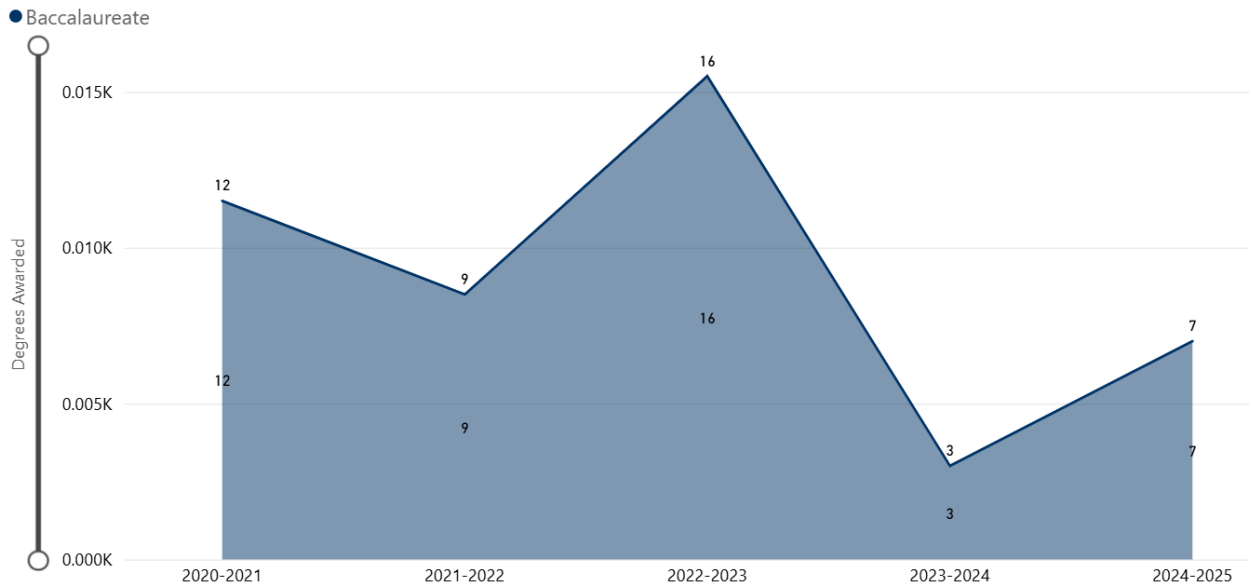
Degrees Awarded in Philosophy Department

Annual Degrees Awarded in Electrical Engineering and Computer Science Department

VII. Estimate of Investment

A. Provide the tuition rate for the proposed program for resident and non-resident students.

Resident/Credit Hour	Non-Resident/Credit Hour
$203.29	$721.84

If the proposed program will operate as self-supporting, market tuition rate, or establish differentiated graduate-level tuition, per Board of Governors Regulation 8.002, complete Appendix F, Self-Supporting & Market Rate Tuition.

B. Complete the summary table below.

1. Provide funding sources for Years 1 and 5 of program operation.

2. Provide headcount (HC) estimates of student enrollment for Years 1 through 5.

NOTE: Courses in the BSAI with Philosophy program are not exclusive to the program. The same courses will be taken by students currently enrolled in other degree programs at FAU.

Implementation Timeframe	HC	E&G Funds	Contract & Grants Funds	Auxiliary/ Philanthropy Funds	Total Cost
Year 1	20	$139,205			$139,205
Year 2	35				
Year 3	55				
Year 4	75				
Year 5	100	$784,425			$784,425

C. Is the infrastructure in place to meet the new degree program requirements, such as hiring faculty and staff, curriculum development, facilities, and funding, before enrollment of students to the program?

☒ Yes
☐ No. If not, is there a plan to establish the infrastructure to support the program? Please describe.

VIII. Institutional Resources

A. Describe any additional library resources needed to implement and/or sustain the program through Year 5.

⊠ Not applicable to this program because no additional library resources are needed to implement or sustain the proposed program.

B. Describe any specialized equipment and space currently available to implement and/or sustain the proposed program through Year 5.

N/A

C. Describe any additional specialized equipment or space needed to implement and/or sustain the program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space. Costs for new construction should be provided in response to Section VIII.D. below.

⊠ Not applicable to this program because no new I&R costs are needed to implement or sustain the program through Year 5.

D. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase due to the program, describe and estimate those expenses below. High enrollment programs, in particular, are expected to necessitate increased costs in non-I&R activities.

⊠ Not applicable to this program because no new capital expenditures are needed to implement or sustain the program through Year 5.

E. Describe any additional special categories of resources needed to operate the proposed program through Year 5, such as access to proprietary research facilities, specialized services, or extended travel.

☒ Not applicable to this program because no additional special categories of resources are needed to implement or sustain the program through Year 5.

F. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5.

☒ Not applicable to this program because no fellowships, scholarships, and/or graduate assistantships will be allocated to the proposed program through Year 5.

IX. Required Appendices

Table 1 outlines the required appendices by degree level. Institutions may provide additional appendices to supplement the information provided in the proposal and list them in Table 2 below.

Table 1. Appendices

	Appendix Title	Degree Level	Required for Specific Programs	Included Yes/No
A	Consultant's Report and Institutional Response	Doctoral or Professional		N/A
B	Letters of Support or MOUs from Other Academic Units	Any new program	Only for programs offered in collaboration with other academic unit(s) within the institution	YES
C	Common Prerequisite Request Form	Bachelor's		N/A
D	Request for Exception to the 120 Credit Hour Requirement	Bachelor's	Requesting approval to exceed the 120 credit hour requirement	N/A
E	Request for Specialized Admissions Status	Bachelor's	Requesting approval for specialized admissions status	N/A
F	Self-Supporting & Market Rate Tuition Programs	Graduate programs	Only for self-supporting or market tuition rate programs	N/A
G	Faculty Curriculum Vitae	Any new program		YES

Table 2. Additional Appendices

Appendix	Appendix Title	Description