Franklin College of
Arts and Sciences
UNIVERSITY OF GEORGIA

CURRICULUM REQUEST FORM

Please complete a separate request for each curriculum item being submitted. Each request should include either a WORD or PDF file of the curriculum item being reviewed. This form along with the file should be emailed to Kris Petti at pettik@uga.edu.

Date: 9/11/2025

Department/Institute/Program: Institute for Artificial Intelligence

Contact Person: Frederick Maier

Email Address: fmaier@uga.edu

Curriculum Item Request: Proposal for New Undergraduate Certificate

Please provide a justification for this request:

The Institute for Artificial Intelligence proposes to create an *Undergraduate Certificate in Artificial Intelligence – Language, Minds, and Machines*. The certificate is intended to provide a foundation in the principles and techniques of artificial intelligence (AI), particularly as it relates to areas of linguistics, philosophy, and psychology, disciplines which play important roles in the ongoing development of AI. It will provide training enabling students to understand responsible use of AI models and study the contributions of key fields to modern AI. The certificate is suitable for students in STEM and non-STEM fields and is especially suited to those with limited computing background.

As Department Head, you are affirming that the department procedures have been followed for approval with your unit.

Prashant Doshi, Ph.D.
Executive Director
Institute for Artificial Intelligence

PROPOSAL FOR A CERTIFICATE PROGRAM

Date: 09/11/2025

School/College/Unit: Franklin College of Arts and Sciences
The Office of the Senior Vice President for Academic Affairs and Provost

Department/Division: Institute for Artificial Intelligence

Certificate Title: Artificial Intelligence—Language, Minds, and Machines

Effective Term: Fall 2026

Which campus(es) will offer this certificate? Athens

Level (Undergraduate, Graduate, or Post-Baccalaureate): Undergraduate

Program Abstract:

The Undergraduate Certificate in Artificial Intelligence – Language, Minds, and Machines is intended to provide a foundation in the principles and techniques of artificial intelligence (AI), particularly as it relates to areas of linguistics, philosophy, and psychology, disciplines which play important roles in the ongoing development of AI. It will provide training enabling students to understand responsible use of AI models and study the contributions of key fields to modern AI. The certificate is suitable for students in STEM and non-STEM fields and is especially suited to those with limited computing background.

Certificates Offered By One Academic Unit

1. Purpose and Educational Objectives

State the purpose and educational objectives of the program. How does this program complement the mission of the institution?

Artificial intelligence is an interdisciplinary field with a history as old as modern computing itself. For much of its existence, however, its impact on society was relatively limited. This changed in the last decade (especially the last 5 years), as a confluence of theoretical advances, vastly improved computing resources, and massive amounts of data have led to widespread development and adoption of AI technologies. More than half of the US adult population now use modern AI technologies daily, and nearly everybody is affected by AI.

While modern AI systems have experienced the fastest adoption of technology in history, and while their impact has been across sectors, existing educational programs generally do not include sufficient training in AI concepts and technologies from varied perspectives. AI has historically been taught as part of a computer science or engineering program. Given the adoption of AI technologies more broadly, however, there is a need for educating a wider student population.

The certificate is intended to help fulfill this need. It is suitable for students in diverse fields, including those in the humanities and social sciences, and it is designed to educate and train them in the responsible use of an increasingly important set of technologies. In that sense, the certificate is consistent with the mission of the University of Georgia, reflecting the core characteristic of "a commitment to excellence in a teaching/learning environment dedicated to serving a diverse and well-prepared student body, to promoting high levels of student achievement, and to providing appropriate academic support services".

2. Need for the Program

Explain why this program is necessary.

All students completing the certificate are required to take a foundational course on AI theory and methods, a course on machine learning or formal reasoning, and a course addressing the social and ethical implications of AI. Students must also take courses in disciplines which have always been very important to AI as a field.

Interest in AI is arguably at the highest level it has ever been, both globally and in the United States. The 2025 AI Index indicates that "Business is all in on AI", with U.S. private investment totaling $109.1 billion.[1] The U.S. Census Bureau has recently included questions on AI use by businesses in its biweekly Business Trends and Outlook Survey.[2,3] When considering all sectors, AI use rose from 3.7% in mid-2023 to 8.8% in the most recent 2025 survey. Adoption varies drastically by sector, with the Information sector showing current adoption of 21.4%. All sectors saw at least some increase in adoption over the 2-year period,

[1] https://hai.stanford.edu/ai-index/2025-ai-index-report
[2] https://www.census.gov/hfp/btos/about
[3] https://www.census.gov/hfp/btos/downloads/CES-WP-24-16.pdf

however. In the public sector, an NSF analysis published in May 2024 estimates that up to 3,400 new AI-skilled workers will be needed in federal agencies by 2028.[4]

Acknowledging the importance of AI and AI education, the U.S. President signed in April of 2025 an executive order "Advancing Artificial Intelligence Education for American Youth," intended to develop AI education opportunities at the K-12 level.[5]

At the post-secondary level, many universities have accelerated the development of both educational programs and academic policies related to AI (this was primarily spurred by the deployment of ChatGPT and other large language model systems in 2022). At UGA, there is ongoing work to develop an AI Literacy framework (consisting of Foundational Literacy, Proficient Literacy, and Expert AI Literacy), with all faculty, staff, and students expected to achieve the first level of literacy. The development of this framework is still underway, but it is expected that the proposed certificate would allow students to achieve at least the second level of literacy.

The Institute for Artificial Intelligence manages one existing undergraduate certificate related to AI (*Artificial Intelligence –Computing*), but that certificate is primarily suitable for those with significant computing experience. The Terry College of Business also offers an AI certificate (*Artificial Intelligence –Business*), but that certificate requires admission to Terry College and consists of primarily MIS courses. The certificate proposed here has a different focus and is intended to be suitable for students in a diversity of majors.

In addition, provide the following information:

a. Semester/Year of Program Initiation: **Fall 2026**
b. Semester/Year of Full Implementation of Program: **Fall 2026**
c. Semester/Year First Certificates will be awarded: **Spring 2027**
d. Annual Number of Graduates expected (once the program is established): **50**
e. Projected Future Trends for number of students enrolled in the program: **50**

[4] https://www.nsf.gov/edu/Pubs/2024SFSAIReport.pdf
[5] https://www.whitehouse.gov/presidential-actions/2025/04/advancing-artificial-intelligence-education-for-american-youth/

3. Student Demand

a. Provide documentation of evidence of student demand for this program, including a student survey.

As evidence of demand for AI, we note that enrollment in the graduate programs offered by the Institute for AI is increasing. Table 1 shows the enrollment in the MS and PhD AI programs over the last 5 years. While the numbers are those of graduate students, they nevertheless suggest that there is increased demand for AI education, including for multi-disciplinary programs such as those offered by the Institute. A significant proportion of the graduate students are returning UGA students. Of the 65 AI graduate students listed as current or else recently graduated, 26 (40%) were previously admitted into an AI Double Dawgs pathway. The certificate would be compatible with existing Double Dawgs programs and would further enable students to enter a Double Dawgs pathway and continue their education at UGA.

Table 1. Spring Headcount, MS and PhD in AI 2021-2025

	2021	2022	2023	2024	2025
Spring Enrollment (MS and PhD)	30	37	44	44	57

The *Artificial Intelligence–Computing* certificate was announced in the summer of 2025 and began accepting students at that point. 35 students have already enrolled, almost all of them computer science students. The courses of that certificate (and their prerequisite chains) make the certificate accessible primarily to students pursuing the Computer Science or Computer Systems Engineering degree.

To further gauge interest in the certificate, a survey was created and sent to the undergraduate coordinators or advisors in the following units:

- Department of Linguistics
- Department of Philosophy
- Department of Psychology
- Institute for Artificial Intelligence

We received 88 responses. The survey was anonymous, but completing it required users to log in using their MyID and password. Users could only submit a response once. Statistics for the survey questions are provided below.

Table 2. Results of Survey on AI Certificates

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Q1. If this AI certificate is approved, I would consider pursuing it.	11 (13%)	4 (5%)	2 (2%)	33 (38%)	38 (43%)
Q2. The AI certificate would complement my chosen primary degree program.	8 (9%)	3 (3%)	11 (13%)	32 (36%)	34 (39%)
Q3. The AI certificate would provide skills I anticipate needing in my work after graduation.	7 (8%)	3 (3%)	13 (15%)	27 (31%)	38 (43%)
Q4. The AI certificate would increase my marketability, allowing me to better distinguish myself to future employers.	4 (5%)	2 (2%)	4 (5%)	28 (32%)	50 (57%)

The results are consistent with an earlier survey sent to a larger student body in the summer of 2024.[6] That survey assessed interest in AI certificates generally. Of the 222 respondents, 87% agreed or strongly agreed that they would consider pursuing an AI certificate if one was created.

b. Provide evidence that demand will be sufficient to sustain reasonable enrollment.

Given the results of the surveys and the enrollment demand of the more specialized AI – Computing certificate, we believe that the certificate proposed here will attract sufficient students from humanities, social and behavioral sciences, and other non-computing backgrounds to warrant its continued support.

c. To what extent will minority student enrollments be greater than, less than, or equivalent to the proportion of minority students in the total student body?

Tables 3 and 4 show recent enrollment statistics from the OIR for the UGA as a whole and for selected undergraduate degree programs. It is difficult to predict the extent of minority enrollment, but we anticipate that the certificate will attract students from Linguistics, Philosophy, Psychology, and Cognitive Science more so than from Computer Science (which is included for comparison). The distribution in the interdisciplinary Cognitive Science major may be the most representative.

Table 3 Gender by Major (and UGA overall), Spring 2025

	Cognitive Science	Computer Science	Linguistics	Philosophy	Psychology	UGA
Female	61.4%	27.5%	65.9%	53.7%	82.0%	56.9%
Male	38.1%	72.2%	32.9%	46.3%	17.8%	42.8%
Not Reported	0.4%	0.3%	1.2%	0.0%	0.2%	0.2%

[6] The 2024 survey was sent to the departments of Chemistry, English, Geography, History, Linguistics, MIS, Philosophy, Physics and Astronomy, and Biological Sciences, and to the School of Computing, School of Public and International Affairs, and College of Education.

Table 4 Race and Ethnicity by Major (and UGA overall), Spring 2025

	Cognitive Science	Computer Science	Linguistics	Philosophy	Psychology	UGA
American Indian or Alaskan Native	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%
Asian	15.7%	38.5%	8.2%	13.4%	15.5%	14.5%
Black or African-American	10.8%	6.3%	5.9%	6.1%	9.2%	6.0%
Hawaiian or Other Pacific Islander	0.0%	0.2%	0.0%	0.0%	0.0%	0.1%
Hispanic or Latino	11.7%	6.8%	2.4%	6.1%	8.0%	8.3%
Not Reported	0.9%	1.0%	1.2%	2.4%	1.4%	1.3%
Two or more races	9.0%	5.1%	4.7%	6.1%	4.9%	4.4%
White	52.0%	42.1%	77.6%	65.9%	60.8%	65.3%

4. Program of Study

Provide a detailed program of study for the certificate program, including:

a. Specific course prefixes, numbers, and titles

Students completing the certificate must earn a grade of C- or better in each of the required courses.

At least 15 credit hours are required for the certificate. Some courses have MATH 1113, Precalculus, or other courses as prerequisites. Often, the prerequisites satisfy General Education requirements.

Foundational Courses (9 hours)

CSCI/PHIL 4550/6550 – Artificial Intelligence (3 credits).

Choose one of the following:

ARTI/PHIL 4340/6340 – Ethics and AI (3 credits)
ARTI 2130 – Artificial Intelligence for Humans (3 credits)

Choose one of the following:

ARTI 4555/6555 – Foundations of Machine Learning.
LING/PHIL 4510/6510 – Deductive Systems (3 credits)

Electives (6 hours)

Choose two courses from the areas below. While not required, students are strongly encouraged to pick courses from different areas. Course descriptions can be found in the UGA Bulletin.

Philosophy

PHIL/PSYC 3400 – Philosophical Psychology (3 credits)
PHIL 3510 – Topics in Symbolic Logic (3 credits)
ARTI/LING/PHIL/PSYC 3550 – Introduction to Cognitive Science
PHIL 3600 – Metaphysics (3 credits)
PHIL 3610 – Theory of Knowledge (3 credits)
EETH/PHIL 4250/6250 – Philosophy of Technology (3 credits)
LING/PHIL 4300/6300 – Philosophy of Language (3 credits)
PHIL 4310/6310 – Philosophy of Mind (3 credits)
ARTI/PHIL 4340/6340 – Ethics and AI (3 credits), *if not taken as a foundational course.*
PHIL 4530/6530 – Philosophy of Math (3 credits)
LING/PHIL – 4510/6510 Deductive Systems (3 credits), *if not taken as a foundational course.*
LING/PHIL – 4520/6520 Model Theory (3 credits)

Linguistics

LING 3060 – Phonetics and Phonology (3 credits)
CMSD/LING 3120 – Study of Language Development (3 credits)
LING 3150W – Generative Syntax (3 credits)
LING 3160W – Advanced Generative Syntax (3 credits)
LING 3250/8120 – Morphology (3 credits)
LING 3350 – Language, Mind, and Brain (3 credits)
ARTI/LING/PHIL/PSYC – 3550 Introduction to Cognitive Science (3 credits)
LING 4022/6022 – Advanced Phonetics and Phonology (3 credits)
LING 4105/6105 – Psycholinguistics (3 credits)
LING 4106/6106 – Advanced Psycholinguistic Theory (3 credits)
LING 4160/6160 – Compositional Semantics (3 credits)
LING/PHIL – 4510/6510 Deductive Systems (3 credits), *if not taken as a foundational course.*
LING 4570/6570 – Natural Language Processing (3 credits)
CMLT/LING 4740/6740 – Discourse Analysis (3 credits)
ENGL/LING 4886/6886 – Text and Corpus Analysis (3 credits)

Psychology

PHIL/PSYC 3400 – Philosophical Psychology (3 credits)
ARTI/LING/PHIL/PSYC 3550 – Introduction to Cognitive Science (3 credits)
PSYC 4100 – Cognitive Psychology (3 credits)
PSYC 4120 – Sensation and Perception (3 credits)
PSYC 4130 – Physiological and Comparative Psychology (3 credits)
PSYC 4140 – Cognitive Neuroscience (3 credits)
PSYC 4200 – Social Psychology (3 credits)
PSYC 4220 – Developmental Psychology (3 credits)
PSYC 4230 – Psychology of the Workplace (3 credits)
PSYC 5240 – Judgment and Decision Making (3 credits)
PSYC 5780 – Animal Cognition (3 credits)

Substitutions:

With the written approval of the Undergraduate Coordinator of the Institute for Artificial Intelligence, a student may use as an elective a course not appearing on the above lists. No more than 1 substitution will be allowed. The substitution must be consistent with the goals of the certificate and compatible with one of the concentrations above.

b. Identify any new courses created for this program.

No new courses are proposed for the program.

5. Model Program and Accreditation

a. Identify any model programs, accepted disciplinary standards, and accepted curricular practices against which the proposed program could be judged. Evaluate the extent to which the proposed curriculum is consistent with these external points of reference and provide a rationale for significant inconsistencies and differences that may exist.

In preparation for developing this and other certificate programs, a survey of AI undergraduate and graduate certificates offered by universities in the United States was conducted in 2024. The survey indicates that graduate and professional certificate programs outnumber undergraduate certificate programs, and among the undergraduate programs, most are oriented toward STEM fields; a minority are oriented towards non-programmers. The former typically do not require an ethics component, which the current proposal considers essential.

University of Georgia: The Institute for AI offers the undergraduate *Artificial Intelligence – Computing* certificate. It significantly differs from the current proposal in that the courses of that certificate and their prerequisite chains make the certificate accessible primarily to students pursuing the Computer Science or Computer Systems Engineering degree. The Terry College of Business also offers the Undergraduate Certificate in *Artificial Intelligence —Business*. That certificate requires admission to Terry College. There is some overlap of courses in the three certificates, but in general the certificates serve different communities. The electives and even the required courses are largely different.

University System of Georgia: Clayton State University offers a 9-hour STEM oriented Certificate in Artificial Intelligence. The USG Catalog of Authorized Academic Programs indicates that Georgia College and State University has a certificate of less than one year in Artificial Intelligence, but we cannot find mention of it on the school's website.

University of Florida: The University of Florida offers several domain-specific AI certificates. The more general undergraduate certificate in AI Fundamentals and Applications is the closest certificate to the one proposed here. It requires a fundamental AI course, an ethics course, and a domain specific elective. The elective is taken from one of many disciplines (Arts and Sciences, Business, Engineering, Education, etc.)

- Artificial Intelligence Fundamentals and Applications Certificate (9 credits).
- Artificial Intelligence in Public Health and Healthcare Certificate (9 credits)
- Geographic Artificial Intelligence and Big Data Certificate (12-13 credits)

Florida Atlantic University: The Artificial Intelligence Certificate (15 credits) provides two tracks: a programming track, and another track intended for students without programming

experience. Despite the latter track, we do not view this certificate as comparable to the one proposed here. The certificate does not require an ethics course, and the courses are more heavily focused on AI tool use. The certificate is offered by the Department of Electrical Engineering and Computer Science.

University of Central Florida: The Artificial Intelligence, Big Data, and Human Impacts certificate (12 credits) is offered by the Department of Writing and Rhetoric and so is an example of a non-STEM certificate. An ethics course and an AI literacy course are required. There is some overlap between this certificate and the one proposed here, but the Central Florida certificate is more focused on courses relevant to writing, rhetoric, and digital humanities, rather than Philosophy, Psychology, and Linguistics, fields which have an intimate connection to the development of Artificial Intelligence.

Wilmington University: The Artificial Intelligence Certificate (18 credits) requires 6 courses with no electives. An ethics course is required. All but one of the courses is offered under the prefix for Computer Science.

b. If program accreditation is available, provide an analysis of the ability of the program to satisfy the curricular standards of such specialized accreditation.

There are no accreditation bodies for AI programs.

6. Student Learning Outcomes

Describe the proposed learning outcomes for the certificate program.

Program Learning Outcomes.

Upon completing the certificate program, the student will be able to do the following:

1. **Understanding AI Fundamentals:**
   - **PO-1:** Identify and explain the basic concepts and principles of artificial intelligence.
   - **PO-2:** Explain the ethical issues and societal impacts created by AI technologies.
2. **Application and Evaluation:**
   - **PO-3:** Analyze a problem, evaluating the suitability of different AI technologies.
   - **PO-4:** Apply AI-related concepts, technologies, and formal methods to solve problems within their field of work or study.
   - **PO-5:** Evaluate the performance and quality of AI-based solutions.
3. **Communication:**
   - **PO-6:** Effectively communicate AI concepts and findings, including potential ethical considerations.

In addition, upon completion of the certificate program:

4. **Area of Specialization**
   - **PO-7:** Students will have developed more specialized knowledge in a discipline foundational to AI: psychology, philosophy, or linguistics.

Course Learning Outcomes

The relationship between course-level learning outcomes and program-level outcomes are shown below for the central non-elective courses comprising the degree. The electives satisfy PO-7.

ARTI 2130

Students who are successful in this course will:

1. Describe basic approaches to machine learning.
2. identify issues of bias that affect artificial intelligence.
3. practice creative approaches to problem-solving to prepare them for meeting future challenges with artificial intelligence and technology.
4. create and evaluate arguments about the promises and effects of artificial intelligence.

		Program Outcomes					
		PO-1	**PO-2**	**PO-3**	**PO-4**	**PO-5**	**PO-6**
Course Learning Outcome	**1**	•					•
	2	•	•				
	3		•		•		
	4		•			•	•

ARTI 4340

Students who are successful in this course will:

1. Explain ethical positions and problems related to artificial intelligence.
2. Explain aspects of artificial intelligence in relation to its effects on individuals and society.
3. Take and defend ethical positions on AI topics.

		Program Outcomes					
		PO-1	**PO-2**	**PO-3**	**PO-4**	**PO-5**	**PO-6**
Course Learning Outcome	**1**		•				•
	2		•				•
	3		•				•

CSCI 4550

This course presents a survey of topics in artificial intelligence most relevant to students studying computer engineering. At the end of the semester, all students will be able to do the following:

1. Represent the environments of decision-making problems including their observability, determinism, continuousness, and other criteria.
2. Identify and compare agent types, such as reflex, goal-based, and utility-based.
3. Implement uninformed search strategies such as BFS, DFS, depth-limited search, and bidirectional search.

4. Implement heuristics in informed search strategies, as well as identify the aspects of a good heuristic.
5. Evaluate the effectiveness of local search algorithms, including hill climbing, simulated annealing, and beam searches.
6. Evaluate competitive game outcomes by using minimax algorithms, alpha-beta pruning, and evaluation functions.
7. Utilize basic inferencing rules in propositional logic, such as resolution and forward/backward chaining.
8. Express propositional statements using quantifiers and functions in First-Order logic.
9. Implement Java or written algorithms that evaluate goal-oriented problems using propositional or first-order propositional logic.
10. Represent knowledge using constructs such as Ontologies.

		Program Outcomes					
		PO-1	**PO-2**	**PO-3**	**PO-4**	**PO-5**	**PO-6**
Course Learning Outcomes	**1**	•			•		
	2	•		•	•	•	
	3				•	•	
	4				•		
	5			•	•	•	
	6			•	•	•	
	7				•		
	8	•			•		
	9				•		
	10				•		

ARTI 4555/6555

The Student Learning Outcomes are as follows:

1. Students will be able to explain fundamental concepts and approaches of Machine Learning.
2. Students will be able to analyze a problem, evaluating the suitability of different machine learning techniques.
3. Students will be able to use data and software tools and develop machine learning models to solve a problem.
4. Graduate students will be able to conduct and evaluate the performance of machine learning models and communicate findings in written reports.

		Program Outcomes					
		PO-1	**PO-2**	**PO-3**	**PO-4**	**PO-5**	**PO-6**
Course Learning Outcome	**1**	•					•
	2			•			
	3				•		
	4				•	•	•

CSCI/PHIL 4510/6510

Students are expected to be able to do the following:

1. Construct semantic proofs, including proofs by mathematical induction, deploying the concepts of truth-functional logic;
2. Construct derivations in a natural deduction system for truth-functional logic and construct proofs of proof-theoretic results for such systems;
3. Symbolize complex sentences of English using predicate logic with identity;
4. Construct proofs of basic semantic metatheorems for models of predicate logic with identity;
5. Construct derivations in a natural deduction system for predicate logic with identity and construct proofs of proof-theoretic results for such systems;
6. Construct proofs of basic results for the advanced topic chosen by the instructor.

		Program Outcomes					
		PO-1	**PO-2**	**PO-3**	**PO-4**	**PO-5**	**PO-6**
Course Learning Outcome	**1**				•		
	2				•		
	3				•		
	4				•		
	5				•		
	6				•		

7. Assessment

Describe how the learning outcomes for the program will be assessed.

Assessment of the Program Learning Outcomes will be performed using tests, reports, papers, and other graded assignments in each of the courses comprising the certificate program. Each course has specific learning outcomes. The foundational courses ensure that program learning outcomes 1-6 are covered, while completion of the two electives ensure that learning outcome 7 is achieved.

Review of the certificate program will occur annually through the use of an exit survey taken by graduating students. It will also form part of the Institute's regular 7-year unit review.

Please submit documentation of the following approvals with the proposal:

- Department Heads/Directors of all units involved in the program
- Deans/Vice Presidents of all units involved in the program
- Heads of any academic units which offer courses used in the program of study
- Heads of any academic units which offer similar programs

Institute for Artificial Intelligence
UNIVERSITY OF GEORGIA

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September 10, 2025

Franklin College Curriculum Committee
University of Georgia Curriculum Committee
University of Georgia

RE: Undergraduate Certificate on AI – Language, Minds, and Machines

Dear Members of Franklin College and University Curriculum Committees:

On behalf of UGA's Institute for Artificial Intelligence, I am pleased to present this proposal for a new **Undergraduate Certificate on Artificial Intelligence – Language, Minds, and Machines**. Undergraduate students pursuing this innovative certificate will study a curriculum that integrates AI concepts and methods with its responsible and safe use. They will also have the choice of studying AI's underpinnings in philosophy, and human linguistics and psychology thereby understanding the contributions of these key fields to modern AI. The Certificate is designed to provide a pathway for UGA students, particularly those in non-STEM fields or with non-computing backgrounds, to broaden their knowledge of AI and its connections to our society. In our survey of target student bodies, more than 80% would consider taking up this certificate and more than 90% believed that the certificate would benefit their careers.

UGA's Institute for Artificial Intelligence is a research and instructional unit jointly supported by the Office of the Senior Vice President for Academic Affairs and Provost and the Franklin College of Arts and Sciences. It offers three degree programs including the Doctor of Philosophy and Master of Science in AI, and the Bachelor of Arts in Cognitive Science. The Institute also participates in two joint undergraduate/graduate programs, which provide opportunities for students in AB in Cognitive science and BS in Computer science to continue their studies to attain an MS in AI. With interest in AI arguably at the highest level it has ever been, this Certificate will help equip more of our undergraduate students to succeed in their future workplaces. Thank you for the consideration.

Sincerely,

Prashant Doshi, Ph.D.
Executive Director
Institute for Artificial Intelligence

142 Gilbert Hall
Athens, Georgia 30602
TEL 706-542-5099 | FAX 706-542-2897
www.linguistics.uga.edu

Department of Linguistics
Franklin College of Arts and Sciences

September 9, 2025

To whom it may concern:

I am very pleased to offer my support for the newly proposed Undergraduate Certificate "Artificial Intelligence—Language, Minds and Machines". This certificate will complement our existing academic programs, enhance the career opportunities for our students, and support the University's commitment to provide AI education to a diverse student population. The Department of Linguistics is committed to offering LING courses satisfying the requirements of the certificate.

Sincerely,

Keith Langston
University Professor
Department Head

UNIVERSITY OF GEORGIA

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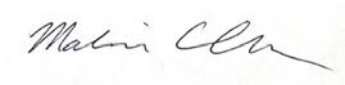
clarkm@uga.edu

Franklin College of Arts and Sciences
Department of Psychology

August 29, 2025

To Whom It May Concern

I am writing to offer my support for the proposed Certificate *Artificial Intelligence—Language, Minds and Machines*. The certificate will improve competency in artificial intelligence methods in the student population, and we anticipate that a number of Psychology students will be interested in complementing their existing degree programs with the certificate. The Department of Psychology is willing to ensure that Psychology courses relevant to the certificate will be consistently offered.



Malissa Clark, Ph.D.
Professor and Head
Department of Psychology
University of Georgia

UNIVERSITY OF GEORGIA
School of Computing

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415 Boyd Research and Education Center
200 D.W. Brooks Drive
Athens, Georgia 30602
TEL 706-542-2911 | FAX 706-542-2966
computing.uga.edu

August 26, 2025

To Whom It May Concern

I am writing to express my full support for the proposed Undergraduate Certificate on Artificial Intelligence—Language, Minds, and Machines. The School of Computing faculty are committed to offering CSCI courses for the certificate. The certificate will support the University's commitment to AI Literacy and provide an opportunity for training in artificial intelligence to a significant segment of the student population.

Gagan Agrawal

Gagan Agrawal, Ph.D
UGA Foundation Professor and Director
School of Computing.

UNIVERSITY OF GEORGIA

Department of Philosophy
Franklin College of Arts and Sciences

August 26, 2025

Prashant Doshi
UGA Foundation Distinguished Professor of Artificial Intelligence
Executive Director, Institute for Artificial Intelligence

Dear Professor Doshi,

I am writing to confirm my strong support for the proposed Certificate on Artificial Intelligence: Language, Minds, and Machines. The Certificate includes multiple Philosophy courses, including a "Foundational Course" (Deductive Systems) and several electives under the Philosophy area of emphasis. This is entirely appropriate, and we have the capacity to teach additional students who choose this option.

Sincerely,

Aaron Meskin

Aaron Meskin

Aaron Meskin
Head and Professor
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