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
Institution Submitting Proposal

Fall 2026
Proposed Implementation Term

Dorothy F. Schmidt College of Arts and Letters
Name of College(s) or School(s)

School of Interdisciplinary Studies
Name of Department(s)/Division(s)

Artificial Intelligence and Society
Academic Specialty or Field

Bachelor of Arts in AI, Technology and Society
Complete Name of Degree

30.1501
Proposed CIP Code

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**

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I. Overview

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

Purpose	The Bachelor of Arts in AI, Technology, and Society (ATAS) prepares graduates to critically evaluate, communicate about, and participate in the governance of emerging technologies, including artificial intelligence, digital media systems, algorithmic decision-making, and data infrastructures. The program integrates artificial intelligence literacy, ethical reasoning, communication expertise, social analysis, and public policy frameworks to prepare students for technology-adjacent professions and graduate study. Unlike technical computing degrees that emphasize programming and systems design, this program focuses on the societal, ethical, cultural, legal, and institutional dimensions of technological change. It responds to employer demand for bachelor-level professionals capable of interpreting technological systems within organizational, governmental, and civic contexts.
Degree Level(s):	Bachelor of Arts (Undergraduate)
Majors, Concentrations, Tracks, or Specializations	Major: AI, Technology, and Society
Total Number of Credit Hours	120 credit hours
Funding Type	☒ **E&G Program** ☐ **Market Tuition Rate Program*** ☐ **Self-Supporting Program*** ☐ **Other** *Refer to Board Regulation 8.002, Self-Supporting and Market Tuition Rate Program and Course Offerings, for additional details.
Possible Career Outcomes	• Market Research Analyst • Public Relations Specialist • Policy Analyst • Digital Communications Strategist • Civic Technology Specialist • Media and Communication Professional • Graduate study in communication, public policy, law, or interdisciplinary technology fields

B. Does the proposed program qualify as a Program of Strategic Emphasis, as described in the Florida Board of Governors 2030 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.

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.

☒ No

II. Institutional and State-Level Accountability

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

1. **The priorities of the State University System's Strategic Plan, "SUS 30 Extraordinary Impact."**

   The ATAS program supports SUS priorities related to economic mobility, workforce alignment, and global competitiveness. Although not classified under a STEM waiver CIP, the program contributes to workforce preparation in technology-adjacent sectors by producing graduates with competencies in artificial intelligence literacy, digital communication, governance analysis, and ethical reasoning.

2. **The SUS strategic plan emphasizes responsiveness to emerging workforce needs and expansion of interdisciplinary academic pathways**.

   The ATAS program advances these goals by addressing the human-centered dimensions of AI adoption across industries. The program directly supports FAU's goals of expanding interdisciplinary education, strengthening workforce alignment, and addressing emerging societal challenges.

   Specifically, the program supports FAU's strategic goals by:

   - Expanding interdisciplinary academic offerings,
   - Increasing upper-division enrollment,
   - Enhancing workforce alignment in technology-driven sectors,
   - Leveraging existing faculty strengths without requiring new tenure lines.

3. **The university's mission**.

   The program supports FAU's mission to provide innovative and responsive education that addresses regional and global challenges. The integration of technology, ethics, communication, and governance aligns directly with this mission.

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

   The program strengthens upper-division enrollment within the College of Arts and Letters, expands interdisciplinary offerings, and contributes to Florida's workforce needs in communications, analytics, governance, and technology policy. The program:

   - Strengthens upper-division enrollment within the College of Arts and Letters,
   - Enhances interdisciplinary collaboration,
   - Contributes to Florida's workforce needs in communications, analytics, governance, and digital transformation,
   - Provides the South Florida region with graduates equipped to address AI-related policy and organizational challenges.

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.

The pre-proposal was presented to the Council of Academic Vice Presidents Academic Program Coordination Work Group on October 30, 2025. There were no concerns from any SUS institutions or from the BOG staff. In general, support for the program was strong, and all participants understood the need for such a degree at FAU.

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.

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

The proposed Bachelor of Arts in AI, Technology, and Society (CIP 30.1501) responds to documented workforce demand at the state and national levels for professionals who possess competencies in artificial intelligence literacy, digital communication, data analysis, public policy, and ethical governance.

An independent labor market analysis conducted by EAB for Florida Atlantic University in June 2025 identified sustained and growing employer demand for bachelor's-level professionals in technology, AI, and society-related occupations. From May 2024 to April 2025, employers posted 102,620 relevant job openings nationally and 24,476 regionally (pp.5–6). Employer demand for these positions grew at an average monthly rate of 0.96 percent nationally and 1.24 percent regionally over the previous three years, exceeding or matching overall bachelor-level occupational growth (pp.5–6).

Projected employment growth between 2025 and 2035 for the top occupations aligned with this degree further confirms long-term demand. Market Research Analysts are projected to grow 14.94 percent nationally and 20.13 percent regionally; Computer Occupations, All Other are projected to grow 11.36 percent nationally; and Marketing Managers are projected to grow 8.88 percent nationally (pp.7–8).

Florida Department of Commerce occupational projections similarly demonstrate sustained demand in the state for occupations aligned with the program's curriculum. These occupations require a bachelor's degree and emphasize competencies central to the proposed program, including data literacy, communication strategy, governance analysis, and digital systems knowledge.

Together, national U.S. Department of Labor's Bureau of Labor Statistics (BLS) projections, Florida Department of Commerce data, and EAB labor market intelligence demonstrate clear and

sustained workforce demand for graduates prepared to work at the intersection of technology, media, and public institutions.

Labor Market Demand, CIP Code XX.XXXX

Occupations	Percent Change in Job Openings		Annual Average Job Openings		Total # of New Jobs		Education Level Needed for Entry
	FL XXXX-XX	U.S. XXXX-XX	FL XXXX-XX	U.S. XXXX-XX	FL XXXX-XX	U.S. XXXX-XX	
Public Relations Specialists 27-3031	FL: +11.2%	US: +6%	FL: 1,596	US: 27,600	FL: 1,633	US: 15,100	Bachelor's
Market Research Analysts & Marketing Specialists 13-1161	FL: +21.8%	US: +13%	FL: 6,860	US: 87,200	FL: 11,117	US: 63,000	Bachelor's
Management Analysts 13-1111	FL: +14.8%	US: +11%	FL: 8,036	US: 98,100	FL: 10,348	US: 94,600	Bachelor's
Technical Writers 27-3042	FL: +15.0%	US: +4%	FL: 395	US: 4,500	FL: 520	US: 500	Bachelor's
Social & Community Service Managers 11-9151	FL: +12%	US: +7%	FL: 480	US: 18,600	FL: 600	US: 14,100	Bachelor's

Sources:
Florida Department of Commerce, Bureau of Workforce Statistics and Economic Research, Occupational Employment Projections 2022–2030. U.S. Bureau of Labor Statistics, Employment Projections 2024–2034. U.S. Bureau of Labor Statistics https://data.bls.gov/projections/occupationProj Florida Department of Economic Opportunity -

http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections. Florida projections for 11-9151 drawn from statewide management and community service occupational clusters where separate public line-item reporting is limited. Date Retrieved: 06/06/2025.

The occupations listed above require bachelor-level preparation and emphasize competencies central to the proposed curriculum, including analytical reasoning, communication strategy, policy interpretation, digital systems literacy, and ethical evaluation of emerging technologies. The interdisciplinary design of CIP 30.1501 aligns with these occupational skill requirements by integrating artificial intelligence literacy, governance analysis, and applied communication within a structured academic pathway. The program therefore demonstrates measurable alignment between curriculum design and documented workforce demand at both the state and national levels.

The majority of occupational projections for Florida and the nation are positive and, in several cases, substantially exceed average occupational growth. Market Research Analysts in Florida are projected to grow 21.8 percent through 2030, significantly above average statewide occupational growth. Management Analysts are projected to grow 14.8 percent statewide, with more than 64,000 total job openings over the projection period. Public Relations Specialists and Technical Writers similarly show double-digit growth in Florida, reflecting strong demand for professionals with communication and data interpretation skills.

National BLS projections mirror these trends. Management Analysts are projected to generate approximately 98,100 annual openings nationally, Market Research Analysts 87,200 annual openings, and Public Relations Specialists 27,600 annual openings.

These data provide strong quantitative support for the proposed program. The occupations aligned with the curriculum demonstrate sustained demand, consistent bachelor-level educational requirements, and significant projected growth across Florida and the United States.

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 that 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 to be Included
27-3031	Public Relations Specialists	Communication strategy, digital advocacy, media literacy, and ethical communication competencies embedded in core and track coursework.
13-1161	Market Research Analysts & Marketing Specialists	Data literacy, AI-informed analysis, and evaluation of digital systems emphasized in program core and analytics-oriented electives.
13-1111	Management Analysts	Governance, organizational analysis, and policy evaluation components of the Technology, Governance, and Policy track.
27-3042	Technical Writers	Digital storytelling, communication of complex technical systems, and ethical interpretation of AI systems.
11-9151	Social & Community Service Managers	Public sector, nonprofit, and civic technology applications addressed in governance and public policy curriculum.

These occupational linkages reflect the alignment between curriculum design and documented workforce demand. Each SOC classification corresponds to occupations requiring a bachelor's degree and skills central to the ATAS program, including digital fluency, analytical reasoning, communication expertise, governance literacy, and ethical evaluation of technological systems.

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.

The proposed Bachelor of Arts in AI, Technology, and Society is projected to grow in a measured and sustainable manner over its first five years of implementation, consistent

with Florida Atlantic University's enrollment management strategy and SUS performance-based funding metrics.

Academic Year	Projected Headcount	Projected FTE*
Year 1	10	7
Year 2	20	15
Year 3	30	20
Year 4	40	30
Year 5	50	40

*FTE calculated at 30 credit hours per student per academic year in accordance with SUS methodology.

The enrollment model reflects conservative growth assumptions and aligns with SUS priorities emphasizing stable degree production, timely progression, and cost efficiency. The program is designed to scale gradually without requiring new tenure-track faculty lines or significant new infrastructure. Because the curriculum is composed primarily of existing courses, the program maintains fiscal sustainability even at modest enrollment levels.

Projected enrollment supports the following SUS 30 performance objectives:

- Increased bachelor's degree production in workforce-relevant fields.
- Strengthened alignment between academic programs and labor market demand.
- Improved retention and progression through structured interdisciplinary pathways.
- Expansion of high-impact educational experiences, including a capstone course.

The projected headcount growth is consistent with recent enrollment trends in related interdisciplinary and technology-focused coursework within the College of Arts and Letters.

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

Student demand for the proposed program is supported by multiple quantitative and qualitative indicators aligned with SUS accountability priorities. Student demand for the proposed program is evidenced through sustained enrollment in existing upper-division courses that form the foundation of the ATAS curriculum, including courses in digital culture, artificial intelligence ethics, media studies, governance, and interdisciplinary humanities. These courses regularly enroll at or near capacity, indicating consistent student interest in technology and society themes. The formalization of this major provides a structured academic pathway from existing coursework to degree completion, improving advising clarity and supporting timely graduation.

An EAB Market Insights analysis conducted for Florida Atlantic University found that between May 2022 and April 2025 employer demand for bachelor's-level professionals with relevant skills grew at an average monthly rate of 0.96 percent nationally, exceeding the growth rate for bachelor's-level employment overall. Evidence also indicates growing student demand for interdisciplinary programs examining technology and society. Nationally, degree completions in comparable programs grew by an average annual rate of approximately 11 percent between the 2018–2019 and 2022–2023 academic years, reflecting increasing student interest in programs that combine technological literacy with social, economic, and policy analysis. Regionally, student demand has grown at a slightly faster rate of approximately 12.6 percent annually, outpacing the growth in the number of competing institutions offering similar programs. These trends indicate a favorable environment for launching a new program, particularly within a large public research university serving a rapidly growing South Florida population.

a. Enrollment in Existing Technology-Focused Courses

The ATAS curriculum is built upon established courses in artificial intelligence, digital culture, ethics, governance, and media studies. These courses have demonstrated sustained enrollment, indicating clear student interest in technology-and-society themes. The formalization of this degree consolidates existing demand into a coherent major, which supports improved advising, structured progression, and degree completion efficiency.

By organizing existing coursework into a defined academic pathway, the program advances SUS goals related to improved on-time graduation and curricular clarity.

b. National and Regional Completion Trends

Recent EAB analysis indicates sustained growth in completions for comparable bachelor's-level programs. Nationally, completions reported under CIP 30.3101, Human Computer Interaction, increased at an average annual rate of 11.01 percent between 2018–2019 and 2022–2023, while regional completions increased at an average annual rate of 12.61 percent

over the same period. These trends suggest growing student interest in interdisciplinary programs that integrate technology with human-centered and applied analytical study.

This growth trend supports the viability of the proposed program and aligns with SUS 30's emphasis on expanding degree production in fields responsive to economic transformation.

c. Alignment with Student Career Aspirations

According to the EAB report, employer demand data indicate strong growth in occupations requiring bachelor-level competencies in artificial intelligence, data analysis, project management, marketing, and organizational decision-making. EAB's analysis found substantial national and regional job-posting volume in relevant occupational areas and identified top requested skills including artificial intelligence, project management, marketing, machine learning, and data analysis. These findings support the conclusion that the proposed program aligns with labor market demand for graduates who can apply interdisciplinary technological, analytical, and communication skills in a range of professional settings. As a result, we expect strong growth in occupations requiring bachelor-level competencies in artificial intelligence literacy, digital communication, data interpretation, and organizational analysis and students increasingly seek majors that:

- Prepare them for technology-driven workplaces without requiring advanced engineering or programming training.
- Offer flexibility across sectors including public service, nonprofit organizations, business, and media.
- Provide preparation for graduate study in law, public policy, communication, and related disciplines.

The ATAS program addresses these student preferences while maintaining alignment with documented occupational demand.

d. Contribution to SUS Performance Metrics

The program is expected to contribute positively to key SUS performance indicators, including:

- Bachelor's degree production in workforce-aligned areas.
- Median wages of graduates employed in Florida.
- Employment or continued education rates one year after graduation.
- Cost-to-degree efficiency through reliance on existing course infrastructure.

The interdisciplinary design supports workforce adaptability, which is increasingly critical in technology-enabled sectors. The capstone component further strengthens career readiness by requiring applied synthesis and professional-level communication.

Although the proposed program is classified under CIP 30.1501 (Interdisciplinary Studies, Other), the occupational alignment and workforce data presented above demonstrate that the

curriculum directly supports bachelor-level employment outcomes in clearly defined and high-demand SOC-coded occupations. The interdisciplinary CIP classification accurately reflects the integrated design of the program, which draws from communication, public policy, ethics, and digital studies rather than a single technical discipline. Importantly, the labor market analysis confirms that graduates will compete for established occupations requiring a bachelor's degree, including Market Research Analysts, Management Analysts, Public Relations Specialists, and related roles. Therefore, while CIP 30.1501 does not fall within the Programs of Strategic Emphasis waiver list, the program demonstrates strong workforce alignment, measurable occupational linkages, and documented state and national demand consistent with Board of Governors expectations for new degree proposals.

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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.

The proposed program does not replicate computing, information technology, engineering, or data science degrees offered within the State University System. Instead, it complements those programs by preparing graduates for roles that interface with technical professionals in governance, communication, organizational strategy, and public policy contexts. The curriculum does not include advanced programming sequences or engineering-based coursework and therefore does not compete with or duplicate existing technical artificial intelligence degrees within the SUS.

A review of academic programs offered within the State University System of Florida indicates that while several institutions offer degrees in computer science, information technology, data science, artificial intelligence, digital media, or communication, no SUS institution offers an undergraduate degree substantially similar in curricular design, structure, and emphasis to the proposed Bachelor of Arts in AI, Technology, and Society under CIP 30.1501.

Existing programs in artificial intelligence, computer science, and information technology within the SUS are primarily technical in orientation and emphasize:

- Programming and software development
- Systems architecture
- Computational theory
- Engineering-based applications

In contrast, the proposed ATAS program is interdisciplinary and human-centered. Its curriculum integrates:

- Artificial intelligence literacy
- Ethics of emerging technologies
- Technology governance and regulatory policy
- Digital culture and identity
- Communication strategy and media analysis
- Interdisciplinary capstone synthesis

The program does not prepare students for technical engineering or computing roles. Rather, it prepares graduates for technology-adjacent occupations that require analytical reasoning, communication expertise, and governance literacy. Programs in communication or digital media

within the SUS similarly do not replicate the proposed program's integrated emphasis on artificial intelligence, technology policy, and interdisciplinary ethical analysis.

Because the proposed program draws from existing coursework across multiple departments within the College of Arts and Letters and introduces only one new course (the capstone), it represents a structured pathway built from established strengths rather than a replication of another institution's curriculum. A review of publicly available program descriptions and curricula at SUS institutions indicates no substantially similar undergraduate degree organized around the intersection of artificial intelligence, digital systems, governance, ethics, and communication within an interdisciplinary humanities framework.

Given this distinct curricular configuration, the proposed program is not expected to adversely affect enrollment in existing technical or communication programs within the SUS. Instead, it is expected to attract a distinct population of students seeking a non-technical, human-centered approach to technology studies.

Because no program with substantially similar curricular scope and orientation has been identified, formal inter-institutional consultation regarding duplication was not required. The program complements existing technical AI and IT programs across the SUS by preparing graduates to work in policy, communication, organizational analysis, and civic technology roles that support and interface with technical professionals.

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.

   A review of academic offerings at Florida Agricultural and Mechanical University indicates no undergraduate program with a curriculum substantially duplicating the proposed Bachelor of Arts in AI, Technology, and Society.

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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

Describe the admissions criteria and graduation requirements for the program.

Admission to the program follows standard Florida Atlantic University undergraduate admissions requirements for first-time-in-college, transfer, and change-of-major students.

No specialized admissions criteria are required. Students must meet university admissions standards, including: completion of required secondary coursework for FTIC students, transfer requirements as established by FAU and minimum GPA requirements as set by university policy. Because the program does not require advanced technical coursework, there are no additional math or science prerequisites beyond general education requirements.

To graduate with a Bachelor of Arts in AI, Technology, and Society, students must: complete a minimum of 120 credit hours, earn a minimum cumulative GPA of 2.0, earn a minimum 2.0 GPA in major coursework, complete all core, track, elective, and capstone requirements and satisfy all university general education requirements.

The major includes:

- Interdisciplinary Core (9 credits)
- Track Requirements (9 credits)
- Interdisciplinary Electives (9 credits)
- Capstone Seminar (3 credits)

The senior capstone serves as the culminating academic experience and requires applied synthesis of interdisciplinary knowledge.

B. 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.

The curriculum is intentionally structured with a required interdisciplinary core, defined thematic tracks, and a culminating capstone experience to ensure academic coherence and progression rather than a collection of unrelated electives.

Course Prefix & Number	Course Title	Required or Elective	Credit Hours	Course Description
IDS 3762	Language, Society, and Artificial Intelligence	Required	3	Examines AI systems in social, political, and linguistic contexts, emphasizing communication and societal impact.
DIG 2202	Digital Culture	Required	3	Explores digital media systems, platforms, and cultural transformation in contemporary society.
PHI 2680	Artificial Intelligence and Ethics	Required	3	Introduces ethical frameworks for evaluating AI, automation, and algorithmic decision-making.
Track Courses (varies)	See Catalog	Required	9	Students select one approved thematic track emphasizing governance, media, or digital identity.
Interdisciplinary Electives	See Catalog	Elective	9	Upper-division coursework drawn from approved interdisciplinary list aligned with program learning outcomes.
IDS 4764	Capstone in Technology and Society	Required	3	Senior seminar requiring synthesis project addressing a real-world technology and society

				issue.

All remaining credits are satisfied through general education and free electives.

A full catalogue description is included below:

Prerequisite
COP 1031C: Computer Programming and Data Literacy for Everyone (for non-College of Engineering & Computer Science majors).

Degree Requirements
The minimum number of credits required for the Bachelor of Arts in AI, Technology, and Society degree is 120 credits: 36 credits in the General Education Curriculum and 42 upper-division credits (including 30 credits in the major) with 9 credits in AI core, 9 credits in an AI Track, 9 credits in AI electives, and 3 credits in the Capstone Experience. A minimum 2.0 GPA overall and in the major.

Foreign Language Requirement
All students must satisfy the foreign language requirement for admission to the University.

Specific Requirements

Core Curriculum (9 credits)		
Course Title	**Course Number**	**Credits**
Language, Society and Artificial Intelligence	IDS 3762	3
Digital Culture	DIG 2202	3
Artificial Intelligence and Ethics	PHI 2680	3
Total		**9**

Thematic Track Options (Complete 9 credits in ONE track)

Track 1: Digital Storytelling and Creative Media (select 9 credits)		
Course Title	**Course Number**	**Credits**
Video Game Studies	DIG 4713	3
New Media Narrative	MMC 4713	3
Fundamentals of Digital Media Practice	DIG 3110	3
Digital Film Production	RTV 3531	3
Philosophy of Video Games	PHM 4123	3
Science Fiction and Philosophy	PHM 4133	3
Science Fiction	LIT 3313	3
Anthropology of Film: An Introduction to Visual Anthropology	ANT 3391	3

Track 2: Technology, Governance, and Policy (select 9 credits)		
Course Title	**Course Number**	**Credits**
Society, Business, and Government	PAD 2258	3
Information Technology in Public Administration	PAD 3712	3
Philosophy of Technology	PHM 4223	3
Social and Political Philosophy	PHM	3
Communication for Public Managers	PAD 3438	3
Political Podcasting	MMC 4127C	3
Media in Politics	POS 4235	3
Public Opinion and American Politics	POS 4204	3
Intro to Nonprofit Sector	PAD 4144	3
Studies in New Media	COM 4332	3
Human and Cultural Rights	ANT 4006	3

Track 3: Digital Identity and Social Systems (select 9 credits)		
Course Title	**Course Number**	**Credits**
Globalization and Inequality	SYP 4453	3
Technology and Society	SYP 4421	3
Minorities and the Media	MMC 3601	3
Philosophy of Technology	PHM 4223	3
Philosophy of Mind	PHI 3320	3
Philosophy of Video Games	PHM 4123	3
Sociology of Culture	SYP 4610	3
Media, Representation and Diversity	MMC 4704	3
Gender and Culture	ANT 4302	3
Systems, Institutions in Anthropological Perspective	ANT 4425	3

Electives (9 credits)		
Course Title	**Course Number**	**Credits**
Interactive Digital Media	MMC 3711	3
Sociology of Popular Culture	SYP 3630	3
New Media and Civic Discourse	COM 4603	3
AI in Higher Education	LIN 4930	3
Science Fiction	LIT 3313	3

Moral Problems	PHI 3638	3
Knowledge and Reality	PHI 4380	3
Symbolic Logic	PHI 4134	3
Philosophy of Science	PHI 4400	3
Media, Culture and Technology	MMC 4263	3
Research Methods in Cultural/Social Anthropology	ANT 4495	3
Environmental Ethics	PHI 3640	3
Ethical Theory	PHI 4661	3
Biomedical Ethics	PHI 4633	3
History and Theory of Arts and Animation	DIG 4026	3
AI for Non-Majors	CAI 4002	3
Introduction to Cloud Computing for Non-majors	CIS 4650	3

Choose from interdisciplinary electives including any course not used in your track. Additional courses can be used as elective or substituted within the track with the approval of the Director of the School of Interdisciplinary Studies.

Capstone Experience (3 credits)
Students complete a final project-based or research-intensive capstone in their senior year, culminating in a presentation or digital portfolio.

Course Title	**Course Number**	**Credits**
Capstone in Technology & Society	IDS 4764	3

Degree Requirements Summary
120 total credits (including FAU general education)
42 upper-division credits (30 credits in the major)
Minimum 2.0 GPA overall and in the major
Completion of Capstone Project
CIP Code: 30.1501

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

☐ Yes
☒ No. Describe any plans to develop one or other plans to ensure academic workforce alignment.

At present, the program does not have a dedicated industry advisory council. However, the College of Arts and Letters maintains relationships with employers and community partners across media, nonprofit, policy, and digital sectors. Within the first two years of implementation, the program intends to formalize an advisory group composed of regional professionals in technology policy, digital communications, civics and AI ethics and governance. This advisory group will provide input regarding curriculum development, student assessment, and workforce alignment.

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?

Employer-driven and industry-informed competencies for the Bachelor of Arts in AI, Technology, and Society were identified through a systematic review of Florida Department of Commerce occupational projections, U.S. Bureau of Labor Statistics employment projections, and the EAB labor market analysis prepared for Florida Atlantic University. These sources consistently demonstrate demand for bachelor-level professionals who possess interdisciplinary competencies at the intersection of artificial intelligence, digital systems, communication, organizational analysis, and governance. In addition to occupational growth data, skill-level analyses embedded within the labor market research indicate strong employer demand for competencies in artificial intelligence literacy, data interpretation, project management, communication strategy, ethical reasoning, and institutional analysis.

These workforce-aligned competencies are intentionally embedded throughout the curriculum. The interdisciplinary core introduces students to artificial intelligence systems, digital media environments, and ethical frameworks for evaluating emerging technologies. Track coursework deepens applied competencies in governance, policy analysis, digital communication, and organizational decision-making. The capstone seminar serves as the culminating experience in which students synthesize technical literacy, critical analysis, and professional communication in a project addressing a contemporary technology-and-society issue. Through this structure, the program ensures that graduates are prepared not only with conceptual understanding but with transferable skills applicable to documented high-demand occupations.

A structured assessment strategy has been established to ensure continued academic and workforce alignment. Student learning outcomes will be evaluated through embedded course assignments, signature assessments, and capstone projects using standardized rubrics aligned with program-level outcomes. The program will participate in the College of Arts and Letters' regular assessment cycle, including periodic review of curricular effectiveness and learning outcome attainment. Labor market data will be reviewed at least every three years to ensure continued alignment with workforce demand. This continuous improvement process ensures that the curriculum remains responsive to employer expectations while maintaining academic rigor and interdisciplinary integrity.

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

The curriculum includes instruction addressing digital literacy and competencies related to artificial intelligence and data-informed decision-making. Core courses examine AI systems, digital media environments, and ethical implications of algorithmic technologies.

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 Bachelor of Arts in AI, Technology, and Society is designed to consolidate and structure existing coursework within the College of Arts and Letters into a coherent interdisciplinary pathway rather than create a new instructional burden or duplicate existing majors. The curriculum relies almost entirely on established upper-division courses currently offered across participating departments, with the addition of a single new capstone seminar. As a result, the program does not require the development of multiple new courses, new faculty lines, or additional general education sections. Because the program is interdisciplinary and human-centered in orientation, it is not expected to divert enrollment from technical programs such as computer science, information technology, or engineering. Students seeking advanced programming or computational training will continue to pursue those existing technical degrees. Instead, the program is designed to attract students who are interested in the societal, ethical, communicative, and governance dimensions of emerging technologies. In this way, the program expands academic offerings within the College without displacing enrollment in other units. The program is also not expected to create significant new demand for general education courses, as all university core requirements already exist and are routinely offered at scale. Upper-division major coursework will primarily draw from classes that are currently offered with sustainable enrollments. Any incremental enrollment increases will be distributed across multiple departments, minimizing impact on any single academic unit.

The interdisciplinary design strengthens collaboration across departments by formalizing an existing pattern of cross-listed and thematically aligned courses. Faculty participation represents the equivalent of approximately one course per year per participating faculty member, a level of instructional contribution that can be absorbed within normal teaching loads. As such, the program enhances academic integration within the College of Arts and Letters while maintaining fiscal and instructional stability. Overall, the proposed program is expected to complement rather than compete with related academic offerings. It provides a structured academic identity for students already enrolling in technology-and-society courses and strengthens FAU’s portfolio of workforce-aligned bachelor’s degrees without imposing significant additional resource demands.

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.

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.

The program will be administered at the main campus.

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.

The proposed program builds upon existing coursework within the College of Arts and Letters, which undergoes regular program review in accordance with university and SUS policies.

Because this is a new undergraduate degree and not a doctoral program, no external consultant report is required.

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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.

The proposed Bachelor of Arts in AI, Technology, and Society will be delivered primarily by existing full-time faculty within the College of Arts and Letters. Participating faculty members hold appropriate terminal degrees in their respective disciplines, including communication, philosophy, digital media, political science, sociology, and related fields. These faculty members already teach the majority of the courses included in the proposed curriculum.

Faculty instructional contributions to the program are structured to represent approximately the equivalent of one course per academic year per participating faculty member. This level of engagement can be absorbed within existing teaching assignments and does not require the addition of new tenure-track lines. Participating faculty maintain active research agendas in artificial intelligence, digital communication, governance, media systems, and interdisciplinary humanities, ensuring that instruction reflects current developments in technology and society scholarship.

Because the program relies on courses that are currently offered on a regular rotation with demonstrated enrollment, the instructional model does not require substantial reallocation of faculty workload. The only new course proposed is the senior capstone seminar, which will be staffed by existing faculty within the School of Interdisciplinary Studies and scheduled within current instructional capacity. The program therefore demonstrates sufficient faculty depth, disciplinary breadth, and instructional sustainability to support projected enrollment growth.

Faculty Code*	Faculty Name or "New Hire" Highest Degree Held Academic Discipline	Rank	Contract Status	Initial Date for Participation in Program
A	Kevin M. Wagner, Ph.D.	Professor	Tenured	Fall 2026
A	Susan Schneider, Ph.D.	Distinguished Professor	Tenured	Fall 2026
A	Gerald Sim, Ph.D.	Professor	Tenured	Fall 2026

A	Wendy Hinshaw, Ph.D	Associate Professor	Tenured	Fall 2026
A	Géraldine Blattner, Ph.D.	Professor	Tenured	Fall 2026
A	Michael Rapoport, Ph.D.	Associate Professor	Tenured	Fall 2026
A	Shane Eason, MFA	Associate Professor	Tenured	Fall 2026

*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).

Commented [DS2]: just add some specific examples of books or articles, etc.

The academic units contributing to the Bachelor of Arts in AI, Technology, and Society demonstrate sustained productivity in teaching, research, and service consistent with expectations of the State University System of Florida. Participating faculty maintain active research agendas and have established national and international scholarly reputations in areas including artificial intelligence ethics, digital media studies, language technologies, political communication, philosophy of mind, media production, and governance analysis.

Faculty scholarship includes books and peer-reviewed articles published with major academic presses and journals. Representative publications include Susan Schneider's *Artificial You: AI and the Future of Your Mind*, Kevin M. Wagner's *Tweeting to Power* and *Directed Digital Dissidence in Autocracies*, and Gerald Sim's *Screening Big Data: Films that Shape Our Algorithmic Literacy*. Additional faculty publications examine topics such as artificial intelligence and cognition, algorithmic media and culture, digital political communication, AI-supported writing assessment, and generative artificial intelligence in language education.

Faculty associated with the program have also secured external support for research and program development from federal agencies and private foundations, including the National Endowment for the Humanities, Cisco Systems, and related funding sources supporting interdisciplinary work on artificial intelligence, digital communication systems, and humanities-based technology research. Michael Rapoport has secured National Endowment for the Humanities support, including a Humanities Connections award and an NEH award for faculty. Barclay Barrios has served as co-investigator on a major grant and has led multiple externally and internally funded interdisciplinary initiatives. Wendy Hinshaw has co-led funded work on AI-supported writing assessment, while faculty across the participating units have received college and university research support, fellowships, and competitive grants tied to emerging technology, digital humanities, and media innovation.

Instructionally, the departments contributing to the program maintain strong enrollments in upper-division courses that form the foundation of the proposed curriculum. Courses addressing digital culture, artificial intelligence ethics, media studies, governance, and interdisciplinary humanities consistently attract strong student interest and provide the instructional capacity necessary to support the major using existing faculty resources. Faculty also supervise undergraduate research, mentor honors theses, direct digital media and applied research projects, and participate in interdisciplinary initiatives across the College of Arts and Letters. Collectively, this record of scholarly productivity, instructional engagement, and interdisciplinary collaboration provides a strong foundation for implementation of the proposed program and the successful delivery of its required capstone experience.

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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.

Commented [DS3]: Please see the email that I sent earlier with the example from Global Studies. It will aid in filling out this table.

Implementation Timeframe	HC	E&G Funds	Contracts & Grants Funds	Auxiliary Funds	Philanthropy Funds	Total Cost
Year 1	10	$26,880	0	0	0	$26,880
Year 2	20					
Year 3	30					
Year 4	40					
Year 5	50	$54,320	0	0	0	$54,320

Because implementation relies almost entirely on existing instructional capacity, the program presents minimal financial risk to the institution and does not require additional recurring appropriations.

Although the template requests reporting of incremental costs only, projected tuition revenue substantially exceeds the modest instructional expenses associated with the program. Using current resident undergraduate tuition as a conservative baseline, annual tuition per full-time student enrolled in 30 credit hours is approximately $6,098.70. Based on projected enrollment growth, estimated tuition revenue would be approximately $60,987 in Year 1 with 10 students, $121,974 in Year 2 with 20 students, $182,961 in

Year 3 with 30 students, $243,948 in Year 4 with 40 students, and $304,935 in Year 5 with 50 students.

These projections are calculated using resident tuition only and do not include non-resident tuition differentials, which would increase total revenue. Even under this conservative scenario, the program reaches cost neutrality in its first year of operation and generates positive net tuition revenue in each subsequent year. Because the curriculum is delivered primarily through existing courses and faculty lines, and no new tenure-track positions or facilities are required, the financial risk associated with program implementation is minimal. The program is therefore fiscally sustainable and scalable within existing institutional resources.

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.

The infrastructure necessary to implement the proposed program is fully in place. The degree is designed to operate within existing institutional capacity and does not require the creation of new faculty lines, additional instructional space, laboratory facilities, or specialized infrastructure. All core and elective coursework is drawn from established offerings within the College of Arts and Letters, and only one new course, the senior capstone, will be introduced. Participating faculty are current full-time members of the College of Arts and Letters and possess appropriate terminal degrees and disciplinary expertise to deliver the curriculum at the undergraduate level. Instructional responsibilities will be incorporated into existing teaching loads, ensuring efficient use of Education and General resources. The institution certifies that sufficient financial, instructional, and administrative resources are available to support the program prior to student enrollment, and that implementation can occur without additional capital expenditures or structural expansion.

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.

The FAU Libraries currently maintain robust collections in artificial intelligence, digital media, ethics, philosophy, governance, communication, and interdisciplinary humanities. Existing subscriptions include major academic databases and journal packages that support research in technology policy, digital systems, media studies, and AI ethics. These holdings are sufficient to support both undergraduate instruction and faculty scholarship associated with the program through Year 5. No new recurring library acquisitions or specialized database subscriptions are required for implementation.

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

The proposed program does not require specialized laboratory infrastructure or technical computing facilities beyond those already available to students. Instruction will be delivered in standard classrooms and existing instructional spaces within the College of Arts and Letters. Students will have access to multimedia classrooms, computer-equipped instructional labs, the university's learning management system and digital collaboration platforms, and media production facilities maintained by the School of Communication and Multimedia Studies. Because the curriculum emphasizes analytical reasoning, governance, communication, and ethical evaluation of artificial intelligence rather than advanced programming or technical systems design, no specialized engineering laboratories or high-performance computing resources are necessary for implementation or ongoing delivery of the program.

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.

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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		No
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		No
D	Request for Exception to the 120 Credit Hour Requirement	Bachelor's	Requesting approval to exceed the 120 credit hour requirement	No
E	Request for Specialized Admissions Status	Bachelor's	Requesting approval for specialized admissions status	No
F	Self-Supporting & Market Rate Tuition Programs	Graduate programs	Only for self-supporting or market tuition rate programs	No
G	Faculty Curriculum Vitae	Any new program		Yes

Table 2. Recommended Additional Appendix

	Appendix Title	Description
H	Letters of Support for the Program from Employers	