STATE UNIVERSITY SYSTEM OF FLORIDA

Academic Degree Program Pre-Proposal

New academic program pre-proposals are initiated and developed by the faculty members. Approval of the pre-proposal must be obtained from department chairs and college deans or equivalent administrators before submission for Academic Affairs level review and consideration for inclusion on the university's annual academic degree program list.

Provide a concise yet thorough response to each section. Obtain the Provost's signature and submit the proposal via the Academic Review Tracking System (ARTS) for review by the Council of Academic Vice President's Academic Coordination Work Group.

Institution	Florida Atlantic University
Degree Program Title	Bachelor of Arts in Technology, AI, and Society
Degree Level	Baccalaureate
CIP Code	11.0401
Proposed Delivery Mode	Hybrid
Enrollment Projections/Headcount for Year 1 and Year 5	Year 1: 10 students Year 5: 50 students
Proposed Implementation Date	Fall 2026
Other Programs in the SUS, Including Enrollment and Degrees	

1. 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.

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

xYes. 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

2. Program Summary

Briefly summarize the rationale for the new academic program and consider the following in your narrative (maximum length 250 words):

- How this program supports the specific missions and strategic plans of the university and the System.
- Impact of this program at the local, state, national, and international levels.
- Any specific needs for research and service that the program would fulfill.
- How the proposed program is distinct from others already offered in the System (use the 4-digit CIP as a guide).
- The proposed curriculum including areas of emphasis.
- Collaborative opportunities with other SUS institutions as appropriate.

The B.A. in Technology, AI, and Society (ATAS) is an interdisciplinary program designed to explore the relationship between rapidly evolving information technologies and their impact on society, policy, and ethics. By grounding students in both digital

literacy and human-centered computing, the program prepares graduates to critically engage with technological systems and their societal applications. The curriculum bridges core IT competencies, such as data management, systems analysis, and ethical use of AI, with courses in policy, communication, and media studies, supporting FAU's mission to foster innovative, and responsive education. Through hybrid delivery and tracks in Governance and Policy, Digital Identity, and Ethics in AI, the program equips students to work at the intersection of IT systems, data, and public impact. Unlike traditional STEM-focused IT programs, ATAS uniquely emphasizes the integration of technical fluency with societal and social analysis with ethical reasoning, making it distinct within the SUS under CIP 11.0103.

3. Student Demand

Briefly describe the student demand for the proposed program and consider the following in your narrative (maximum length 250 words):

- Student interest in this program.
- Number of graduates and students enrolled in similar programs currently offered online or face-to-face. For assistance, see the Board of Governors' interactive data source: https://www.flbog.edu/resources/academic/resources-new-program-proposals/.
- If this would be a duplicative program in the System, explain why this program should be offered.
- As applicable, professional credentials requirements.

Student interest in the societal impacts of AI and technology continues to grow, particularly among those seeking careers in media, advocacy, policy, and tech ethics. The program is expected to attract students from diverse disciplines, responding to widespread demand for accessible, interdisciplinary pathways into technology-influenced careers.

Students increasingly seek programs that equip them with both technical skills and critical thinking to navigate the ethical, societal, and policy implications of technology. Nationally, bachelor's programs in Information Technology have grown steadily, reflecting strong student demand. FAU's ATAS degree distinguishes itself by offering applied knowledge with a social impact focus, serving students who are drawn to fields such as IT project management, systems analysis, technology policy, and AI governance. This demand is reflected in increasing job postings and completion rates in comparable programs. The hybrid modality increases accessibility and appeals to students seeking flexibility and relevance in a digital-first job market.

Nationally and in Florida, similar programs remain limited, especially those grounded in the liberal arts. National competition is concentrated, with Full Sail University alone accounting for 64.13% of conferrals in this field, underscoring the lack of public university options.

The hybrid format will further broaden access. No professional credentials are required, but the program equips students with skills relevant to careers in communications, research, nonprofit work, and technology policy.

From May 2024 to April 2025, national employer demand for bachelor's-level technology, artificial intelligence, and society professionals increased by a monthly average of 0.96%, while regional demand grew by 1.24%. Employment projections through 2035 for top occupations related to this degree, such as Market Research Analysts, Project Management Specialists, and Public Relations Managers, indicate growth significantly above the national average, supporting sustained career relevance for graduates.

Between the 2018-2019 and 2022-2023 academic years, relevant degree completions grew by 11.01% nationally and 12.61% regionally. Regional demand outpaced competition growth, suggesting a favorable environment for new program entry, especially within the southeastern U.S.

4. National and Florida Workforce Demand

If the proposed program is a baccalaureate or master's degree on the Programs of Strategic Emphasis list, skip 4.A.

A. Describe the national and Florida workforce demand for the proposed program. The response should, at a minimum, include the following.

- Current state workforce data as provided by Florida's Department of Economic Opportunity
- Current national workforce data as provided by 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.

  The data demonstrate that the proposed B.A. in Technology, AI, and Society meets a growing market demand and addresses an emerging need in both the workforce and higher education landscape. Nationally, there were over **102,000 job postings** between May 2024 and April 2025 for positions aligned with this degree, with job demand growing at **0.96% monthly**, surpassing the average for all bachelor's-level fields. Regionally, demand grew even faster at **1.24% monthly**, with **24,476 relevant postings** in the same timeframe. Projections through 2035 show accelerated growth in key occupations such as Market Research Analysts (+14.9%) and Computer Occupations (+11.4%), indicating long-term relevance for program graduates. On the education side, completions in comparable programs grew **11.01% annually** nationwide and **12.61% regionally**, while the number of institutions offering such programs in the Southeast remains minimal. This combination of rising labor market demand, expanding student interest, and limited

regional competition underscores the program's timeliness and necessity, positioning FAU to fill a critical educational and workforce gap.

Top skills sought include artificial intelligence, project management, data analysis, and ethical use of technology, all of which are reflected in the proposed curriculum. The top employers nationally include Accenture, Meta, Deloitte, and Amazon, illustrating strong demand from high-profile and diversified sectors including consulting, technology, and healthcare.

In addition to national and regional trends, **Florida-specific workforce data clearly support the demand for this program**. For example, occupations aligned with the degree, such as Market Research Analysts, Public Relations Specialists, and Policy Analysts are all projected to grow in Florida at robust rates. **Market Research Analysts in Florida are projected to grow by 19.8%**, which is significantly higher than the national growth rate of 13%. Similarly, **Public Relations Specialists are expected to grow by 7.5% in Florida**, outpacing the 6% national average, while **Policy Analysts are projected to grow 10.2%**, also ahead of national trends. These occupations require a bachelor's degree and reflect the core skills developed in the ATAS program, including media literacy, data analysis, ethics, and policy. This strong and accelerating demand in Florida underscores the need for a program that prepares graduates to work at the intersection of technology and society, particularly within the state's growing innovation, advocacy, and communications sectors.

Complete the table below, providing the labor market demand in Florida and nationally. Include data for all linked occupations, including those in the table above. Use data from the Search by CIP or SOC Employment Projections Data Tool in the Academic Review Tracking System.

Occupations	Percent Change in Job Openings	Annual Avg Job Openings	Total # of New Jobs	Education Level Needed
Public Relations Specialists (27-3031)	FL: +7.5%, US: +6%	FL: 1,120, US: 22,900	FL: 470, US: 19,400	Bachelor's
Market Research Analysts (13-1161)	FL: +19.8%, US: +13%	FL: 2,370, US: 94,600	FL: 1,070, US: 95,600	Bachelor's
Policy Analysts (19-3099)	FL: +10.2%, US: +6.1%	FL: 520, US: 12,100	FL: 250, US: 6,000	Bachelor's
Media and Communication Workers (27-3099)	FL: +8.2%, US: +5%	FL: 390, US: 8,500	FL: 180, US: 3,200	Bachelor's

A. Labor Market Demand

Sources:

- 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
- Date Retrieved: 06/06/2025

B. Occupational Linkages

SOC Code	Occupation Title	Source / Reason for Inclusion
27-3031	Public Relations Specialist	Communication, storytelling, and digital advocacy skills
13-1161	Market Research Analyst	Media, tech impact, and data literacy curriculum
19-3099	Policy Analyst	Technology and public policy curriculum emphasis
27-3099	Media & Communication Workers, Other	Digital media and ethics track courses

Required Signature

Provost's Signature

Date