THE UNIVERSITY OF ARIZONA

New Academic Program Workflow Form

General

Proposed Name: AI and Society

Transaction Nbr: 00000000000244

Plan Type: Minor

Academic Career: Undergraduate

Degree Offered:

Do you want to offer a minor? N

Anticipated 1st Admission Term: Fall 2025

Details

Department(s):

ISCL

DEPTMNT ID	DEPARTMENT NAME	HOST
0481	College of Information Science	Y

Campus(es):

MAIN

LOCATION	DESCRIPTION
TUCSON	Tucson

ONLN

LOCATION	DESCRIPTION
ONLN	Online

Admission application terms for this plan: Spring: Y Summer: N Fall: Y

Plan admission types:

Freshman: Y Transfer: Y Readmit: Y Graduate: N

Non Degree Certificate (UCRT only): N

Other (For Community Campus specifics): N

Plan Taxonomy: 11.0401, Information Science/Studies.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

Print Option:

Diploma: Y Minor in AI and Society

Transcript: Y Minor in AI and Society

Conditions for Admission/Declaration for this Major:

None

Requirements for Accreditation:

Not Applicable

Program Comparisons

University Appropriateness

Offering a minor in AI and Society complements other degrees that teach about AI including College of Information Science (InfoSci) degrees and the College of Science¿s existing bachelor¿s degree in Artificial Intelligence (AI)¿all of which require coding¿by broadening the field¿s accessibility and fostering interdisciplinary skills. Research highlights that coding-heavy programs continue to struggle with gender and racial diversity, particularly among women and minoritized individuals, who remain underrepresented in computing professions. However, programs that emphasize creative work, social impact, and collaborative problem-solving¿ without coding requirements¿have successfully attracted more diverse cohorts. The College of Information Science has demonstrated that its Information Science and eSociety program, which involves no coding, enrolls more women than men and relatively high numbers of Hispanic learners, and also serves as a supportive pathway for students who leave coding-intensive programs. A University of Arizona AI and Society minor would serve students who wish to engage with AI technologies through a social, ethical, and policy lens, addressing the growing need to bridge technical knowledge with societal understanding in the AI space, and thus addressing the pillar of developing innovative learners. While the bachelor¿s degree in AI and other BS degrees equips students with programming and machine-learning skills, many emerging roles in the field of AI¿such as AI ethicists, policy analysts, and technology communicators¿require expertise in evaluating the societal impacts of AI rather than technical implementation alone. These roles are crucial for addressing biases, misinformation, and the ethical design of algorithms,

complementing the work of technical developers. Additionally, this minor and its new courses are designed to help students understand how to use AI ethically and responsibly, addressing issues affecting departments and colleges across the university.

Arizona University System

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT

Peer Comparison

Please see the comparison chart for full comparison details.

Resources

Library

Acquisitions Needed:

Physical Facilities & Equipment

Existing Physical Facilities:

The College of Information Science has existing classrooms and labs in the Richard A. Harvill Building.

Additional Facilities Required & Anticipated:

None

Other Support

Other Support Currently Available:

None

Other Support Needed over the Next Three Years:

None

Comments During Approval Process

THE UNIVERSITY OF ARIZONA

New Academic Program – Minor (Undergraduate)
CURRICULAR INFORMATION

I. MINOR DESCRIPTION:

The AI and Society Minor provides students with a comprehensive understanding of the ethical, sociocultural, and critical issues surrounding the rise of artificial intelligence (AI), focusing on application without requiring any coding. Designed for students from diverse disciplines, this minor focuses on how AI impacts society, addressing topics such as algorithmic bias, privacy, surveillance, and the future of work. Through a blend of coursework in creative practices with AI systems and tools, and AI ethics, data governance, and policy analysis, students will develop the critical thinking skills necessary to engage with AI responsibly and become leaders in shaping ethical usage in an AI-driven world. This minor prepares students to navigate and influence the ethical implications of AI across various industries and public sectors, guiding policies and practices within information professional settings and beyond.

II. JUSTIFICATION/NEED FOR THE MINOR:

Addressing a gap in the Fourth Industrial Revolution
Offering a minor in AI and Society complements other degrees that teach about AI including College of Information Science (InfoSci) degrees and the College of Science's existing bachelor's degree in Artificial Intelligence (AI)—all of which require coding—by broadening the field's accessibility and fostering interdisciplinary skills. Research highlights that coding-heavy programs continue to struggle with gender and racial diversity, particularly among women and minoritized individuals, who remain underrepresented in computing professions. However, programs that emphasize creative work, social impact, and collaborative problem-solving—without coding requirements—have successfully attracted more diverse cohorts. The College of Information Science has demonstrated that its Information Science and eSociety program, which involves no coding, enrolls more women than men and relatively high numbers of Hispanic learners, and also serves as a supportive pathway for students who leave coding-intensive programs.

A University of Arizona AI and Society minor would serve students who wish to engage with AI technologies through a social, ethical, and policy lens, addressing the growing need to bridge technical knowledge with societal understanding in the AI space, and thus addressing the pillar of developing innovative learners. While the bachelor's degree in AI and other BS degrees equips students with programming and machine-learning skills, many emerging roles in the field of AI—such as AI ethicists, policy analysts, and technology communicators—require expertise in evaluating the societal impacts of AI rather than technical implementation alone. These roles are crucial for addressing biases, misinformation, and the ethical design of algorithms, complementing the work of technical developers. Additionally, this minor and its new courses are designed to help students understand how to use AI ethically and responsibly, addressing issues affecting departments and colleges across the university.

AI skills: A key for future information professionals and social and behavioral scientists

The AI and Society Minor focuses on preparing students to be leaders and innovators in AI strategy, not through building AI technologies but through developing expertise in understanding and using them effectively and critically. Graduates will possess a diverse set of AI competencies, enabling them to influence how AI is integrated into global industries. According to a report by PwC[1], AI could contribute up to $15.7 trillion to the global economy by 2030, with $6.6 trillion coming from productivity gains and $9.1 trillion from consumption-side effects. Many of these jobs will not require coding skills; instead, they will require deep understanding of the strategies, trends, and social impacts of AI use. The growing economic impact of AI underscores the importance of AI literacy not only in tech-heavy industries but also in sectors like media, finance, education, and public governance, where strategic application of AI can transform business models and public services.

As more organizations invest in AI technologies, there is a growing need for information professionals who can guide the responsible use and implementation of AI. A 2020 study by IBM revealed that 39% of organizations are already deploying AI to streamline operations and create innovative services, but there is demand for leaders who can strategically steer these efforts. This minor stands apart by focusing on AI literacies that extend beyond technical skills to include competencies and skills related to creative, critical, and collaborative uses of AI tools in diverse settings, beginning with making informed choices as U of A students. The interdisciplinary design of this minor also responds to the growing global need for professionals who can leverage their AI literacies to operate across fields. The AI and Society minor's curriculum, which blends AI competencies with critical thinking and ethical reasoning, positions graduates to lead in sectors as diverse as digital media, healthcare, finance, education, and public governance. This interdisciplinary skill set is essential as innovations in AI continue to disrupt traditional models of information management, requiring innovative solutions and responsible leadership.

Strong educational demand and alignment with employment trends

Locally and nationally, demand for AI education is rising. Many InfoSci courses are teaching about AI in response to both industry trends and student demand. Enrollment data from existing InfoSci courses dedicated to AI development demonstrate a high level of interest among students (see IV: Projected Enrollment for details).

The global demand for professionals with a deep understanding of the societal impacts of AI is growing at an unprecedented rate, underscoring the critical need for individuals who possess a plurality of AI literacies that drive the ethical, strategic thinking required to harness AI's transformative potential. The AI market is expected to reach USD 641.30 billion by 2028, with a compound annual growth rate of 38.1% from 2021[2]. This explosive growth is driven by AI's wide-ranging applications, from healthcare and finance to education and public policy, making AI literacies development a necessity for information science professionals entering into an AI-enabled future of work. According to the World Economic Forum's Future of Jobs Report 2023[3], nearly 75% of companies are expected to adopt AI technologies in the next five years, reshaping labor markets worldwide. This adoption will bring both opportunities and challenges, as AI is forecast to drive significant job churn, with 50% of organizations expecting it to create job growth and 25% expecting job losses. Most notably, the report projects that nearly 23% of

[1] https://www.pwc.com/gx/en/issues/artificial-intelligence.html
[2] https://www.grandviewresearch.com/industry-analysis/artificial-intelligence-ai-market
[3] https://www.weforum.org/publications/the-future-of-jobs-report-2023/digest/

current jobs will change significantly by 2027 due to technological advances like AI, underscoring the urgent need for professionals who can lead in AI strategy and innovation.

A report by SHRM and the Burning Glass Institute[4] on generative AI and the workforce identifies positions requiring AI competencies and skills as some of the fastest-growing roles, with projected growth rates of 30% by 2027. The report also highlights the critical role that AI will play in transforming high-skilled jobs, with the potential to enhance productivity and reshape traditional roles across industries. Graduates of the AI and Society Minor will be prepared for roles with titles such as AI Library Specialist, Literacy Trainer or Educator; Generative AI Content Creator; Discriminate AI Analyst; Intelligence Media Manager; AI Communications Specialist; AI Ethics Consultant; and AI-Powered Marketing Specialist, all of which represent essential roles as businesses increasingly integrate AI into their operations.

III. VIABILITY:

a. Summarize new resources required to offer the minor (may include additional faculty, staff, equipment, facilities, etc.):

The College of Information Science (InfoSci) and College of Social and Behavioral Science (SBS) currently employ all faculty needed for this program. This program requires no coding by students or instructors, enabling the course to be taught by a broad pool of faculty with expertise in the use of information technologies and practices enhanced by AI capabilities today. InfoSci is also in the process of disestablishing the Graduate Certificate in Instruction and Teaching for Librarians and Information Professionals, which will allow the college to redirect instructor time to the new minor.

IV. PROJECTED ENROLLMENT: You will need to provide evidence to support the projection (i.e., student/alum surveys, enrollment in existing courses, peer programs, etc.).

Year 1	Year 2	Year 3
15	35	60

Enrollment data from existing InfoSci courses dedicated to AI development demonstrate a high level of interest among students: Since Fall 2022, we have seen over 200 undergraduate enrollments in just fall and spring for three existing courses dedicated to AI including GAME 452: Advanced Game Development (56); ISTA 421: Introduction to Machine Learning (109); and ISTA 450: Artificial Intelligence (55). When we expand to consider our existing courses that include critical analysis of AI in society, we see we have had over 1,600 enrollments in courses such as ESOC 300: Digital Storytelling and Culture (1,084), ESOC 314: Theories of New Media (367), and GAME 308: Diversity and Bias in Games (292).

V. MINOR REQUIREMENTS:

Undergraduate Minor: (if this table does not apply, please delete).

[4] https://www.burningglassinstitute.org/research/generative-artificial-intelligence-and-the-workforce

Minimum total units required	18
Minimum upper-division units required	9
Total transfer units that may apply to minor	9
List any special requirements to declare/admission to this minor	None
Minor requirements. List all required minor requirements including core and electives. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide course use form from home department for courses not owned by your department.	Core (12 units): Complete 4 courses in AI Foundations: ESOC 120 - Creative Information with AI PHIL 206 - Ethics of Artificial Intelligence ESOC 318 - Disruptive Technologies ESOC 320 - AI Literacies for the Information Age AI in Context Electives (3 units): Complete 1 course in AI in Context ESOC 200 - Visual Content Creation for the Information Age GWS 260 - Sex, Gender, and Technology ESOC 428 - Applied AI Literacies in Information Practice Applied Knowledge Electives (3 units): Choose 1 PHIL 455 - Philosophy and Artificial Intelligence ESOC 429 - AI and the Art & Design of Learning
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	None
Additional requirements	None
Any double-dipping restrictions (Yes/No)?	No restrictions

VI. NEW COURSES NEEDED: If new courses are required for the proposed program, UA Course Add forms must be submitted before/simultaneously with this proposal. List all course additions in

progress in the table below. Add rows as needed.

Course prefix and number (include cross-listings)	Units	Title	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Course Fee? (Y/N) More info here.	Course Form transaction number	Anticipated first term offered	Use in the program (required/ elective)
ESOC 120	3	Creating Information with AI	n/a	Online, In-Person, Hybrid	N	16823	Fall 2025	Required
ESOC 320	3	AI Literacies for the Information Age	n/a	Online, In-Person, Hybrid	N	16778	Spring 2026	Required
ESOC 428	3	Applied AI Literacies in Information Practice	n/a	Online, In-Person, Hybrid	N	16820	Fall 2025	Elective
ESOC 429	3	AI and the Art & Design of Learning	n/a	Online, In-Person, Hybrid	N	16957	Spring 2026	Elective

Note: *if UA Online is a desired option, please contact them at azonline-info@arizona.edu to inquire about their review process. Listing it here does not guarantee it will be an approved program for the ONLN campus.*

VII. LEARNING OUTCOMES AND CURRICULUM MAP -

Learning Outcomes

Learning Outcome #1: Evaluate AI tools and methodologies to enhance professional practices, demonstrating proficiency in the ethical and creative use of AI tools.
Concepts: AI tool application, ethical use of AI, AI competencies and skills
Competencies: 1. Assess the functionality and suitability of various AI tools in diverse settings, promoting alignment with industry standards and societal good. 2. Cultivate skills in optimizing workflows using AI technologies, demonstrating an ability to integrate AI solutions that enhance efficiency and effectiveness within diverse professional contexts. 3. Enhance critical thinking and ethical reasoning in the deployment of AI, ensuring that solutions are sustainable, responsible, and sensitive to societal norms and values.

Learning Outcome #2: Synthesize interdisciplinary knowledge and creativity to innovate with AI, utilizing AI tools to develop novel solutions that address complex challenges, while fostering an understanding of the creative literacies involved in AI applications.
Concepts: AI innovations, creative literacies and AI, interdisciplinary applications of AI
Competencies: 1. Master the integration of creative literacies and AI technologies to develop innovative solutions, using interdisciplinary approaches that merge concepts from information science, digital media, and design. 2. Foster the ability to utilize AI for creative problem-solving, developing solutions that are not only technologically sound but also culturally relevant and creatively engaging. 3. Build competencies in managing and leading AI projects that require collaborative and interdisciplinary teamwork, ensuring that all contributions are harmonized towards innovative outcomes.
Learning Outcome #3: Analyze the impact of AI technologies on society, applying interdisciplinary knowledge to assess ethical, cultural, and socioeconomic implications and advocating for equitable AI practices.
Concepts: societal impacts of AI, AI policy and governance, AI and cultural practices
Competencies: 1. Develop analytical skills to evaluate the broad impacts of AI on society, including the ability to critically assess ethical, cultural, and socioeconomic aspects of AI deployment. 2. Build competencies in AI policy development and governance practices, preparing to contribute to discussions and developments in AI regulation and ethical standards at both local and global levels. 3. Enhance the ability to articulate and advocate for equitable AI practices, using interdisciplinary knowledge to influence public policy and corporate strategies towards more responsible AI usage.

Curriculum Map

	ESOC 120	PHIL 206	ESOC 318	ESOC 320
Learning Outcome #1: Evaluate AI tools and methodologies to enhance information professional practices, demonstrating proficiency in the ethical and creative use of AI technologies to solve problems and optimize workflows across various industries	I	R	R	M
Learning Outcome #2: Synthesize interdisciplinary knowledge and creativity to innovate with AI, utilizing AI tools to develop novel solutions that address complex challenges, while fostering an understanding of the creative literacies involved in AI applications.	I	R	R	M
Learning Outcome #3: Analyze the impact of AI technologies on society, applying interdisciplinary knowledge to assess ethical, cultural, and socioeconomic implications and advocating for equitable AI practices.	I	I	R	M

Explanation: The curriculum map lists the required courses for the program and indicates where each LO will be introduced (I), reinforced (R), and mastered (M). This is important to show that you are including adequate

teaching of the skills and concepts to support the LOs. Each row (LO) should have at least one I, R, and M in it. Usually (but not always) there is more than one R. Usually (but not always) there is only one I and one M. Generally, Is come first, followed by Rs, and Ms are last. Each column (class) should have at least one letter in it, but not every box needs to be filled in.

VIII. CONTACTS AND ADMINISTRATION

UNDERGRADUATE (delete if n/a)

a. List the name and contact information for the primary point of contact for the certificate:

Diana Daly, Associate Dean of Undergraduate Academic Affairs and Student Success, didaly@arizona.edu, 520

b. List the name and contact information for the person or persons who will serve in the role of Director of Undergraduate Studies (DUS) for the certificate (this is not always the same as the DUS for affiliated programs or head of the managing academic unit.):

Michael McKisson, Director of Undergraduate Studies, College of Information Science

c. If known, list the members of the certificate oversight committee for this certificate. Note: undergraduate certificate oversight committees shall consist of a minimum of 3 members, 2 of which are faculty and at least one of the 2 is participating faculty in the certificate program. The oversight committee is responsible for 1) qualifications of participating faculty, 2) coordination of admissions recommendations with the Office of Admissions, and 3) curricular changes:

This is a minor, not a certificate. If this still applies it is to be determined dependent on timeline of acceptance.

IX. REQUIRED SIGNATURES

Program Director/Main Proposer (print name and title):
Diana Daly
Associate Dean of Undergraduate Academic Affairs and Student Success

Program Director/Main Proposer signature:

Date: December 4, 2024

Department Head (print name and title):
Michael McKisson

Director of Undergraduate Studies

Date: December, 4, 2024

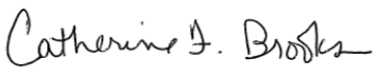
Associate/Assistant Dean (print name):
Diana Daly

Associate/Assistant Dean's signature:

Date: December 4, 2024

Dean (print name):
Catherine Brooks

Dean's signature:



Date: December 4, 2024

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BUDGET PROJECTION FORM

Name of Proposed Program or Unit:

Budget Contact Person: Amy Gordon

	Projected			
	1st Year 2025 - 2026	**2nd Year** 2026 - 2027	**3rd Year** 2027 - 2028	
METRICS				
Net increase in annual college enrollment UG	15	35	60	# of minors
Net increase in college SCH UG	180	420	720	# of minors x 12 units
Net increase in annual college enrollment Grad				
Net increase in college SCH Grad				
Number of enrollments being charged a Program Fee				
New Sponsored Activity (MTDC)				
Number of Faculty FTE				
FUNDING SOURCES				
Continuing Sources				
UG Revenue				
Grad Revenue				
Program Fee Revenue (net of revenue sharing)				
F and A Revenues				
Reallocation from existing College funds (attach description)				
Other Items (attach description)				
Total Continuing	**$ -**	**$ -**	**$ -**	
One-time Sources				
College fund balances	500	250	250	Summer session funds
Institutional Strategic Investment				
Gift Funding				
Other Items (attach description)				
Total One-time	**$ 500**	**$ 250**	**$ 250**	
TOTAL SOURCES	**$ 500**	**$ 250**	**$ 250**	
EXPENDITURE ITEMS				
Continuing Expenditures				
Faculty				
Other Personnel (advisors, program directors, etc.)				
Employee Related Expense				
Graduate Assistantships				
Other Graduate Aid				
Operations (materials, supplies, phones, etc.)				
Additional Space Cost				
Other Items (attach description)				
Total Continuing	**$ -**	**$ -**	**$ -**	
One-time Expenditures				
Construction or Renovation				
Start-up Equipment				
Replace Equipment				
Library Resources				
Other Items (attach description)	500	250	250	Marketing
Total One-time	**$ 500**	**$ 250**	**$ 250**	
TOTAL EXPENDITURES	**$ 500**	**$ 250**	**$ 250**	
Net Projected Fiscal Effect	**$ -**	**$ -**	**$ -**	

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New Academic Program
PEER COMPARISON

Select two peers (if possible/applicable) from 4-year AAU members, and/or other relevant institutions recognized in the field. The comparison programs may have a different degree type and/or title as the proposed UA program. Details of the proposed UA program must be consistent throughout all proposal documents.

Program name, degree, and institution	Proposed UA Program	Peer 1	Peer 2	Peer 3
	Minor in AI and Society - University of Arizona	Minor in Applications of Artificial Intelligence and Machine Learning - Georgia Institute of Technology	Minor in Digital Studies - University of Michigan	Minor in Technology Ethics - University of Virginia
Program Description	The AI and Society Minor provides students with a comprehensive understanding of the ethical, sociocultural, and critical issues surrounding the rise of artificial intelligence (AI), focusing on application without requiring any coding. Designed for students from diverse disciplines, this minor focuses on how AI impacts society, addressing topics such as algorithmic bias, privacy, surveillance, and the future of work. Through a blend of coursework in creative practices with AI systems and tools, and AI	Starting in Academic Year 2024/2025, the new interdisciplinary minor on Applications of Artificial Intelligence and Machine Learning is available to students in participating Schools. The minor equips undergraduate students with skills and knowledge to use AI and ML to solve problems in engineering, humanities, and social sciences. The curriculum is also designed to provide students with the insight to describe and discuss	The Minor in Digital Studies is a collaboration between the Digital Studies Institute and many UM departments, schools, and colleges. It allows students to study with a growing number of faculty from American Culture; Communication and Media; English; Film, TV, and Media; the School of Information; and the Stamps School of Art and Design. We offer interdisciplinary undergraduate courses focusing on the intersection of technology and culture. Our	Artificial Intelligence (such as AI Chat bots like Chat GPT), self-driving cars, social media, and other current and emerging technological developments have raised the potential to significantly alter our quality and way of life. Such technologies often hold tremendous potential for addressing pressing social problems, yet involve risks, uncertainties, unforeseen consequences, or have

	ethics, data governance, and policy analysis, students will develop the critical thinking skills necessary to engage with AI responsibly and become leaders in shaping ethical usage in an AI-driven world. This minor prepares students to navigate and influence the ethical implications of AI across various industries and public sectors, guiding policies and practices within information professional settings and beyond.	current ethics and policy frameworks related to AI and machine learning.	studies serve as a focal point for University research and teaching on digital culture, and our faculty provide resources for understanding technological concerns and issues.	negative impacts for some social groups. Disruptive technological development requires conscientious engineers, sophisticated business leaders, and policymakers, who are capable of critically analyzing and taking responsibility for the social and ecological impacts of these endeavors. The Tech Ethics minor introduces students to ethical concerns pertinent to recently emerged technologies, and of the ethical development and implementation of new technologies, and it will give students the needed analytical resources and skills for navigating related ethical quandaries and policies. The Minor helps students deepen their understanding of scientific and corporate practices, and regulatory policies, that can guide the ethical development, testing, and implementation of

				emerging technologies toward socially and environmentally responsible ends.
Target Careers from Market Data Report	Policy Analyst, AI Ethics Consultant, UX Researcher, Tech Journalist, Librarian, Library Technology Specialist.	AI Policy Analyst, Machine Learning Specialist, Data Ethics Consultant, Digital Humanities Researcher, Social Impact Strategist.	Digital Media Strategist, Cultural Analyst, Data-driven Content Specialist, User experience advocate.	AI Ethics Specialist, Policy Analyst in Emerging Technologies, Ethical Product Development Manager, Environmental Impact Analyst for Technology, Technology Journalist or Analyst.
Minimum # of units required	18	15	16	18
Special requirements to gain admission to program? (i.e. pre-requisites, GPA, application, etc.)	None	In 2024-2025, the minor is available to undergraduate students who are pursuing specified majors in the Ivan Allen College of Liberal Arts and the College of Engineering.	Any student who has taken at least one Digital Studies elective or core course can meet with an advisor to declare the major.	None
UG - Level of Math required (if applicable)	None	None	None	None
UG - Level of Second Language required (if applicable)	None	None	None	None
Internship, practicum, or applied/experiential requirements?	None	None	None	None

If yes, describe.				
Additional requirements	None	None	None	While the Tech Ethics Minor includes significant overlap with the STS Minor also offered by the Department of Engineering & Society, students may not double-count courses completed for one minor toward the completion of the other. Consequently, students may only complete the Tech Ethics Minor or the STS Minor, but not both.

Additional questions:

1. *How does the proposed program align with peer programs? Briefly summarize the similarities between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.*

   The proposed Minor in AI and Society at the University of Arizona aligns with peer programs at Georgia Institute of Technology, the University of Michigan, and the University of Virginia through its interdisciplinary focus on the intersection of AI, ethics, and societal impact. Similar to these programs, the minor offers a curriculum designed to equip students with a strong foundation in understanding the implications of AI technologies, particularly their ethical, social, and policy dimensions. Faculty expertise at UA mirrors that of peer institutions, blending insights from fields like information science, philosophy, and social sciences. All programs target a broad audience, welcoming students from diverse academic backgrounds, including those without technical or coding experience, to explore the far-reaching impacts of AI. Additionally, these programs share core themes of fostering critical thinking, responsible innovation, and ethical awareness, which are essential in preparing students to engage meaningfully with AI in both academic and professional contexts.

2. *How does the proposed program stand out or differ from peer programs? Briefly summarize the differences between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.*

   The Minor in AI and Society stands apart from its peers in several key ways. First, it is the only program of its kind within Arizona and the southwestern United States, addressing a regional gap in interdisciplinary AI education. Unlike its peers, the UA minor is uniquely shaped by the collaborative efforts of the College of Information Science and the College of Social and Behavioral Science, offering a curriculum deeply influenced by information science, social ethics, and philosophy. Furthermore, the program is rooted in the core values of librarianship, reflecting its origins in Library and Information Science, with a strong emphasis on access, privacy, and equity. Our Knowledge River program has set an example for information science equity in this domain, and we look forward to interchange between these programs through GAships and an Accelerated Masters Program with Information Science and eSociety and our LIS MA. Finally, unlike more technical or narrowly focused programs, this minor is intentionally designed to be inclusive and accessible to all students, regardless of coding expertise, broadening its reach and ensuring a wider range of perspectives in discussions about AI and society.

3. *How do these differences make this program more applicable to the target student population and/or a better fit for the University of Arizona?*

   The unique attributes of the Minor in AI and Society make it particularly applicable to the University of Arizona's diverse and interdisciplinary student population. By removing the barrier of coding expertise, the program becomes accessible to students across a variety of fields, including those in the humanities, social sciences, and professional programs. This inclusivity aligns with the university's mission to provide equitable and transformative educational opportunities, and is aligned with our aspirations as a Hispanic-Serving Institution. Additionally, its strong foundation in the values of librarianship, such as access and privacy, resonates with UA's emphasis on social responsibility and public service. As the only AAU institution minor of its kind in the southwestern U.S., it positions UA as a regional leader in addressing the ethical and societal dimensions of AI, fulfilling an important academic and societal need while enhancing the university's reputation in innovation and interdisciplinary collaboration.

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Course Use/Collaboration/Concern Form

Please use this form to notify other colleges that your proposed new program intends to use course(s) under their ownership; has identified potential avenues for interdisciplinary collaboration; and/or wants to hear their concerns about the creation of this program.

Note: Requesting college should provide this request to leadership in unit who owns courses. Responding unit should respond within 10 business days from receipt. Lack of response after the 10 business days is presumed approval.

FOR REQUESTING COLLEGE:

I. Initiating College: What college is requesting use of the course(s)? College of Information Science.

II. Representative(s) making the request: Who is representing the requesting college? Diana Daly, Associate Dean of Academic Affairs and Undergraduate Student Success, College of Information Science.

III. Planned proposed program: What program will the requested course be a part of? AI and Society (a minor)

IV. Planned program start date: Spring 2026

V. Courses planned to be included, belonging to college / departments:

FOR REVIEWING COLLEGE:

1. Course #1 PHIL 206 **Yes** ☒ **No**☐ **Conditionally**☐**:** *Under what conditions?*
2. Course #2 GWS 260 **Yes** ☒ **No**☐ **Conditionally**☐**:** *Under what conditions?*
3. Course #3 PHIL 455 **Yes** ☒ **No**☐ **Conditionally**☐**:** *Under what conditions?*

VI. Parameters of Use (add rows as necessary):

Undergraduate

Course #	Units	Description of use (i.e., gen ed, major core, emphasis, elective/selective)
Ex: GEOS170C	*3*	*Gen ed*
PHIL 206 - Ethics of Artificial Intelligence	3	AI Foundations (Required core course)
GWS 260 - Sex, Gender, and Technology	3	AI in Context Elective

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Course Use/Collaboration/Concern Form

PHIL 455 - Philosophy and Artificial Intelligence	3	Applied Knowledge Elective

VII. **Expected Yearly Enrollment (add rows as necessary):**

Course #	**Units**	**Exp Enrollment for Yr 1**	**Exp Enrollment for Yr 2**	**Exp Enrollment for Yr 3**
PHIL 206	3	15	35	60
GWS 260	3	5	13	20
PHIL 455	3	7	20	33

VIII. **Opportunities for Interdisciplinary Collaboration (leave blank if none):**

IX. **Concerns about Proposed Program (leave blank if none):**

X. **Representative(s) reviewing request:** Who is representative reviewing the request? (Should be Associate Dean / Dean)

Signature: ____  _____ Date: ___December 6, 2024