

## CIS107 AI Generative Prompt Engineering and Applications

(Priority 1) Create  
Course Creation



Workflow Tools 6

▲ 0

Workflow Guide 6 Change Requests Activity Log

### Required fields to Submit

The following required fields are not yet complete, complete them in order to submit the workflow to the next stage

- Proposal Rationale Type

### Internal Rules Validation

- Planned Program Affiliation(s) () is Required
- Course Classification Status (CB11) () must be "Y - Not Applicable (Credit Course)", when Credit Status (CB04) () is "D - Credit, Degree-applicable"
- Course Classification Status (CB11) () must be "Y - Not Applicable (Credit Course)" when Credit Status (CB04) () is "D - Credit, Degree-applicable"
- DE Status () is Required
- Funding Agency Category (CB23) () is Required

### Proposal

#### Course Identity \*indicates required field

##### Course Identifier (Subject Abbreviation, Number and Suffix) (CB01) \*<sup>1</sup>

- For new courses, please enter a three-digit number (with leading zeros, if lower than 100) that is not already assigned to an active or inactive course in this subject or subject-suffix combination. ↵

Subject	Number	Suffix
CIS	107	

##### Course Code Suffix <sup>1</sup>

- If applicable, please select the appropriate suffix from available options. Note: These options may have been limited, based on information entered in other fields. ↵

-- Select Option --

##### Transcript Abbreviation (TranAbbr) \*

- Please abbreviate the course title to 30 characters or fewer, using standard abbreviations when possible, such as "Intro" instead of "Introduction." Also include any alpha-numeric characters that differentiate this course from others with the same title (Roman numerals, letters, etc.). ↵

Generative prompt engineering

#### Course Title (CB02) \*<sup>1</sup>

- Please attempt to limit the title to 68 characters or fewer. Any characters beyond that may not appear when listed in some publications. ↵

AI Generative Prompt Engineering and Applications

#### Taxonomy of Programs (TOP) Code (CB03) \*

1

#### Classification of Instructional Programs (CIP) Code

1

- The CIP code is not required for courses. ↵

(11.0103) Information Technol...

1. Please select a code representing the course subject matter from the available options. Options may be limited, based on selections made in other fields. ↵  
Help Link (<https://www.cccco.edu/-/media/CCCCO-Website/docs/curriculum/final-top-code-manual-2023edit-4-a11y.pdf?la=en&hash=28074BFE9915B49A7688B8BDEF0DB7E55FEB3A2C>)

(0702.00) Computer Informati... ▾

#### Additional CIP Codes

None selected ▾

#### Subject Full Name \* 1

1. Please select the option that aligns with the "Subject Abbreviation" field under "Course Identifier" to the left. ↵

Select a Subject Full Name ▾

#### College Catalog Course Description \* 1

1. This description will appear in the college catalog. It may include college-specific elements, if necessary. Note: This description will not appear in the online registration system. ↵

[Redacted] Size ▾ [Redacted]

This course introduces students to the art and science of prompt engineering and AI application development using no-code, free, and open-source tools. Students will learn to design effective prompts, develop AI-driven solutions, and address common challenges in AI outputs. The course emphasizes ethical, secure, and practical applications of AI without requiring programming knowledge.

#### Standard Accountability Measure (SAM) Code (CB09) \*

1

1. Options may be limited by other field values. ↵

C - Clearly Occupational ▾

#### Course Control Number (CB00) <sup>1</sup>

1. For new courses, the control number must be added after it has been assigned in COCI. Until then, enter YYYYYYYYYYYYYY (12 "Y"s). ↵

[Redacted]

### Minimum Requirements

#### Discipline <sup>1</sup>

1. Please see the Course to Discipline Crosswalk (AP 4020 Appendix B) for additional details on Minimum Qualifications and discipline placement. ↵

None selected ▾

#### Alternate Discipline <sup>1</sup>

1. Please see the Course to Discipline Crosswalk (AP 4020 Appendix B) for additional details on Minimum Qualifications and discipline placement. ↵

None selected ▾

### Proposal Details

#### Author

Johnny Phung

Add Additional Contributors

Check the box next to an author's name to add the author as a course coordinator to this course.

**Proposed First Effective Term \* <sup>1</sup>**

1. Please indicate the first term this proposal would go into effect. Note: circumstances of approval and/or implementation may delay the effective term. However, it will not be earlier than that indicated here. ↵

2025 Fall

**Proposal Rationale Type \* <sup>1</sup>**

1. Please select the process(es) that warrant this proposal. ↵

None selected

**Proposal Rationale - Other <sup>1</sup>**

1. Please describe the documents/processes, including specific titles, pages or locations, and/or hyperlinks. ↵

Notes for Submission

**Attachments <sup>1</sup>**

1. Upload files (if necessary) for the course approval process. ↵

Upload Files 

**Do not use the "Add Cross-listing" button above. To cross-list courses, use the "GE/C-ID/Articulation/Cross-listing Request" feature later in this workflow.**

**District Schedule Description****District Schedule Description**

This course introduces students to the art and science of prompt engineering and AI application development using no-code, free, and open-source tools. Students will learn to design effective prompts, develop AI-driven solutions, and address common challenges in AI outputs. The course emphasizes ethical, secure, and

**0 Comment**

Add comment

**Affiliations****Program Affiliations** Currently Program-affiliated <sup>1</sup>

1. This field indicates whether or not this course is a requirement or restricted elective for a currently approved program. To indicate planned affiliations, use the appropriate fields that appear later in this workflow. ↵

No Programs defined

**Transferability, GE, Articulation, Cross-listing****Course General Education Status (CB25) <sup>1</sup>**

1. The CB25 value is based on approved GE, articulation, and/or math competency. ↵

(Y) Not Applicable

**Transfer Status (CB05) <sup>1</sup>**

1. If UC transferability is requested, the Articulation Officer will update the value based on the UCs response. ↵

**Transferability****Transferability Status** Transferable to CSU only Pending**GE/C-ID/Articulation/Cross-listing Request <sup>1</sup>**

1. To add a request, click the "Add..." button to the lower right and then select the requested action. Note: For requests for CSUGE, C-ID and articulation with a CSU, Transfer Status (CB05) must first be A (approved), or B (requested). For requests for IGETC and articulation with a UC, Transfer Status must first be A (approved). If this is not the case, any such request will not be approved. ↵

No general education categories defined

 Add GE/C-ID/Articulation/Cross-listing Request**Function****Program Affiliation Status**

- Yes - currently affiliated
- Yes - to be affiliated
- No - not affiliated (specify Stand-alone Type)

**Course Program Status (CB24)**

- 1 - Program-applicable
- 2 - Not Program-applicable

**Planned Program Affiliation(s)**

Planned Program Affiliation(s)

**Apprenticeship Status**

- Not an apprenticeship course
- An apprenticeship course

**Planned Apprenticeship**

- Yes - planned apprenticeship
- No - not a planned apprenticeship

**Course Work Experience Education Status (CB10)**

- N - is not part of a work experience education program
- C - is part of a work experience education program

**Special Class Status (CB13)**

- S - Approved Special Class
- N - Not a Special Class

**Basic Skills Status (CB08)**

- B - Basic Skills
- N - Not Basic Skills

**Remedial Course Status**

- Remedial
- Not Remedial

**Prior-to-College Status (CB21)**

- A - 1 Level Prior to Transfer-level
- B - 2 Levels Prior to Transfer-level
- C - 3 Levels Prior to Transfer-level
- D - 4 Levels Prior to Transfer-level

- E - 5 Levels Prior to Transfer-level
- F - 6 Levels Prior to Transfer-level
- G - 7 Levels Prior to Transfer-level
- H - 8 Levels Prior to Transfer-level
- Y - Not Applicable

**Credit Status (CB04)**

- D - Credit, Degree-applicable
- C - Credit, Not Degree-applicable
- N - Noncredit, Not Degree-applicable

**Noncredit Category (CB22)**

- A - Noncredit, English as a Second Language (ESL)
- B - Noncredit, Citizenship for Immigrants (may include ESL, workforce, basic skills, writing, math, etc.)
- C - Noncredit, Elementary and Secondary Basic Skills (reading, math, language arts)
- D - Noncredit, Health and Safety
- E - Noncredit, Courses for Persons with Substantial Disabilities
- F - Noncredit, Parenting
- G - Noncredit, Home Economics
- H - Noncredit, Courses for Older Adults
- I - Noncredit, Short-term Vocational (for programs with high employment potential)
- J - Noncredit, Workforce Preparation (may include ESL, writing, math, etc.)
- Y - Credit, Not Applicable

**Course Classification Status (CB11)**

- Y - Not Applicable (Credit Course)

**Support Course Type**

Not applicable

**Support Course Status (CB26)**

- N - Not a Support Course

**Course Upper Division Status (CB27)**

- A - Course is an upper division course
- N - Course is not an upper division course

**0 Comment**

Add comment

**Hours/Units**

Default Profile

Add New Profile

**Profile Name:**

Default Profile

Auto-calculate fields based on the parameters set in System & Settings > Curriculum > Units & Hours. **Contact Hours per Week**

In Class
Out of Class

Default Ratio		
<b>Lecture (1:2) Hours</b>	2	
	4	
	1:2	
<b>Lab/Activity/Work Experience (3:0) Hours</b>	0	
	0	
	3:0	
<b>Lab/Activity (2:1) Hours</b>	2	
	1	
	2:1	

Please enter the contact (instruction) hours per week for each relevant type of hours. Note the in-class vs. out-of-class hours ratios. 1:2 assumes two hours of out-of-class student activity for every hour in-class. 3:0 does not record out-of-class student activity (though such activity may be required). 2:1 assumes one hour of out-of-class activity for every two hours in-class. For variable hour/unit courses, rename the Default profile "Maximum," add a single additional profile named "Minimum," and then enter the maximum/minimum hour values in each appropriate profile tab.

## Weekly Specialty Hours

### Description

### Type

#### In Class

#### Out of Class

Lab/Activity (2:1)	▼
0	
0	
<b>Add</b>	

No specialty defined

## Hours and Units per Term

1.

This figure is multiplied by the weekly hours to obtain the total hours-per-term. It does not indicate or limit the scheduled term length. ↵

18

### Hours-per-term Multiplier<sup>1</sup>

1. For credit courses using the standard class hour unit calculation method, the total student learning hours (contact hours plus out-of-class hours) is divided by this figure and then rounded down to the nearest .5 unit. ↵

### Course In-Class (Contact) Hours

Lecture (1:2) :	36.00
Lab/Activity/Work Experience (3:0):	0.00
Lab/Activity (2:1) :	36.00
<b>Total:</b>	72.00

### Course Out-of-Class Hours

Lecture (1:2) :	72.00
Lab/Activity/Work Experience (3:0):	0.00
Lab/Activity (2:1) :	18.00
<b>Total:</b>	90.00

Total Student Learning Hours:

162.00

Total Credit Units

Minimum Units (CB07)

3

Maximum Units (CB06)

3

The "Add Profiles" feature only applies to variable hour/unit courses. If applicable, rename the default profile "Minimum," and one additional profile "Maximum."

Do not use the "Weekly Speciality Hours" section above. Please delete any information entered in that section.

#### To Be Arranged (TBA)

##### To Be Arranged (TBA)

- No  
 Yes

0 Comment

Add comment

#### Conditions on Enrollment

##### Course Prerequisites, Corequisites, Antirequisites, and Advisories

Each Rule Group contains requisites, there is an "AND" rule between them. Every time you add a Rule Group, an "OR" rule is created between the existing ones and the newest.

No requisites defined

 Add Group

#### Course Conditions on Enrollment Content Review

##### Target Course Content

					Size ▾		
--	--	--	--	--	--------	--	--

Target Course Content

## Non-course Condition(s)

### COE Non-course Condition Type

- Eligibility to enroll in transfer-level English composition course
- Successful completion of Intermediate Algebra or equivalent or higher or placement into transfer-level math/quantitative reasoning course
- Specified\* ESL placement assigned
- Satisfactory result obtained from audition or try-out
- Satisfactory result obtained from specified\* external exam
- Passing grade earned in specified\* high school coursework
- Specified\* health and safety condition met
- Specified\* certificate or license obtained
- Admission to specified\* program granted
- Other specified\* condition met

## Conditions on Enrollment (COE) Validation

### COE Validation Type

- Closely-related lecture/lab course pairing in the same subject
- Required by statute or regulation (specify)
- Required for transfer to a four-year institution (specify)
- Baccalaureate-granting institution will not grant credit without the specified communication or computation skill requisite (specify)
- Recommended concurrent support course paired with an English/ESL or math course
- Other (specify)

## Student Fee

### Student-paid Materials Fee Status

- No
- Yes

## 0 Comment

Add comment

## Leave Blank

### This section to be left blank

No blank field added

 Add blank field

### This section to be left blank

Please leave this field blank.

Size ▾

Please leave this field blank.

## 0 Comment

Add comment

## Learning Outcomes



### Course Objectives

Start writing the new Course Objectives name to add it



[+ Add New Course Objectives](#)

#### Course Objectives

The student will be able to design structured and effective prompts for AI systems.

▲ ▼ ✕

The student will be able to apply advanced prompting techniques to real-world scenarios.

▲ ▼ ✕

The student will be able to develop functional AI applications using no-code platforms.

▲ ▼ ✕

The student will be able to address common AI challenges like bias, hallucinations, and prompt hacking.

▲ ▼ ✕

The student will be able to build and deploy retrieval-augmented generation (RAG)-based AI systems.

▲ ▼ ✕

The student will be able to create ethical, secure, and robust AI-driven solutions.

▲ ▼ ✕

## CSLOs

Start writing the new CSLOs name to add it



[+ Add New CSLOs](#)

No CSLOs defined

## Content

## **Course Content**

						Size ▾		
Effective prompts for AI systems. Advanced prompting techniques to real-world scenarios. AI applications that use no-code platforms. Common AI challenges like bias, hallucinations, and prompt hacking. Augmented generation (RAG)-based AI systems. Ethical, secure, and robust AI-driven solutions.								

## Lab Content

## Introduction to LLMs and Basic Prompting

## Creative Expression

- Yes
  - No

## Teamwork and Value Systems

- Yes
  - No

## Diversity Statement

- Yes
  - No

### Information Competency Status

- Yes
  - No

## Diversity Statement Description

In this course, diversity is embraced as a key part of creating an inclusive learning environment. Unique perspectives from all students are valued, enriching the understanding of artificial intelligence. A space is created where every voice is respected and heard, showcasing diverse AI applications from different cultures and backgrounds.

## Information Competency Description

This course will require students to do research to compare and contrast different AI platforms.

### **Representative Textbooks/Content Resources**

**How many textbooks/content resources will be added below?**

- None/Not applicable
  - 1
  - 2
  - 3+

**Textbook/Content Resource Title (1)**

The Art of Prompt Engineering with Generative AI: A Practical Guide to Unlocking AI's Potential

**Textbook/Content Resource Author(s)/Publication Information (1)**

Nathan Hunter

Textbook/Content Resource Publication Date(1)

01/01/2024

## **Textbook/Content Resource - Justification for Out-dated (1)**

## Textbook/Content Resource - Justification for Out-dated (1)

## **Zero Cost/Open Educational Resources Status (1)**

- Zero Cost (free to the student)
  - Open Education Resource (author/publisher does not receive compensation for its use)

## **Textbook/Content Resource Digital Content Status (1)**

- Yes
  - No

## **Textbook/Content Resource Access Duration (1)**

- Permanent Access with no additional terms, conditions, or costs

Temporary Access (not to be less than the length of the term) beyond which additional cost or terms apply

## **Textbook/Content Resource Accessibility Confirmation (1)**

- Acknowledged: The listed resources conform to all of the following: 1) Alternative text or alternative descriptions will be provided for all images. 2) Instructional videos will have accurate closed captioning. 3) Transcripts will be provided for all audio recordings. 4) Pages will use structured headings (such as Header 2 for section headings) accessible to a screen reader. 5) Hyperlinks will be presented using meaningful link text rather than URLs. 6) Content will provide adequate color contrast (such as black and white background), font size (such as 12-14 points), and font style (such as Arial or Tahoma) to ensure readability. 7) All PDF files will be text-based, not scanned, and use true headings (such as those created with the Styles menu in MS Word for saving as PDF).

### **Textbook/Content Resource Access Terms (1)**

## Textbook/Content Resource Access Terms (1)

## **Textbook/Content Resource Universal Design Confirmation (1)**

- Acknowledged: The listed resources conform to all of the following: 1) Provide an uncluttered interface with consistent layout and navigation. 2) Avoid moving or flashing images and self-starting video or audio. 3) Ensure access for people with diverse abilities. 4) Accommodate a wide range of individual preferences and abilities. 5) Communicate necessary information to the user regardless of ambient conditions or the user's sensory abilities.

#### **Additional Student-provided Resources Required**

#### **Additional Student-provided Resources Required**

## **Library/Learning Resources**

### **Library/Learning Resource Center Materials Required**

					Size ▾		
--	--	--	--	--	--------	--	--

## Methods of Instruction

#### **Methods of Instruction**

- Lecture/Demonstration
  - Class Discussion

- Laboratory/Practical Activity
- Collaborative Activity
- Independent/Directed Study
- Field Experience/Internship/Service Learning
- Event Attendance/Site Visitation/Field Trip
- Other (specify)

## Assignments

### Assignments (Reading)

- Required Textbooks/Content Resources
- Handouts/Instructional Materials
- Peer-reviewed Publications
- Periodicals
- Online Publications
- Student Works
- Other (specify)

### Assignments (Writing)

- Short Essays
- Extended Essays
- Research Papers
- Creative Writings
- Lab/Activity Reports
- Critical Reviews
- Self/Peer Evaluations
- Other (specify)

### Assignments (Critical Thinking)

						Size		
<ul style="list-style-type: none"><li>• Student will evaluate the effectiveness of different prompts in generating desired outputs.</li><li>• Student will explore the ethical considerations surrounding the use of AI generative models.</li></ul>								

### Assignments (Typical Out-of-class)

						Size		
<p>Analyze real-world case studies where AI has been implemented, assessing the outcomes and identifying lessons learned. Students will prepare a summary and offer recommendations based on their analysis.</p>								

## Evaluation and Grading

### Methods of Evaluation

- Assessments/Exams/Quizzes
- Essays
- Research Reports
- Lab/Activity Reports
- Critical Reviews

- Journals/Self-evaluations
- Portfolios
- Collaborative Projects
- Performances/Demonstrations/Oral Presentations
- Other (specify)

**Open Entry/Exit Status**

- Yes
- No

**Grading Method**Credit - Letter Grade (GRD)  
**Credit for Prior Learning****Credit for Prior Learning Eligibility**

- Yes - Eligible for Credit for Prior Learning
- No - Not eligible for Credit for Prior Learning
- TBD - Eligibility to be determined

**Active Participation Status****Active Participation Status**

- Yes - active participation requirement in visual/performing arts, kinesiology, intercollegiate athletic/academic/vocational competition, or work experience
- No - none of the above is true

**Feasibility****Feasibility - Additional Faculty Required**0  
**Feasibility - Additional Support Staff**0  
**Feasibility - Addition Facilities/Renovation Required**Feasibility - Addition Facilities/Renovation Required  

//

**Feasibility - Additional Equipment/Maintenance Required**Feasibility - Additional Equipment/Maintenance Required  

//

**Feasibility - Additional Supplies Required**Feasibility - Additional Supplies Required  

//

**Feasibility - Total Cost for the Above**0  
**Feasibility - Methods of Mitigating the Additional Cost**

- Deletion of courses (specify)
- Deletion of sections (specify)
- Rotation of sections/courses (specify)
- Acquisition of additional funding (specify)

## 0 Comment

Add comment

## Curriculum Map

### Curriculum Map

#### Mapping Destination

ISLO

#### ISLO Classes

Core ILO

This course does not have existing CSLOs

## Comment

Add comment

## DE/Honors

### Distance Education (DE)

#### DE Status

- Yes
- No

#### In-person Contact Hours

0

#### DE Status Type

-- Select an option --

#### DE Regular Effective Contact Methods

- Online Assessment Feedback and Discussion
- Online Chat Rooms
- Online Synchronous/Live Conferencing
- Instructor Participation in Online Open Discussion Forums
- Student-to-Student Interaction via Online Discussion Forums
- Other (specify)

#### DE Regular Effective Contact Methods Specified Other

Size

#### DE Regular Effective Contact Methods Specified Other

**DE Instructor-Student and Student-Student Interaction**

						Size	▼		
--	--	--	--	--	--	------	---	--	--

## **DE Strategies for Methods of Instruction**

- Online Publisher Resources
  - Online Audio/Video Presentations
  - Online Conferencing/Webinars
  - Online Public/Class-wide Discussion Forums
  - Interactive Software Applications
  - Other (specify) \_\_\_\_\_
  - Online Announcements
  - Online Bulletin Board/Weblog
  - Online Public/Class-wide Chat Rooms
  - Interactive Online Applications
  - Webcasts/Podcasts

## **DE Strategies for Methods of Instruction Specified Other**

## **DE Strategies for SLOs/Objectives**

## **DE Strategies for Methods of Evaluation**

- Files/Information Submitted Electronically
  - Online Student Audio/Video Presentations
  - Online Discussion Postings
  - Software Application Use
  - E-portfolios
  - Online Assessments
  - Online Application Use
  - Other (specify) \_\_\_\_\_

#### **DE Methods of Evaluation Specified Other**

DE Methods of Evaluation Specified Other

#### DE Accessibility

- Acknowledged: All methods of instruction and evaluation used in DE sections conform to all of the following: 1) Alternative text or alternative descriptions will be provided for all images. 2) Instructional videos will have accurate closed captioning. 3) Transcripts will be provided for all audio recordings. 4) Pages will use structured headings (such as Header 2 for section headings) accessible to a screen reader. 5) Hyperlinks will be presented using meaningful link text rather than URLs. 6) Content will provide adequate color contrast (such as black and white background), font size (such as 12-14 points), and font style (such as Arial or Tahoma) to ensure readability. 7) All PDF files will be text-based, not scanned, and use true headings (such as those created with the Styles menu in MS Word for saving as PDF).

#### DE Universal Design

- Acknowledged: All methods of instruction and evaluation used in DE sections conform to all of the following: 1) Provide an uncluttered interface with consistent layout and navigation. 2) Avoid moving or flashing images and self-starting video or audio. 3) Ensure access for people with diverse abilities. 4) Accommodate a wide range of individual preferences and abilities. 5) Communicate necessary information to the user regardless of ambient conditions or the user's sensory abilities.

#### DE Strategies for Participatory Activities

					Size ▾		
DE Strategies for Participatory Activities							

#### Honors

##### Honors - Request Eligibility Change

- Not applicable  
 Request Honors Status  
 Request Honors Status Removal

#### Curriculum Technician - C-ID

##### C-ID Conditional Approval or Denial Rationale(s)

					Size ▾		
C-ID Conditional Approval or Denial Rationale(s)							

#### Curriculum Technician - Honors

##### Honors Status

- Not applicable  
 Approved

##### Honors Approval Date

Honors Approval Date

**Honors Removal Date**

Honors Removal Date

**Curriculum Technician - COE Validation****COE Validation Level of Scrutiny**

- Content Review only
- Content Review and Statistical Validation

**COE Statistical Validation Outcome**

- A two-year statistical validation study will begin upon the next offering.
- A two-year statistical validation study is in progress.
- The condition is NOT a below-transfer level English, ESL, or math course and a two-year statistical validation study showed that students were highly unlikely to pass the target course without meeting this condition.
- The condition is a below-transfer level English, ESL, or math course and a two-year statistical validation study showed that students were highly unlikely to pass the target course AND pass transfer-level English or math course at rates significantly higher than the State default without meeting this condition.
- A two-year statistical validation study was NOT conducted or did NOT show that students were highly unlikely to pass the target course or pass transfer-level English or math course at rates significantly higher than the State default without meeting this condition.

**COE Disproportionate Impact Status**

- Disproportionate impact was found to result from this condition
- Disproportionate impact was not found to result from this condition

**COE Disproportionate Impact Mitigation Status**

- The disproportionate impact mitigation plan is being addressed in the college's equity plans and will be implemented before the next offering of the course.
- A disproportionate impact mitigation plan was addressed in the college's equity plans and implemented and succeeded in eliminating the disproportionate impact.
- A disproportionate impact mitigation plan was addressed in the college's equity plans and implemented and did not succeed in eliminating the disproportionate impact.
- A disproportionate impact mitigation plan was not addressed in the college's equity plans and/or implemented.

**COE Re-evaluation Confirmation**

- The condition was re-evaluated and found still to be valid.
- The condition was re-evaluated and found no longer to be valid.
- The condition was NOT re-evaluated.

**COE Last Approval Date**

COE Last Approval Date

**Curriculum Technician - Advanced-course Status****Advanced-course Status**

- Not an Advanced Course
- Advanced Course

**Curriculum Technician - District Hours Default****District Lecture Hours Default**

2

**District Lab Hours Default (Lab Type 1 plus Lab Type 2)**

2

**District Hours (Total) Default**

4

## Curriculum Technician - DE Affiliated Program Status

### DE Affiliated Program Status Change

- Yes, this proposal will cause a change of DE status of an affiliated active program.
- No, this proposal will not affect the DE status of any active program.

## Curriculum Technician - Funding Category

### Funding Agency Category (CB23)

-- Select an option --

## Curriculum Technician - Financial Aid Eligibility

### Financial Aid Eligibility

- Not evaluated
- Not Eligible
- Eligible

## 0 Comment

Add comment

## Curriculum Technician

### Other Codes and Dates

#### Course Control Number (CB00) <sup>1</sup>

1. For new courses, the control number must be added after it has been assigned in COCI. Until then, enter YYYYYYYYYYYY (12 "Y"s). ↵

Enter the Course Control Number

#### Curriculum ID (internal use)

Enter the Curriculum ID

### Course Version Status:

In Development

### Curriculum Committee Approval Date:



### Add to Distance Education Approved Report: <sup>1</sup>

1. Check here if the course is approved for distance education. Doing so will add it to the Distance Education Approved Report. ↵



Designates courses that may be taught, either in part or wholly, by means of distance education methods.

### Board of Trustees Approval Date:



### Indicate DE Approval in Affiliated Programs: <sup>1</sup>

1. Check here if the course is approved to be offered 100% online. Doing so will make the DE percentage for any affiliated programs reflect this course. ↵



Indicates that this course should be factored into the calculation of the Distance Education percentage for all programs of which this course is a part.

**External Review Approval Date:**<sup>1</sup>

1. This date will trigger the next review date. Thus, it should be the date upon which the college review process was completed. ↵

 **Time to Next Review:**

1	
months	▼

**Date for Next Review:****Other Articulation Fields****Course Crosswalk CRS-DEPT-NAME (CB19)** CIS**Course Crosswalk CRS-NUMBER (CB20)** 107**Articulation Agreement Request****Transferability**

- Transferable to CSU only

**Course Transfer Status (CB05)** Pending Delete Workflow Save as Draft Validate Submit