KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: Mathematics and Computer Sciece **Date:** 6/1/2026

Title Of Course/Degree/Concentration/Certificate: CP 1800 - Applied Artificial Intelligence and Digital Liteary

Change(s) Initiated: (Please check)

- ☐ **Closing of Degree**
- ☐ **Closing of Certificate**
- ☐ **New Certificate Proposal**
- ☐ **New Degree Proposal**
- ☑ **New Course**
- ☐ **New 82 Course (Pilot/Exp Course)**
- ☐ **Deletion of Course(s)**
- ☐ **Reactivation of Course**
- ☐ **Change in Degree or Certificate**
- ☐ **Change in Degree: Adding Concentration**
- ☐ **Change in Degree: Deleting Concentration**
- ☐ **Change in Prerequisite, Corequisite, and/or Pre-/Co-requisite**
- ☐ **Change in Course Designation**
- ☐ **Change in Course Description**
- ☐ **Change in Course Title, Number, Credits and/or Hours**
- ☐ **Change in Academic Policy**
- ☐ **Pathways Submission:**
  - ☐ **Life and Physical Science**
  - ☐ **Math and Quantitative Reasoning**
  - ☐ **A. World Cultures and Global Issues**
  - ☐ **B. U.S. Experience in its Diversity**
  - ☐ **C. Creative Expression**
  - ☐ **D. Individual and Society**
  - ☐ **E. Scientific World**
- ☐ **Change in Program Learning Outcomes**
- ☐ **Other (please describe):** _____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: _____ **Signature, Committee Chairperson:** _____

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: _____ **Signature, Department Chairperson:** _____

Date Approved: _____ **Signature, Department Chairperson:** _____

Date Approved: _____ **Signature, Department Chairperson:** _____

Date Approved: _____ **Signature, Department Chairperson:** _____

Date Approved: _____ **Signature, Department Chairperson:** _____

I have reviewed the attached material/proposal

Signature, Department Chairperson: Rina Garmish

Revised/Aug.2026/AK

KINGSBOROUGH COMMUNITY COLLEGE
★ DREAMS BEGIN HERE ★

New Course Proposal Form

1. Complete the requested course information in the table below. Indicate "**NONE**" where applicable.
   *For Assignment of New Course Number, contact **Academic Scheduling**.

Department:	Mathematics and Computer Science
Course Designation/Prefix:	CP
***Course Number:**	1800
Course Title:	Applied Artificial Intelligence and Digital Literacy
Course Description: **(Description should include language similar to Course Learning Outcomes)**	An introduction to artificial intelligence designed for students across all academic disciplines and career pathways. This course focuses on practical AI literacy - understanding what AI is, how it works at a conceptual level, and how to effectively and ethically apply modern AI tools in academic, professional, and daily life environments. Students gain extensive hands-on experience using state-of-the-art generative tools for text, images, audio, data analysis, and workflow automation. Through practical lab activities, students master prompt engineering, output verification, context design, and multi-modal AI applications without writing code. The course critically examines the broader societal impact of AI, covering essential topics such as algorithmic bias, data privacy, intellectual property, deepfakes, hallucination management, and academic/professional integrity. No prior programming or advanced mathematics background is required.
Prerequisite(s):	N/A
Corequisite(s):	N/A
Pre-/Co-requisite(s):	N/A
Indicate if: - **Open ONLY to Select Student Population(s) OR** - **Specific Student Population(s) are RESTRICTED from enrollment in the course** **Specify Population**	
Frequency course is to be offered (Select All that Apply)	☑ Fall ☑ Winter ☑ Spring ☑ Summer
Suggested Class Limit:	

Indicate if a special space, such as a lab, and/or special equipment will be required:	
Faculty Information:	
Are there currently faculty within the Department available to teach this course?	☑ Yes* ☐ No*
Does this course require the faculty member to have a specific credential?	☐ Yes*
***If yes, please provide a Staffing Plan (see #13)**	
Does this course provide an imbedded Microcredential or Industry Certification?	☐ Yes ☑ No
If yes, please include relevant information	

2. Credits and Hours based on MSCHE Guidelines for *College Credits Assigned for Instructional Hours* -***Hours are based on hours per week in a typical 12-week semester** (Please check **ONE** box based on credits):

1-credit:	☐ 1 hour lecture ☐ 2 hours lab/field/gym
2-credits:	☐ 2 hours lecture ☐ 1 hour lecture, 2 hours lab/field ☐ 4 hours lab/field
3-credits:	☐ 3 hours lecture ☑ 2 hours lecture, 2 hours lab/field ☐ 1 hour lecture, 4 hours lab/field ☐ 6 hours lab/field
4-credits:	☐ 4 hours lecture ☐ 3 hours lecture, 2 hours lab/field ☐ 2 hours lecture, 4 hours lab/field ☐ 1 hour lecture, 6 hours lab/field ☐ 8 hours lab/field
More than 4-credits:	☐ Number of credits: ____ (explain mix lecture/lab below) ___ Lecture ____Lab Explanation:_____

3. **Where** does this course fit? Select from the following:

☑ Degree Program(s)/Certificate(s)*	**List Degree Program(s)/Certificate(s):** 1. . Computer Information Systems, A.A.S. 2.

Revised/July.2025/AK

☐ General Education/Pathways	**Select ONE of the following:** ☐ Life and Physical Science (LPS) ☐ Math and Quantitative Reasoning (MQR) ☐ World Cultures and Global Issues (Group A) ☐ U.S. Experience in its Diversity (Group B) ☐ Creative Expression (Group C) ☐ Individual and Society (Group D) ☐ Scientific World (Group E)
☐ **82XX** Pilot/Experimental Course	**If proposed as a "real" course, where will this course fit?** Select from the following: **List Degree Program(s)/Certificate(s):** 1. 2. **Select ONE of the following:** ☐ Life and Physical Science (LPS) ☐ Math and Quantitative Reasoning (MQR) ☐ World Cultures and Global Issues (Group A) ☐ U.S. Experience in its Diversity (Group B) ☐ Creative Expression (Group C) ☐ Individual and Society (Group D) ☐ Scientific World (Group E)

***If Degree Program/Certificate is Selected:**

- Include an updated **Curricular** Map (Program Learning Outcomes) for each Degree Program/Certificate listed above.
- Include an updated Degree Map (semester-by-semester course sequence) for each Degree Program/Certificate listed above. For Degree Map template, contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

The Following NYSED Guidelines must be adhered to for **ALL** Degree Programs:

45 credits of Liberal Arts (General Education) course work for an Associate of Arts Degree (AA)
30 credits of Liberal Arts (General Education) course work for an Associate of Science Degree (AS)
20 credits of Liberal Arts (General Education) course work for an Applied Associate of Science (AAS)

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating a "Change in Degree or Certificate"
2. Memo with rationale for inclusion of the course within the curriculum
3. "Current" Degree with all proposed deletions (strikeouts) and additions (bolded) clearly indicated
4. "Proposed" Degree, which displays the degree as it will appear in the *College Catalog*

For a copy of the most up-to-date Degree/Certificate requirements contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

If General Education/Pathways is Selected:

- Please refer to NYSED Guidelines for courses that are considered Liberal Arts (General Education).
- Pilot/Experimental/82XX courses CANNOT be submitted for Pathways until they are submitted as a "**real**" course.

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating BOTH "New Course" and "Pathways"
2. CUNY Common Core Pathways Submission Form

4. **List the Course Learning Outcomes:** – Course Learning Outcomes are measureable/demonstrable, containing "**action verbs**" (Blooms Taxonomy). If proposed to PATHWAYS, the Course Learning Outcomes should *significantly* align with the Pathways Learning Outcomes (refer to the Pathways Common Core Submission Form for Pathways Learning Outcomes). If proposed for a Degree program, the course should align with the Program Learning Outcomes (PLOs). **REMINDER** – Course Learning Outcomes are consistent for **ALL sections** of the same course and **MUST** be included on the syllabus.

Course Learning Outcomes
1.Demonstrate AI Literacy: Differentiate between core AI concepts, including machine learning, neural networks, foundation models, and generative AI, explaining their everyday functions in clear, plain language.
2.Apply Prompt Engineering Techniques: Craft, refine, and structure prompts across multiple generative AI platforms to produce high-quality, relevant outputs for varied tasks.
3.Evaluate AI-Generated Content: Critically analyze AI outputs for accuracy, bias, logical fallacies, and potential hallucinations using reliable fact-checking and verification strategies.
4.Integrate AI into Workflows: Identify and apply appropriate AI tools to streamline everyday tasks, such as content creation, research summarization, simple data visualization, and basic automation.
5.Analyze Ethical & Societal Impacts: Evaluate the ethical implications of AI technologies—including privacy concerns, environmental impact, copyright issues, bias, and workforce disruption—to practice responsible digital citizenship.
6.

5. **Assessment of Course Learning Outcomes**: The Course Learning Outcomes are measurable/demonstrable through the below listed sample assignments/activities. Include percentage breakdown for grading. **REMINDER** - Assessment of Course Learning Outcomes are based on a **Common Syllabus** – to allow for **any** qualified instructor to teach the course.

Course Learning Outcome	**Percentage of Grade**	**Measurement of Learning Outcome (Artifact/Assignment/Activity)**
1.Demonstrate AI Literacy: Differentiate between core AI concepts, including machine learning, neural networks, foundation models, and generative AI, explaining their everyday functions in clear, plain language.	20%	Measurement: Foundational AI Concepts Comparative Briefing (Written/Oral Artifact): Students create a 2-page brief or 3-minute video pitch aimed at a non-technical audience (e.g., small business owner or community group) explaining the core differences between Traditional Software, Machine Learning, and Generative AI. The artifact must accurately

		define foundation models and context windows using real-world everyday analogies without technical jargon.
2.Demonstrate AI Literacy: Differentiate between core AI concepts, including machine learning, neural networks, foundation models, and generative AI, explaining their everyday functions in clear, plain language.	20%	Measurement: Prompt Engineering Portfolio & Iteration Log (Portfolio Assignment): Students complete a series of targeted prompting tasks (e.g., role-based drafting, multi-step problem solving, structured output formatting). For each task, students submit an iteration log documenting their initial prompt, the raw output, their analysis of why the output fell short, their revised prompt, and the final refined result.
3.Evaluate AI-Generated Content: Critically analyze AI outputs for accuracy, bias, logical fallacies, and potential hallucinations using reliable fact-checking and verification strategies.	20%	Measurement: AI Audit & Verification Report (Hands-on Activity/Artifact): Students are provided with an intentional AI-generated output containing hidden hallucinations, subtle factual errors, biased assumptions, and improper citations. Students conduct a line-by-line audit using secondary search strategies, marking up the text and submitting a verification report that identifies every error, provides authoritative source links, and provides a corrected version.
4.Integrate AI into Workflows: Identify and apply appropriate AI tools to streamline everyday tasks, such as content creation, research summarization, simple data visualization, and basic automation.	20%	Measurement: Personal/Professional AI Workflow Case Study (Applied Project): Students choose a routine non-coding task from their work, academic, or personal life (e.g., event planning, study schedule design, email/newsletter management, dataset summarization). They design and demonstrate an end-to-end multi-step AI workflow using appropriate tools, submitting a before-and-after efficiency evaluation and a step-by-step workflow guide.
5.Analyze Ethical & Societal Impacts: Evaluate the ethical implications of AI technologies—including privacy concerns, environmental impact, copyright issues, bias, and workforce disruption—to practice responsible digital citizenship.	20%	Measurement: AI Ethics & Impact Case Analysis (Critical Analysis Essay/Presentation): Students select a real-world case study involving AI ethics (e.g., intellectual property disputes over training data, deepfake propagation, or algorithmic hiring bias). They submit a structured analysis evaluating the stakeholder impact, privacy risks, copyright implications, and proposed policy or technical mitigations to ensure responsible AI usage.
6.		

6. **Who** is expected to enroll in this course? Please provide details for the student population(s), degree program(s)/certificate(s), and applicable concentration(s), this course is expected to address.

This course is intended primarily for students in the Computer Information Systems (A.A.S.) program. It is further structured to be accessible to the broader undergraduate population, as it requires no prerequisites and offers essential AI literacy relevant across all disciplines given the growing ubiquity of artificial intelligence in modern society.

7. Explain **why** this course is a necessary addition to the curriculum. **REMINDER** – Explain the course's role within the selected Pathways Group or Degree program – How does this course meet the Program Learning Outcomes (PLOs)? Was the course a recommendation from a recent Academic Program Review (APR), Advisory Board, Accrediting Body, etc.? How might this course help students upon transfer to a baccalaureate program or transition into a career/workforce after KCC?

As artificial intelligence rapidly transforms virtually every sector of modern society, practical AI fluency has evolved from a specialized technical skill into a fundamental component of higher education and workforce readiness. Our Computer Science curricula focuses generally on software development, programming, and advanced mathematics; while vital areas for these topics are covered in existing courses, there is a significant gap for the broad majority of community college students, including CS who require non-technical, applied literacy in using, evaluating, and directing AI tools. This zero-prerequisite course addresses that gap by serving students across all academic pathways—including business, healthcare, trades, creative arts, and social sciences—equipping them to integrate modern AI into daily workflows while maintaining rigorous critical thinking. By adding this course to the curriculum, the institution directly enhances student employability, bridges the digital divide for non-technical learners, and proactively addresses critical issues of ethics, academic integrity, data privacy, algorithmic bias, and hallucination management. Offering this course ensures our students do not simply consume AI passively, but instead approach it as capable, ethical, and critically minded digital citizens, fulfilling the college's core mission to prepare learners for an evolving technology-driven workforce.

8. **Transfer** – Provide a general explanation of the transferability of this course. Address all of the following in your explanation:
   a. Will this course meet a specific **degree requirement** in the equivalent baccalaureate program? Include the institution, degree program, and course equivalency.
   b. Will this course serve as the equivalent of a freshman/sophomore course (100/200 level)?
   c. Do we currently have an Articulation Agreement established (see current Articulation Agreements) with the transfer institution for the equivalent degree program? If you have a tentative Articulation Agreement/Communication with Chair at the transfer institution, please include.

This course does not conflict with any other KCC courses – in content or subject matter – offered in the Math and Computer Science Department or in any other KCC department.

9. Will adding the course potentially **conflict** with other courses – in content or subject matter – offered in either your Department or in *another* Department? If it will, please explain **how** and indicate **why** the course is still necessary.

10. Proposed textbook(s) and/or other required instructional material(s), including open educational resources (OER)– Please include any supplemental/recommended materials/texts to allow for **any** qualified instructor to teach the course:

Mollick, E. (2024). Co-Intelligence: Living and working with AI. Portfolio / Penguin Random House. ISBN: 978-0593716700.

11. **Attach a Common Syllabus** that includes the Topical Course Outline for the 12-week semester. This should be **specific** and **explicit** regarding the topics covered and should contain the detailed sample assignments/activities being used to measure the Course Learning Outcomes. **REMINDER** – be mindful to focus on the Course Learning Outcomes, Course Content, and Assessment.

12. Selected Bibliography and Source materials:

Agrawal, A., Gans, J., & Goldfarb, A. (2022). Power and prediction: The disruptive economics of artificial intelligence. Harvard Business Review Press.

Brynjolfsson, E., & McAfee, A. (2017). Machine, platform, crowd: Harnessing our digital future. W. W. Norton & Company.

Christian, B. (2020). The alignment problem: Machine learning and human values. W. W. Norton & Company.

Daugherty, P. R., & Wilson, H. J. (2024). Human + machine, updated and expanded: Reimagining work in the age of AI. Harvard Business Review Press.

Davenport, T. H., & Mittal, N. (2023). All in on AI: How smart companies win big with artificial intelligence. Harvard Business Review Press.

Harari, Y. N. (2024). Nexus: A brief history of information networks from the stone age to AI. Random House.

Lee, K. F. (2018). AI superpowers: China, Silicon Valley, and the new world order. Houghton Mifflin Harcourt.

Mollick, E. (2024). Co-intelligence: Living and working with AI. Portfolio / Penguin Random House.

Russell, S. (2019). Human compatible: Artificial intelligence and the problem of control. Viking.

Shrier, D. L. (2024). Welcome to AI: A human guide to artificial intelligence. Harvard Business Review Press.

Tegmark, M. (2017). Life 3.0: Being human in the age of artificial intelligence. Knopf.

Webb, A. (2019). The big nine: How the tech titans and their thinking machines could warp humanity. PublicAffairs.

13. **Staffing Plan** – please provide a staffing plan if there are currently **no faculty** within the Department available to teach this course or who do not have the required credential to teach this course.