

Monday, March 2, 2026

# AB 1111 Common Course Numbering Webinar

# Welcome and Housekeeping

## Tech Support

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## Closed Captioning

Click the Closed Caption (CC) tab to read live captions

## Audio/Visual

You will be muted with your camera's off during the entire webinar. To ask a question please utilize the Q&A feature.

# Welcome and Housekeeping

## Q&A

- Click the Q&A tab to enter questions for the presenters and read their responses.
- We will do our best to answer as many questions as we can during the webinar.
- Unanswered questions will be addresses in the coming weeks.

## Recording

- This session will be recorded.
- Recording and presentation slides will be posted on the Chancellor's Office [Common Course Numbering page](#).

# Welcome



Dr. James Todd



Dr. LaTonya Parker-Parnell



Dr. Linda Vazquez

# Panel and Contributors



James Todd, Vice Chancellor,  
Academic Affairs California  
Community Colleges  
Chancellor's Office  
(Chancellor's Office)



LaTonya Parker-Parnell,  
President, Academic Senate  
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Jenni Abbott, Consultant,  
Educational Services and  
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# Contributors (Q&A)

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Lara Couturier, Sova Solutions

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Renee Faulkner, Sova Solutions

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Kaycia Rhone, Sova Solutions

# Agenda

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Context and background

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CCN template evolution

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Phase III progress

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Current implementation efforts and activities

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Articulation updates

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Chancellor's Office Curriculum Inventory changes

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TOP2CIP updates

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Sustainability and looking ahead

# Why Common Course Numbering?

**It is the law:** Education Code 66275.5 amended by [AB 1111 \(2021, Berman\)](#)

“(a) (1) To streamline transfer from two- to four-year postsecondary educational institutions and reduce excess credit accumulation, on or before July 1, 2027, both of the following shall occur:

(A) The California Community Colleges shall adopt a common course numbering system for all general education requirement courses and transfer pathway courses.

(B) Each community college campus shall incorporate common course numbers from the adopted common course numbering system in its catalog.

(2) The common course numbering system shall be student facing...and ensure that comparable courses across all community colleges have the same course number.”

## Why a law?

- Current course numbering varies.
- Transfer and articulation results vary by college and university.
- Students deserve to have consistent information when choosing and articulating course work.
- Improve credit mobility and equitable baccalaureate attainment.

# Background and Vision

- **AB 111 Common Course Numbering Task Force** (Sept. 2022 – Dec. 2023)
  - Intersegmental and cross-function membership
  - [Report and recommendations](#) (2023)
- **Common Course Numbering Project**
  - Task: Implement recommendations from Task Force
  - Phased approach for template development and student-facing implementation
- **System-level Transferability and Articulation**
  - From all California community colleges:
    - To four-year colleges/universities using CCN course templates
    - Common transferability
    - Consistent General Education applicability
    - Consistent course-to-course articulation
  - Potential for more consistent major prep articulation

# Template-First Review and Determinations

- **Transferability**

- 115 credit-granting CCCs submit individual CORs to ASSIST for:
  - UC transferability (UC only)
  - UC transfer eligibility (UC only)
  - Cal-GETC (UC and CSU)
- Determinations vary by community colleges, impacting transfer students.
- Confusion and adverse impacts on students will increase with CCN.
- Students should reasonably assume commonly numbered courses will transfer the same; not currently the case.

- **Articulation: Course-to-Course and Major Prep**

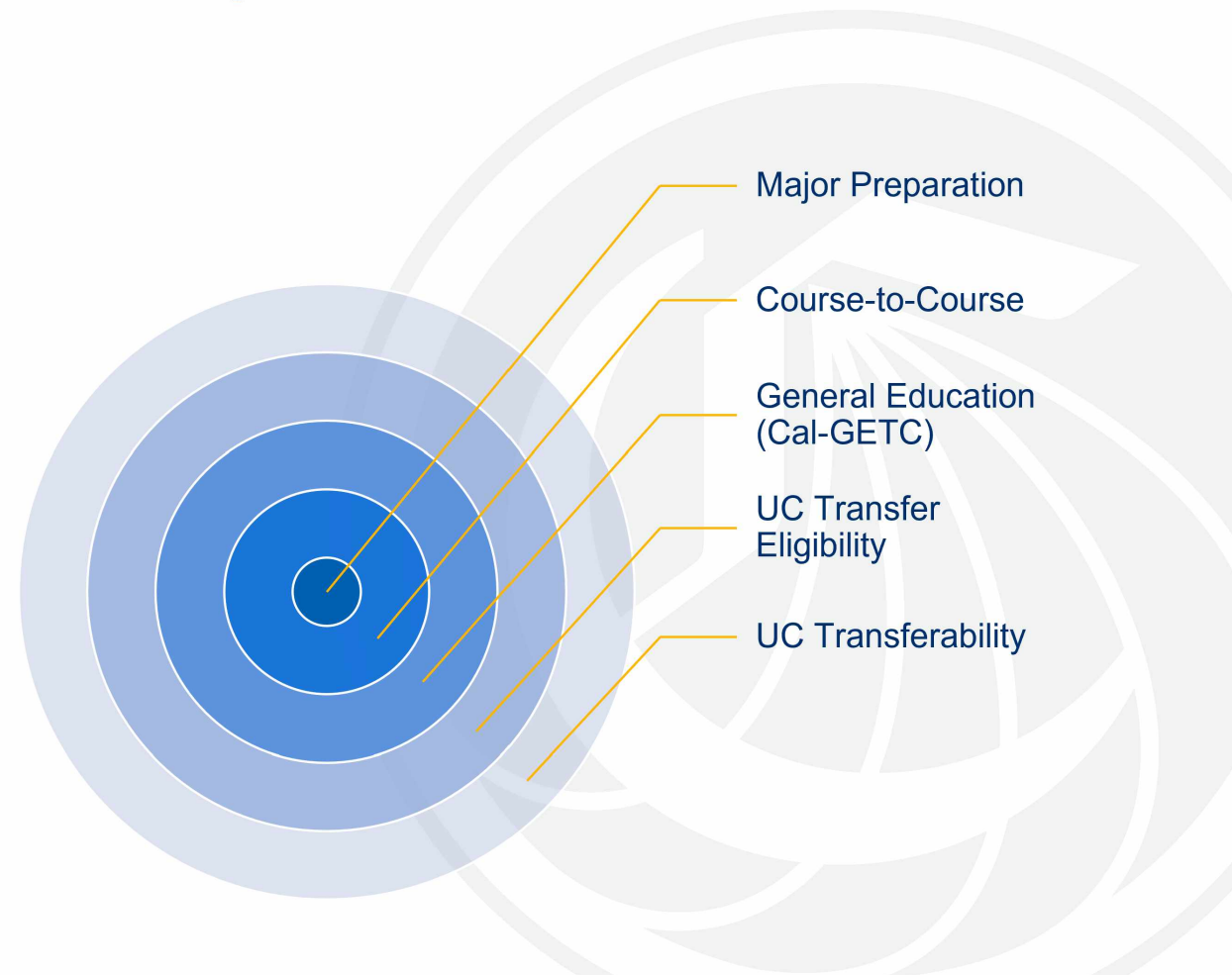
- 115 credit-granting CCCs submit individual CORs to ASSIST for course-to-course and major prep.
- Determinations vary widely by community colleges; coursework is relatively consistent across the system.

# System-Level Transferability vs. Local Articulation

The vision is to utilize templates NOW for system-level review of UC transferability, UC transfer eligibility, and Cal-GETC.

Reviews for the outer three rings are done at UC and CSU system offices

Course-to-course and major preparation review and determinations are the responsibility of local university faculty efforts; templates can streamline workload for faculty and support credit mobility.

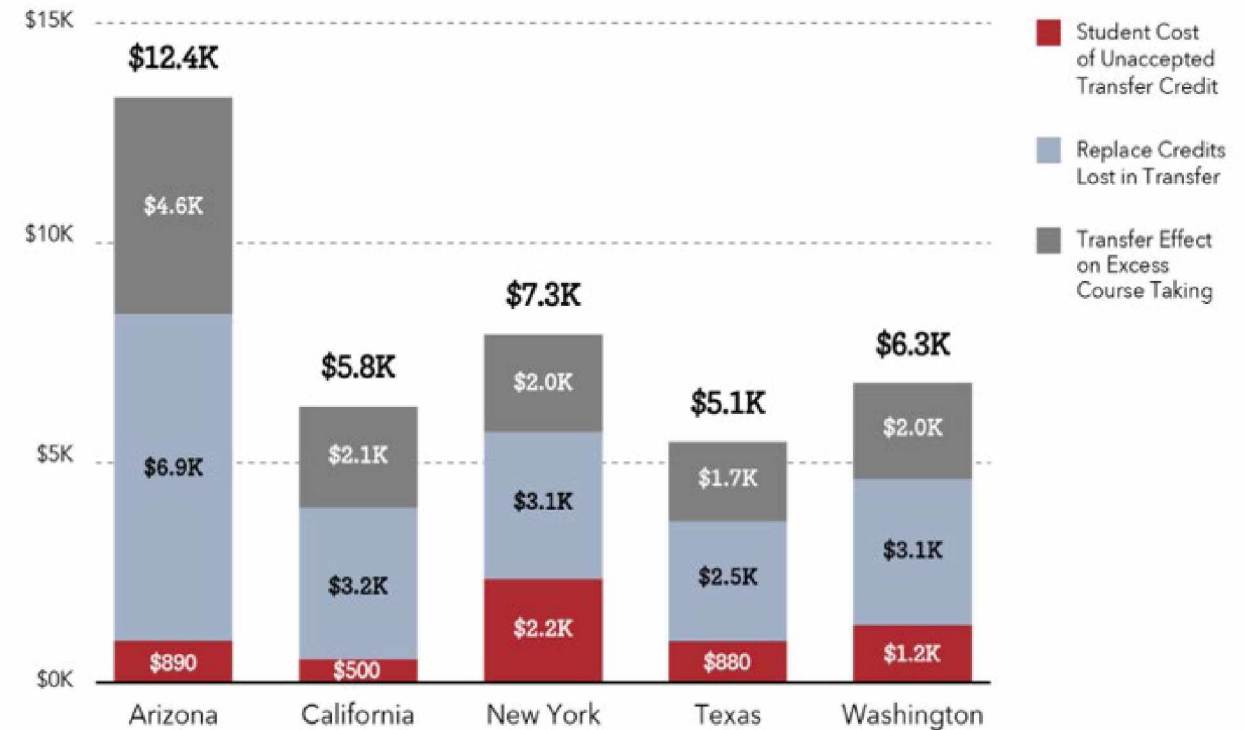


# Student Impact

Manuela Mauofo via EdTrust:

“Transferring colleges often means losing credits — and comes with the risk losing financial aid. When I transferred to GWU from St. Mary’s, I lost 22 credits that I had earned at St. Mary’s, pushing my class status from junior to sophomore. This is because each institution has their own credit system outside of other colleges. These lost credits result in delayed graduation, which costs me and other transfer students more money, and puts us at risk of exhausting Pell Grant or federal loan eligibility entirely.

Figure 5. Student Costs from Poor Credit Mobility  
(Students Transferring Without Associate’s Degrees and Earning Bachelor’s Degrees)



Source: rpk GROUP analysis and estimates from multiple public data sources.

State	Student Cost of Unaccepted Transfer Credit	Replace Credits Lost in Transfer	Transfer Effect on Excess Course Taking	Total Cost
Arizona	\$890	\$6.9K	\$4.6K	\$12.4K
California	\$500	\$3.2K	\$2.1K	\$5.8K
New York	\$2.2K	\$3.1K	\$2.0K	\$7.3K
Texas	\$880	\$2.5K	\$1.7K	\$5.1K
Washington	\$1.2K	\$3.1K	\$2.0K	\$6.3K

# California Student Impacts

- California transfer students lose 24-48 credits when courses don't transfer, eliminating a year or more of progress. (RPK Group, [Improving College Credit Mobility](#), 2025)
- This costs students time, effort, and an average of \$5,869 in extra tuition. (RPK Group, [Improving College Credit Mobility](#), 2025)
- Between 2010-2015, nearly 300,000 California community college students were eligible to transfer but didn't. (RP Group, [Through the Gate](#), 2017)

“Adding complexity, individual campuses and academic programs also impose local requirements, as documented in [a recent study of five public institutions in California](#). This means that the same community college class can be treated differently by every campus, even in the same system, and may not end up applying to the intended major. As Just Equations [further documented](#), the campus- and major-specific requirements are especially complicated for math.”

Huynh, B., Ohia, N., and C. Rodriguez. (2025). [Delivering on the Promise of Transfer in California](#). Inside Higher Education.

# CCN Course Templates

Course Outline of Record Element	
Subject Code, Course Number, Course Title	Identical
Lecture and Lab Units	Adheres to an Established Minimum
Course Description	Part 1: Identical Part 2: Optional Expanded Details (local COR)
Prerequisites, Corequisites	Identical
Course Content	Part 1: Identical Part 2: Optional Expanded Details (local COR)
Course Objectives/Outcomes	Part 1: Identical Part 2: Optional Expanded Details (local COR)
Methods of Evaluation	Part 1: Identical Part 2: Optional Expanded Details (local COR)
Textbooks (Representative Samples)	Part 1: Identical Part 2: Optional Expanded Details (local COR)

# Course Outline or Record Elements and CCN Course Template Elements

## REQUIRED ELEMENTS (Title 5 §55002)

- **\*Unit Value**
- Expected number of contact hours
- Expected number of outside class hours
- Expected number of total student learning hours
- **\*Prerequisites, corequisites**, or advisories on recommended preparation (if any) for the course
- **\*Catalog description**
- Objectives and Outcomes (**\*CCN=Outcomes/Objectives** for now)
- **\*Content** in terms of a specific body of knowledge
- Types or examples of required reading and writing assignments
- Types or examples of other outside-of-class assignments
- Types or examples of instructional methodology
- **\*Types or examples of methods of evaluation**
- Discipline of assignment

## RECOMMENDED and OPTIONAL ELEMENTS (PCAH)

- **\*Course number and title**
- Status (credit, noncredit, or other)
- Enrollment limitations (if any)
- Repeatability
- Field trips
- **\*Representative textbooks** (necessary for articulation)
- Student Learning Outcomes (ACCJC) (**\*CCN**)
- MIS data elements
- Distance Education information
- Other as locally determined

# Course Content

## Art History Survey – early (Phase IIA)

This course critically examines the art and architecture of the following periods with an integration of history, theory, aesthetics, and cross-cultural connections:

1. Prehistory, visual analysis before writing
2. Mesopotamia
3. Ancient Egypt
4. Ancient Aegean cultures
5. Ancient Greece
6. Etruria
7. Ancient Rome
8. Contextualizing Monotheism
  - Judaism
  - Early Christianity
  - Early Islam
9. Byzantine
10. Medieval

## Art History Survey – contemporary (Phase III):

This course critically examines the art and architecture of the major modern movements from the 19<sup>th</sup> and 20<sup>th</sup> centuries, with an integration of history, theory, aesthetics, and cross-cultural connections including the following topics with exposure to some of the provided artists.

1. Foundations of Modernism
  - a. History of the Enlightenment
  - b. History of the French Academy, Neoclassicism, and Romanticism, including some of the following artists: Jacques Louis David, Jean Auguste Dominique Ingres, Eugene Delacroix, Francisco Goya, Theodore Gericault, Angelica Kauffman, Robert S. Duncanson
  - c. Academic painting in the 19<sup>th</sup> century
2. Rise of Industrialization and Technology and its Impact on Art and Architecture
  - a. Industrial revolution and its influence on the visual arts
  - b. Birth of the Avant-Garde
  - c. Photography, including some of the following artists: Joseph Niepce, Louis Mande Daguerre, Henry William Fox Talbot, Julia Margaret Cameron, John Frederick Herschel, Anna Atkins, Eadweard Muybridge

# Methods of Evaluation

Original language suggested by CCN Development Workgroup for cases where no specific methods of evaluation were needed:

Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, exams, lab work, field journals, projects, research demonstrations, etc. Methods of evaluation are at discretion of local faculty.

Given concerns expressed, a minimum standard for evaluation has been added specific to each template:

European History to 1500 (History):

Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives must include academic writing that constructs evidence-based arguments, such as primary-source analysis, essay exams, analytical essays and/or research projects.

Additional methods of evaluation are at the discretion of local faculty and may incorporate assessments and exercises such as journals, quizzes, discussions, group work, and presentations.

# Methods of Evaluation – More Examples

## Social Problems (Sociology):

Formal writing assignments are required and may include research papers, critical essays, or applied writing that are accompanied by a scholarly analysis incorporating sociological theories and appropriate social science writing conventions.

Additional methods of formative and summative evaluation may include, but are not limited to, service learning, project-based learning, research, presentations, field journals, reflections, quizzes, and/or exams.

Methods of evaluation and appropriate representative assignments will be determined at the discretion of local faculty.

## Microbiology (Biology):

Methods of evaluation used to observe or measure students' achievement of course outcomes and objectives include but are not limited to:

- Quizzes and/or exams
- Hands-on demonstration of laboratory skills
- Written records of laboratory work

Additional methods of evaluation are at the discretion of local faculty and may include:

- Research projects
- Identification of unknown bacterial species

# Methods of Evaluation – And More Examples

Survey of Modern Art (Art):

Methods of evaluation will include:

- Written essays, assignments, and/or research projects
- Essay component on an exam

Methods of evaluation may also include, at the discretion of the faculty:

- Discussions
- Objective exams
- Projects and presentations
- Quizzes
- Group Assignments
- Museum Assignments

Multivariable Calculus (Math):

Methods of evaluation could include, but are not limited to, exams, quizzes, homework, classwork, technology-based activities, laboratory work, projects, and research demonstrations.

Students should demonstrate their mastery of the learning objectives and their ability to devise, organize, and present complete solutions to problems.

Examinations will be given to assess a student's ability to apply calculus concepts to multivariable functions and vectors. Exam questions will be used to assess a student's ability to analyze the behavior of graphs, parametric curves, and vector fields. Students will need to demonstrate an ability to use their understanding of multivariable calculus to solve problems involving topics such as optimization, volume, surface area, center of mass, and work. Evaluation of homework or projects will require that students demonstrate understanding of solving problems, the behavior of graphs of functions, and the ability to use technology effectively to graph and analyze functions.

Methods of evaluation are at the discretion of local faculty.

# Phase III Implementation

Systemwide intersegmental conversations have occurred since May 2024. Articulation determinations continue through a campus-by-campus review of CCN-aligned courses across all 115 colleges.

Without a statewide, template-level articulation framework:

- Identical CCN course numbers may yield different transfer outcomes;
- Student expectations of transfer consistency may not be met;
- Colleges and universities face duplicative review and capacity strain.

The California Community Colleges Chancellor's Office (Chancellor's Office) will not release Phase III templates for local alignment.

- Temporary delay. We are optimistic. We can get there together.
- Phase III CCN-aligned courses to be student-facing no earlier than fall 2028.
- Colleges are expected to continue alignment for Phase IIA and Phase IIB templates and prepare to have these courses student-facing and in their catalogs by Fall 2026 and Fall 2027..

# Proposed Legislation: AB 2236 (Berman)

*(c) (1) (A) On or before July 1, 2027, the Intersegmental Committee of the Academic Senates of the University of California, the California State University, and the California Community Colleges shall establish an agreement for implementing streamlined system-level articulation by utilizing the common course numbering (CCN) templates, rather than individual course review, for determining credit mobility between the California Community Colleges, the California State University, and the University of California, so all community college courses subject to the common course numbering system adopted pursuant to subdivision (a) articulate the same way across all California Community Colleges, California State University, and University of California campuses.*

*(B) If the Intersegmental Committee of the Academic Senates of the University of California, the California State University, and the California Community Colleges has not established an agreement pursuant to subparagraph (A) on or before July 1, 2027, the respective administrative bodies of those segments, by December 31, 2027, shall establish an agreement for implementing streamlined system-level articulation by utilizing the CCN templates, rather than individual course review, for determining credit mobility between the California Community Colleges, the California State University, and the University of California, so all community college courses subject to the common course numbering system adopted pursuant to subdivision (a) articulate the same way across all California Community Colleges, the California State University, and the University of California.*

*(2) Commencing with the spring term of the 2027–28 academic year, the streamlined system-level articulation agreement established pursuant to paragraph (1) shall be the only articulation agreement used for community college courses subject to the common course numbering system adopted pursuant to subdivision (a).*

*(3) The streamlined system-level articulation agreement established pursuant to paragraph (1) shall include student protections to ensure students do not lose credits, have any removal of credits, or repeat courses already completed.*

# Continued...

*(4) Consistent with national best practices, the streamlined system-level articulation agreement established pursuant to paragraph (1) shall require no more than 70 percent content alignment in order to establish equivalency.*

*(5) On or before June 1 of each year, the respective administrative bodies of the California Community Colleges and the California State University shall, and the University of California is requested to, publicly post on their respective internet websites a report on all of the following for the previous school year:*

*(A) How many CCN templates were submitted for review for articulation.*

*(B) How many CCN templates were reviewed for articulation.*

*(C) How many CCN templates were approved or denied for articulation.*

*(D) The rationale for any denials of CCN templates for articulation.*

*(E) The resubmission timeline for any CCN templates denied articulation.*

*(6) For purposes of this subdivision, “common course numbering template” means a template developed pursuant to the systemwide implementation plan recommended by the workgroup established in Item 6870-101-0001 of Section 2.00 of the Budget Act of 2021.*

*(d) On or before June 1 of each year, each campus of the California Community Colleges and the California State University shall, and each campus of the University of California is requested to, publicly post, in a clearly visible and easily accessible manner, on the ASSIST.org internet website, or its successor, the name and contact information of the articulation lead or individual responsible for managing the course articulation process at the campus.*

# Chancellor's Office Curriculum Inventory

## COCI Updates

- The ability for colleges to directly create new courses to align with CCN templates.
- Changes to the recommended preparation fields allow colleges to insert local advisories
- ADT certification forms are due:
  - For Phase II(A): June 1, 2026
  - For Phase II(B): June 1, 2027

# CCN Templates

Identified at the template level:

Lecture and/or Lab variances

CIP Code Identification

Selections made here push forward as identical, read-only fields on course form.



**ATTRIBUTES**

Required fields marked with \*

Subject \*  
English

Course Title \*  
Academic Reading and Writing

Department Name (CB01A) \*  
ENGL

Department Number (CB01B) \*  
C1000

Common Course Number \*  
ENGL C1000

The Common Course Number must be between 10 and 15 characters long, including spaces.

Course Includes \*  
 Lecture Course  Lab Course

CIP Code \*  
13.0101 Education, General.

# Current Create New Course Screen

Does not support Common Courses at start; record must begin and be approved as a traditional course and then converted.

## Create Course

ATTRIBUTES	SUMMARY	DETAIL	UNITS & HOURS	TRANSFER & ARTICULATION	CONTACT
Required fields marked with *					
Proposal Status					
None; Save proposal to display					
College *					
Select					
Title (CB02) *					
Input					
TOP Code (CB03) *					
Select					
CIP Code *					
Select					
Credit Status (CB04) *					
Select					
Course Type *					
Not Applicable					
Common Course Number					
Not Applicable					

# Creating New Courses as Common

Courses can be created as traditional or common.

When common is checked:

- **Course Includes**
- **Title (CB02)**
- **CIP Code**

are brought forward from the template as *Read Only*.

## Create New Course ×

*Required Fields are marked with \**

<b>Course Type</b> <input type="radio"/> Traditional <input checked="" type="radio"/> Common	<b>College *</b> -- Select from dropdown --
<b>Common Course Number *</b> ENGL 100 CCN Template	<b>Title (CB02) *</b> CCN Template
<b>Course Includes</b> <input checked="" type="checkbox"/> Lecture Course <input checked="" type="checkbox"/> Lab Course	<b>TOP Code (CB03) *</b> -- Select from dropdown --
<b>Credit Status (CB04)</b> <input checked="" type="radio"/> C - Credit - Not Degree Applicable <input type="radio"/> D - Credit - Degree Applicable <input type="radio"/> N - NonCredit	<b>CIP Code *</b> 13.0101 Education, General.

[CLEAR ALL FIELDS](#) [CREATE](#)

# TOP & CIP Data Elements Displayed and Searchable on Public Reports

**Search Criteria**

College	<input type="text" value="Select"/>	Program Status (CB24)	<input type="text"/>
Credit Status (CB04)	<input type="text"/>	Noncredit (CB22)	<input type="text"/>
SAM Priority Code (CB09)	<input type="text"/>	Basic Skills (CB08)	<input type="text"/>
Work Experience (CB10)	<input type="text"/>	Transfer Status (CB05)	<input type="text"/>
TOP Code (CB03)	<input type="text"/>	CIP Code	<input type="text" value="32.0105 Job-Seeking/Changing Skills. x"/>
Title	<input type="text"/>	Common Course Number	<input type="text" value="Select one or more options"/>
Proposal Status	<input type="text" value="Active"/>		

Show  entries

Control Number (CB00)	Dept. Name (CB01A)	Dept. Number (CB01B)	Title (CB02)	Credit Status (CB04)	College	Proposal Status	TOP Code (CB03)	CIP Code
<a href="#">CCC000000254</a>	SCME 655	6555N	SCM3910 Testing 655	D	GROSSMONT	Active	4930.10 Career Guidance and Orientation	32.0105 Job-Seeking/Changing Skills.
<a href="#">CCC000622851</a>	WKPR	7000	Planning Your Next Job/Career	N	ALLAN HANCOCK	Active	4930.12 Job Seeking/Changing Skills	32.0105 Job-Seeking/Changing Skills.
<a href="#">CCC000650189</a>	COMM	167B	WORK EXPERIENCE EDUCATION: PROJECTS IN COMMUNICATION	D	IRVINE VALLEY	Active	4932.00* General Work Experience	32.0105 Job-Seeking/Changing Skills.

# CIP Code Added to New All Courses (logged in) Search

Search Criteria	
College	<input type="text"/>
College Submitter	<input type="text"/>
Top Code (CB03)	<input type="text"/>
CIP Code	<input type="text"/>
Title	<input type="text"/>
Department Name (CB01A)	<input type="text"/>
Department Number (CB01B)	<input type="text"/>
Noncredit (CB22)	<input type="text"/>
SAM Priority Code (CB09)	<input type="text"/>
Proposal Status	<input type="text"/>
Control Number (CB00)	<input type="text"/>

<input type="checkbox"/> C - Credit - Not Degree A
<input type="checkbox"/> D - Credit - Degree Appli
<input type="checkbox"/> N - Noncredit

<input type="checkbox"/> A - Transferable to both I
<input type="checkbox"/> B - Transferable to CSU C
<input type="checkbox"/> C - Not Transferable

<input type="checkbox"/> B - The Course is a Basic
<input type="checkbox"/> N - The Course is Not a B

<input type="checkbox"/> N - Is Not Part of a Coope
<input type="checkbox"/> C - Is Part of a Cooperati

# Configurable Results Table Will Display Course Data Selected by the College Submitter



mm/dd/yyyy

mm/dd/yyyy

mm/dd/yyyy

g Courses

	Dept. Name (CB01A)	Dept. Number (CB01B)	Title	CIP Code	Credit Status (CB04)	Proposal Status
YYYYY	Olympics A	1960X	Sports X	01.0505	D	Draft
YYYYY	Olympics A	1960X	Sports X	01.0505	D	Draft
YYYYY	Lecture1	Lab1	Both1	52.1501	C	Draft
YYYYY	Lab	Only	Lab Only	50.0605	C	Draft
YYYYY	Lecture1	Lab1	Both1	52.1501	C	Draft
YYYYY			test	01.0000	C	Draft
YYYYY	Science	2628	testing 8890	01.0201	C	Approved
YYYYY			teste	01.0306	D	Draft
YYYYY			test	01.0000	C	Draft
YYYYY	Science	2628	SCM-4404	01.0000	C	Revision

- Proposal Create Date
- Control Number (CB00)
- Dept. Name (CB01A)
- Dept. Number (CB01B)
- Title
- CIP Code
- Proposal ID
- Program Status (CB24)
- Common Course Number
- Credit Status (CB04)
- College
- Submitter
- Reviewer
- Proposal Status
- Cooperative Work Experience (CB10)
- Transfer Status (CB05)
- Has Working Copy
- Auto Deactivate
- Date Submitted
- Actions
- Last Updated

[RESET](#)   [SELECT ALL](#)

# Other Enhancements and Release Timing

- **Other Limitations on Enrollment and Advisories/Recommended Preparation** enabled as read/write for Common Courses
- Updated TOP to CIP Crosswalk
- Program Award Title Alignment to SP02
- Cal-GETC Subject Areas Available to Map on Course Record
- Lecture/Lab Configuration for Traditional Courses

## Release Timing

~ 2 weeks from today.

# TOP2CIP for ADTs and CCN Templates

The Chancellor's Office and members from the Academic Senate for California Community Colleges (ASCCC) collaborated in identifying CIP codes for existing ADTs and CCN Templates.

- Identical CIP codes will apply to corresponding ADTs and CCN Templates and will be uploaded directly into COCI to minimize any college action.
- The CIP list for ADTs and CCN Templates will be available on CCN Project [website](#).

CIP selection prioritized outcome alignment and the educational scope of an associate degree,

- Did not rely exclusively on within-discipline specificity.
- Every effort was made to ensure CTE TOP Codes aligned with a CTE CIP Code for the ADTs and the CCN Templates

CIP codes do not determine Minimum Qualifications or local discipline assignment under Title 5 or the Program and Course Approval Handbook.

[TOP2CIP Project Website and Office Hours](#) are available for more information.

# What's Next?

- The CCN Council recommended a sustainability plan that outlines the needed activities to maintain CCN after implementation.
- The CCN funding report for FY 2025-26 is due July 31, 2026.
- Survey questions will be available on project website by April 2026.
- Colleges will receive direct link to submit funding reports.
  - Survey addresses Phase II(A), Phase 2(B) early-start activities
  - Phase I course and articulation outcomes, and TOP2CIP transition funding activities.
  - College CIOs, CBOs, articulation officers, curriculum specialists, and Academic Senates should be involved in completing reporting survey.

# Reporting Survey Snapshots

15. For each **CCN Phase IIA** template listed below, please share specific CCN course submission and articulation results as they exist as of June 30, 2026. To answer these questions, please work with your curriculum data entry staff and faculty, including curriculum chairs, specialists, and articulation officers.

NOTE: Every cell in the following matrix must contain one selected radio button (either **Yes** or **No**) for you to advance the survey. You will receive an error message if one or more of the cells are left blank.

\*

	Did the college submit the CCN-aligned course (new or revised) to COCI? *		For COR elements with required identical Part I information, did the college add local Part 2 information where allowable? *		Did the college add or update the course in ASSIST? *		Is the course in the fall 2026 catalog? *	
	Yes	No	Yes	No	Yes	No	Yes	No
ARTH C1100 (Survey of Art from Prehistory to the Medieval Era)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ARTH C1100H ( Survey of Art from Prehistory to the Medieval Era - Honors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. If you did not align with any of the above template, please tell us which templates you did not align with an explain your rational. \*

# Reporting Survey Snapshots

19. For each **CCN Phase IIB** template listed below, please share specific CCN course submission and articulation results as they exist as of June 30, 2026. To answer these questions, please work with your curriculum data entry staff and faculty, including curriculum chairs, specialists, and articulation officers.

NOTE: Every cell in the following matrix must contain one selected radio button (either **Yes**, **No**, or **N/A**) for you to advance the survey. You will receive an error message if one or more of the cells are left blank. Phase IIB templates are not due until June 2027. This question is being asked to assess how many colleges have started this process. Please select N/A if the college has not initiated the process for any of the templates listed below. If a college does not plan to align with a specific template, you will be asked to provide that rationale in the next (2027) survey. \*

	Did the college submit the (course or template) (new or revised) to COCI? *			For COR elements with required identical Part I information, did the college add local Part 2 information where allowable? *			Did the college submit the course in ASSIST for transferability and/or articulation review? *			Was this course approved/reapproved for Cal-GETC for fall 2026? *		
	Yes	No	N/A	Yes	No	N/A	Yes	No	N/A	Yes	No	N/A
ANTH C1000 (Introduction to Biological Anthropology with Lab)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ANTH C1000H (Introduction to Biological Anthropology with Lab - Honors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Reporting Survey Snapshots

17. For each **CCN Phase I** template listed below, please answer the following question as your **Phase I** course outlines existed as of June 30, 2026. To answer these questions, please work with your curriculum data entry staff and faculty, including curriculum chairs, specialists, and articulation officers.

NOTE: Every cell in the following matrix must contain one selected radio button (either **Yes** or **No**) for you to advance the survey. You will receive an error message if one or more of the cells are left blank.

\*

	Did you align the local course outline to the CCN template? *		For COR elements with required identical Part I information, did the college add local Part 2 information where allowable? *		Did the college submit the course in ASSIST for transferability and/or articulation review? *		Did you receive or retain expected approvals for UC TCA? *		Did you receive or retain expected approvals for UCTEL?			Did you receive or retain expected approvals for Cal-GETC?	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	N/A	Yes	No
ENGL C1000 (Academic Reading and Writing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. If you selected 'no' for any of the courses above, please provide details about the course outline submissions, transferability and articulation determination.

\*For example, if the course you submitted for approval was denied, please provide details. \*

# Resources

- [Chancellor's Office CCN webpage](#)
  - Task Force report, implementation information
  - CCN course templates
  - Memos, program updates, communications toolkit
  - Webinar recordings and slide decks
- [TOP2CIP webpage](#)
  - Office hours
  - Crosswalk
- [ASCCC information and faculty engagement webpage](#)
  - ASCCC's role in CCN
  - Phases I, II, and III, including courses
  - Open surveys (where applicable)
  - Faculty engagement in CCN efforts
  - ASCCC CCN updates



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