



**TO:** Chief Executive Officers  
Chief Instructional Officers  
Chief Student Services Officers  
Chief Business Officers  
Academic Senate Presidents

**FROM:** James Todd, Vice Chancellor of Academic Affairs

**RE:** Common Course Numbering (CCN) Implementation Phase III Update

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### **Purpose**

This memorandum provides an update on the implementation of Common Course Numbering (CCN), including Phase III template development and articulation status, Chancellor's Office Curriculum Inventory (COCI) updates, TOP-to-CIP alignment, funding reporting requirements, and sustainability planning.

### **Common Course Numbering Progress to Date**

The Chancellor's Office extends profound appreciation to the faculty, curriculum committees, articulation officers, administrators, Academic Senate leaders, and intersegmental partners whose dedication and expertise have advanced Common Course Numbering from vision to implementation. CCN represents one of the most ambitious and collaborative academic efforts in our system's history — grounded in faculty leadership and driven by a shared commitment to students.

More than 2,000 CCN-aligned course outlines have now been submitted by colleges across California. As these courses become student-facing in fall 2026 and fall 2027, they will serve thousands of transfer-bound students who deserve clarity, consistency, and confidence that their coursework will carry forward. This work is more than structural alignment: it is a statewide commitment to transparency, equity, and credit mobility consistent with the promise of [AB 1111](#) (Berman, 2021).

Implementation continues to move forward across the colleges, and legislative attention remains focused on strengthening system-level articulation. [AB 2236](#) (Berman, 2026) currently proposes to amend Education Code section 55275.5 to require the Intersegmental Committee of the Academic Senates of the University of California (UC), the California State University (CSU), and the California Community Colleges, on or before July 1, 2027, to establish a streamlined system-level articulation agreement utilizing CCN templates in place of individual campus review.

## **Phase III Templates and Articulation**

The purpose of Common Course Numbering is to establish meaningful intra- and intersegmental consistency in high-impact transfer courses across the California Community Colleges, the CSU, UC, and AICCU—while preserving faculty primacy and local academic control.

Phase III template development reflects substantial intersegmental faculty collaboration. Discipline faculty across California higher education worked collectively to develop approximately 50 additional CCN templates. The CSU Chancellor's Office (CSUCO) and the University of California Office of the President (UCOP) provided informal feedback regarding potential transferability and Cal-GETC subject area alignment to inform that work.

At this time, however, there is no binding intersegmental agreement establishing CCN templates as a mechanism for automatic or system-level transferability or articulation. Although intersegmental discussions have continued since May 2024, transferability and articulations determinations remain dependent upon individual campus review of CCN-aligned courses across all 115 colleges. In the absence of 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 will continue duplicative review processes, straining institutional capacity.

For these reasons, and to safeguard student expectations and the long-term integrity of the CCN framework, **the Chancellor's Office will not release Phase III templates for local alignment until clear systemwide transferability and articulation assurances are in place.** Moving forward without that alignment would risk confusion, uneven credit mobility, and erosion of confidence in the CCN structure. The Chancellor's Office continues to collaborate with system and intersegmental partners during this delay; however, this also means *colleges will not be expected to have Phase III CCN-aligned courses student-facing by fall 2027.*

Colleges should continue full implementation of earlier phases:

- Phase II(A) aligned courses must be student-facing and reflected in catalogs by fall 2026.
- Phase II(B) aligned courses must be student-facing and reflected in catalogs by fall 2027.

The Chancellor's Office remains actively engaged with CSU, UC, ASCCC, and intersegmental leadership to secure a durable, system-level articulation solution that fulfills the promise of CCN for students and institutions alike.

## **COCI Changes Related to CCN**

Enhancements to the Chancellor's Office Curriculum Inventory (COCI) have been implemented to facilitate CCN alignment and reduce local administrative burden. These updates include:

- New functionality enabling colleges to directly create courses aligned with approved CCN templates.
- Modifications to recommended preparation fields that allow colleges to maintain local advisories consistent with institutional practice and faculty judgment.

These changes are intended to streamline implementation while preserving appropriate local control. Colleges are reminded of the following ADT certification deadlines:

- Phase II(A) ADT certification forms are due June 1, 2026.
- Phase II(B) ADT certification forms are due June 1, 2027.

## **TOP-to-CIP Updates**

The Chancellor's Office, in collaboration with the Academic Senate for California Community Colleges (ASCCC), has completed identification of the Classification of Instructional Programs (CIP) codes aligned to existing Transfer Model Curricula (TMCs) and corresponding CCN templates. This work was undertaken to promote consistency, reporting clarity, and alignment across associate degrees and commonly numbered courses. Identical CIP codes will apply to corresponding ADTs and CCN templates. These codes will be uploaded directly into COCI; no additional action is required by colleges.

CIP selection prioritized outcome alignment, the educational scope of an associate degree, and the presence or absence of existing specificity within Taxonomy of Programs (TOP) codes, rather than relying exclusively on within-discipline specificity. It is important to clarify that CIP codes are used for reporting and classification purposes. They do not determine Minimum Qualifications, local discipline assignment under title 5, or override guidance contained in the Program and Course Approval Handbook. The Chancellor's Office will publish details of CIP assignments for the ADTs and CCN templates as they become available.

The Chancellor's Office is currently surveying colleges to identify potential impacts associated with the TOP-to-CIP transition, including instances where CIP alignment may affect CTE or non-CTE designation. Feedback from the field is currently informing ongoing refinement and targeted technical assistance to support colleges through implementation. Please see the [TOP-to-CIP website](#) for more information.

## **Funding Reporting Survey**

The CCN funding report survey will be posted on the [CCN project website](#) by April 2026, and colleges will receive a direct submission link. The survey is due July 31, 2026. The survey serves as an important accountability and implementation assessment tool, allowing the Chancellor's Office to evaluate progress, identify implementation challenges, and inform future resource planning. Survey questions will be posted on the CCN project website by April 2026, and colleges will receive a direct submission link.

The report will capture information related to Phase II(A) implementation activities, Phase II(B) early-start efforts, Phase I course alignment and articulation outcomes, and implementation activities associated with TOP-to-CIP transitions. Given the scope of CCN implementation, comprehensive reporting will require cross-functional coordination. CIOs, CBOs, Articulation Officers, Academic Senate leadership, Curriculum Chairs, and Curriculum Specialists should collaborate to ensure submissions are complete, accurate, and reflective of institutional efforts.

## **Sustainability and Future Planning**

As Common Course Numbering transitions from initial implementation to long-term integration, the CCN Council has recommended development of a [sustainability framework](#) to support ongoing maintenance, periodic evaluation, and thoughtful expansion of the CCN structure. This next phase of work is intended to ensure that CCN remains responsive to evolving transfer patterns, disciplinary developments, and student needs.

To advance this effort, a Scope and Sequencing Workgroup has been convened to explore how data-informed analysis — including the responsible use of AI-supported tools — may assist in identifying potential future CCN candidate courses. The analysis incorporates course descriptions, enrollment data, C-ID alignment patterns, existing articulation trends, and TOP code assignments to identify comparability patterns across the system.

These tools are advisory in nature and designed to support faculty review and discussion. Determinations regarding CCN template development will remain faculty-driven and subject to established governance and consultative processes. Additional guidance will be shared as recommendations are developed and vetted through appropriate channels.

Current CCN project information is available on the [resource page](#) of our [CCN website](#). If you have any questions or need further information and support, please contact us at [CCN@CCCCO.edu](mailto:CCN@CCCCO.edu).

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