# Common Course Numbering (CCN) Faculty Guidance, Timelines, and Expectations

# General Timelines for Three Phases of CCN Implementation

#### Phase 1: Fall 2024 - COMPLETE

**Columbia College Curriculum Committee Deadline**: Submit early October to have course workflows submitted, reviewed, modified, through ALL committee review phases and approved on agenda by October 31, 2024. *CCN Templates were not released until September, 2024.* 

#### Phase 1 Disciplines, Courses, and Faculty:

| = = p                    |                                      |
|--------------------------|--------------------------------------|
| Communication Studies    | Tim Elizondo                         |
| COMM 1                   | COMM C1000                           |
| Psychology               | Tamara Oxford                        |
| PSYCH 1                  | PSYC C1000                           |
| Mathematics (Statistics) | Joe Manlove                          |
| MATH 2                   | STAT C1000                           |
| English                  | Rebecca Slate and Kim Pippa-Tonneson |
| ENGL 1A                  | ENGL C1000                           |
| ENGL 1A:E                | ENGL C1000E                          |
| ENGL 1C                  | ENGL C1001                           |
| Political Science        | Shannon Van Zant                     |
| POLSC 10                 | POLS C1000                           |

# Phase 2: Fall 2025 (Phase 2 is divided into two Parts: A & B)

#### Part A: Columbia College Curriculum Committee Deadline: September 12, 2025

Faculty must submit Phase 2A CCN workflows by this date (may be submitted earlier).

Note: All workflows must be through the full review process and on an agenda by Tues October 7, 2025.

#### Phase 2A Disciplines, Courses, and Faculty

SUBMIT BY **September 12, 2025**:

| ART       | Sarah Castle                         |
|-----------|--------------------------------------|
| ART 11    | ARTH C1100                           |
| ART 12    | ARTH C1200                           |
|           |                                      |
| Economics | Randy Barton                         |
| ECON 10   | ECON C2001                           |
| ECON 11   | ECON C2002                           |
|           |                                      |
| English   | Rebecca Slate and Kim Pippa-Tonneson |
| ENGL 1B   | ENGL C1002                           |
|           |                                      |
| History   | Shannon Van Zant                     |
| HIST 16   | HIST C1002                           |
| HIST 17   | HIST C1001                           |

| Mathematics | Joe Manlove |
|-------------|-------------|
| MATH 18A    | C2210       |
| MATH 18B    | C2220       |
|             |             |

# **Phase 2B** Disciplines, Courses, and Faculty:

SUBMIT BY March 6, 2026:

| Anthropology                 | Spencer Potiker  |
|------------------------------|------------------|
| ANTHR 1                      | ANTH C1001       |
| ANTHR 1L                     | ANTH C1001L      |
|                              |                  |
| Biology                      | Mike Torok       |
| BIOL 17                      | C1000            |
|                              |                  |
| Child Development            | Adrienne Seegers |
| CHILD 1                      | CDEV C1000       |
|                              |                  |
| <b>Communication Studies</b> | Tim Elizondo     |
| СОММЗ                        | C1004            |
|                              |                  |
| Sociology                    | Kim Robinson     |
| SOCIO 1                      | SOCI C1000       |

# Phase 3: Spring 2026 TBA —Disciplines, faculty, and timelines

| Biology   | Mike Torok                 |
|-----------|----------------------------|
| BIOL 10   | TBD (moved from Phase IIB) |
| BIOL 60   | TBD (moved from Phase IIB) |
|           |                            |
| Chemistry | Colin Thomas               |
| CHEM 2A   | TBD (moved from Phase IIB) |
| CHEM 2AL  | TBD (moved from Phase IIB) |
| CHEM 2B   | TBD (moved from Phase IIB) |
| CHEM 2BL  | TBD (moved from Phase IIB) |
|           |                            |

SEE PAGES 3-8 FOR TASKS AND EXPECTATIONS

# Phase 2 Tasks / Expectations

The general steps/expectations involved in the CCN alignment process:

#### Step 1: COR Review:

Critically examine each Course Outline of Record (COR) impacted by CCN.

- Re/familiarize yourself with all elements of the COR including SLOs, Course Objectives,
   Outline, Requisites, articulations, associated awards, textbooks, Methods of Instruction,
   Methods of Evaluation, DEA, etc.
- o Check in with Phase 1 colleagues and curriculum team for help.

#### **Step 2: Examine CCN template**

Examine your course(s) CCN template. Compare and contrast your original COR with the new CCN template. CCN templates include material that must be included in your COR revision. Information not included in the CCN template that you want to keep in your COR can still be included as described below:

- o **Be mindful of CCN template structure:** COR material can be structed into two parts.
  - Part 1 Identical and Required content
    - Material you must include in your COR revision/course modification.
       You are expected to "copy-paste" this material into the appropriate sections of your COR, including formatting and even typos (!).
  - Part 2 Expanded Local/Optional content
    - "Optional" areas on the COR allow you to expand upon and include critical content that was not addressed or not addressed thoroughly in Part 1 Required content.
- Is your course(s) being impacted by articulation, distance education, or SLO needs you need to consider?
  - i. **Articulation**: Check in with the Articulation Officer about your COR's articulation needs (e.g., C-ID, Cal-GETC).
  - ii. **DE**: Check in with the Distance Education Coordinator about your COR's distance education needs.
  - iii. SLO: Check in with the Outcomes & Evaluations Coordinator about your COR's student learning outcomes (SLO). *Important:* CCN templates refer to Course Objectives. These are the "Objectives" on your COR, not SLOs.

#### **Step 3: Consider & Connect:**

As you consider the changes you need/want to make to your COR, connect with Department colleagues, MJC discipline colleagues, Phase I CCN faculty (listed above).

- O What are the significant changes you want to make?
- o Are you aligning with MJC discipline colleagues on specific methods or content?
- Check with Phase 1 colleagues. Ask questions from those who have experienced this process personally.

#### Step 4: Learn/Refresh curriculum process for Course Modification workflows

- All course modifications must go through two different stages of committee review.
   There is continued work after you submit the workflow. Between review stages, as
   Discipline Originator, you will be asked to address committee questions, issues, and to make edits in the workflows.
- Review the various resources on the Curriculum Committee webpage about the Curriculum Process and eLumen videos for workflow modifications.
- Check in with Phase 1 colleagues for what they experienced.

**Step 5: Integrate, finalize, and submit:** Finalize the integration of your curriculum needs with the demands of the CCN template for each course(s):

- Anything you cannot include in Part 1 Required that you still want in the COR can be included in Part 2 Expanded Local/Optional.
- Phase 1 Columbia faculty copy-pasted CCN template Part 1 Required content into each relevant section of the COR. For Part 2, they copy-pasted everything that already existed in each area of the COR that couldn't be included in Part 1 and made additional edits to local content as they saw fit.
- For template parts that allow both required and optional content, please see the last three pages of this document for the headers you will use to differentiate Part 1 CCN Required content and Part 2 Optional content.
- Once you have determined what goes in Part 1 and what you will add to Part 2, and have inserted all appropriate headers for each part, we recommend you check in with the Curriculum Analyst for a review before you click submit (not required).
- Before submitting, check with Phase 1 colleagues about how they put all of these pieces together. Ask questions from those who have experienced this process personally.
   Attend a curriculum work-session when offered and review any training materials provided.
- When everything is ready to go, click "submit" at the bottom of the workflow to move it
  into the first stage of Curriculum Review. Important! You will not be able to make edits
  to this until it is finished with the first stage of review and pushed back to your DO role.

**Step 6: What happens next?** After you have submitted the course(s) modification workflow in eLumen:

- Curriculum Committee members will review each course workflow in two review stages:
   Tech Review (TR) and Full Committee Review (CR).
- After each review stage, as the Discipline Originator, you will be expected to review and reply to Committee comments, and make any required fixes/edits.
- Once all comments have been addressed and fixes have been made, the Curriculum
   Chair will place the course on an agenda for a vote, and will invite you to a meeting.
- After Curriculum Committee approval, the modification will be placed on a YCCD BOT agenda for approval.
- When BOT approval is secured, the Curriculum Analyst will submit the course into the Chancellor's Office Curriculum Inventory (COCI) system for State approval.
  - i. Also with BOT approval, the Articulation Officer will begin all articulation work.
- Upon COCI approval, the course will be added to the effective term catalog and will be made available for scheduling in the effective term in line with articulation approvals.
- CCN Effective Terms:

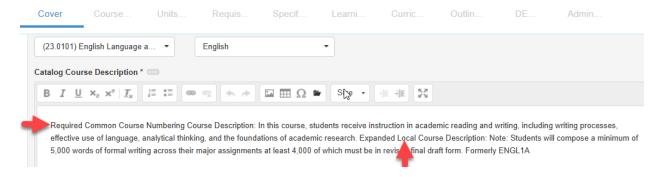
- i. Phase 2A = Effective Fall 2026
- ii. Phase 2B = Effective Fall 2027
- iii. Phase 3 = Effective Fall 2027\*\*Timelines may be updated by the State.

# HEADERS for PART 1 (Required) & PART 2 (Optional)

NOTE: TEMPLATE CONTENT MUST BE ADDED TO THE COR VERBATIM, EVEN SPELLING ERRORS

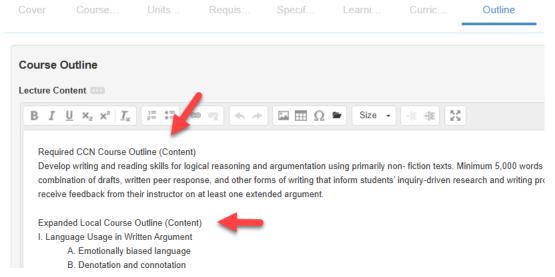
#### Catalog/Course Description: Part 1 Required and Part 2 Optional Headers

- Part 1 Required: Required Common Course Numbering Course Description:
- Part 2 Optional: Expanded Local Course Description:



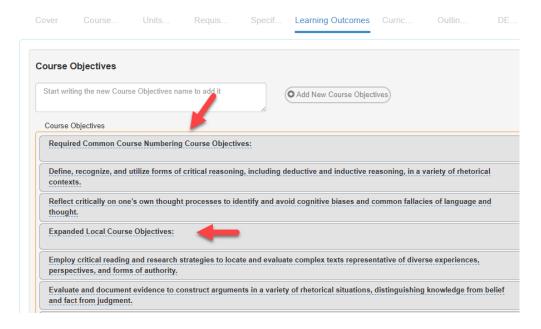
# **Course Content: Part 1 Required and Part 2 Optional Headers**

- Part 1 Required: Required CCN Course Outline (Content):
- Part 2 Optional: Expanded Local Course Outline (Content):



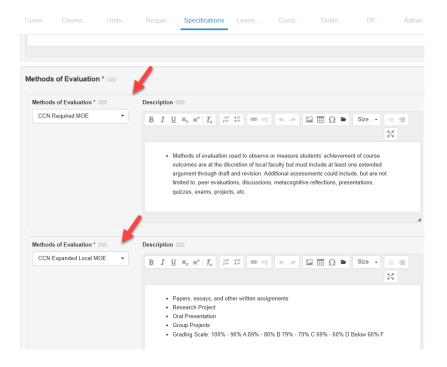
#### **Course Objectives: Part 1 Required and Part 2 Optional Headers**

- Part 1 Required: Required Common Course Numbering Course Objectives:
- Part 2 Optional: Expanded Local Course Objectives:



#### **MOE: Part 1 Required and Part 2 Optional Headers**

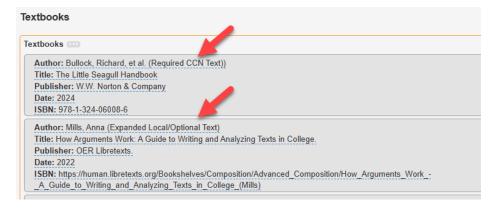
- Part 1 Required: in the drop-down box, select "CCN Required MOE" and use bullet points to bullet out each MOE as listed on the template.
- Part 2 Optional: Click "Add Methods of Instruction" and in the drop-down, select "CCN Expanded Local MOE". Use bullet points to bullet out Part 2 Expanded Local MOE.



# Representatives Texts: Part 1 and Part 2 Headers

Part 1 Required: (Required CCN Text)

Part 2 Optional: (Expanded Local/Optional Text)



If a Template includes statements about textbooks, please add them in the text section as follows:

# Gardner, Janet E. Writing About Literature: A Portable Guide. Boston: Bedford/St. Martins (also available with MLA insert), 6th, 2025. Harmon, William, and C. Hugh Holman. A Handbook to Literature. Prentice Hall. Textbooks older than 7 years must be clearly labeled as classic or legacy. Texts used by individual institutions and even individual sections will vary.

Please use the following format to enter the statements:

Author: (Required CCN Text)

Title: Textbooks older than 7 years must be clearly labeled as classic or legacy.

Publisher: N/A

Date: N/A

ISBN: N/A

Author: (Required CCN Text)

Title: Texts used by individual institutions and even individual sections will vary.

Publisher: N/A

Date: N/A

ISBN: N/A

#### For OER texts:

Treat each OER on an individual basis.

- If the OER has a defined publication date, include it for articulation purposes.
- If the OER does not have a defined publication date, don't enter a publication date.