

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:

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 2, 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
Communication Studies	Tim Elizondo
COMM3	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.
- 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:

- **Be mindful of CCN template structure:** COR material can be structured 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).

- What are the significant changes you want to make?
- 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:

Cover Course... Units... Requis... Specif... Learn... Curric... Outlin... DE... Admin...

(23.0101) English Language a... English

Catalog Course Description *

Required Common Course Numbering Course Description: In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research. Expanded Local Course Description: Note: Students will compose a minimum of 5,000 words of formal writing across their major assignments at least 4,000 of which must be in revised final draft form. Formerly ENGL1A

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):

Cover Course... Units... Requis... Specif... Learn... Curric... Outline

Course Outline

Lecture Content

Required CCN Course Outline (Content)
Develop writing and reading skills for logical reasoning and argumentation using primarily non-fiction texts. Minimum 5,000 words combination of drafts, written peer response, and other forms of writing that inform students' inquiry-driven research and writing process receive feedback from their instructor on at least one extended argument.

Expanded Local Course Outline (Content)
I. Language Usage in Written Argument
A. Emotionally biased language
B. Denotation and connotation

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:

Cover Course... Units... Requis... Specif... Learning Outcomes Curric... Outlin... DE...

Course Objectives

Add New Course Objectives

Course Objectives

Required Common Course Numbering Course Objectives:

Define, recognize, and utilize forms of critical reasoning, including deductive and inductive reasoning, in a variety of rhetorical contexts.

Reflect critically on one's own thought processes to identify and avoid cognitive biases and common fallacies of language and thought.

Expanded Local Course Objectives:

Employ critical reading and research strategies to locate and evaluate complex texts representative of diverse experiences, perspectives, and forms of authority.

Evaluate and document evidence to construct arguments in a variety of rhetorical situations, distinguishing knowledge from belief and fact from judgment.

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.

Cover Course... Units... Requis... Specifications Learni... Curric... Outlin... DE... Admin.

Methods of Evaluation * 

Methods of Evaluation *  CCN Required MOE

Description 

• Methods of evaluation used to observe or measure students' achievement of course outcomes are at the discretion of local faculty but must include at least one extended argument through draft and revision. Additional assessments could include, but are not limited to, peer evaluations, discussions, metacognitive reflections, presentations, quizzes, exams, projects, etc.

Methods of Evaluation * CCN Expanded Local MOE

Description

• Papers, essays, and other written assignments
 • Research Project
 • Oral Presentation
 • Group Projects
 • Grading Scale: 100% - 90% A 89% - 80% B 79% - 70% C 69% - 60% D Below 60% F

Representatives Texts: Part 1 and Part 2 Headers

Part 1 Required: (Required CCN Text)

Part 2 Optional: (Expanded Local/Optional Text)

Textbooks

Textbooks 

Author: Bullock, Richard, et al. (Required CCN Text) 

Title: The Little Seagull Handbook

Publisher: W.W. Norton & Company

Date: 2024

ISBN: 978-1-324-06008-6

Author: Mills, Anna (Expanded Local/Optional Text)

Title: How Arguments Work: A Guide to Writing and Analyzing Texts in College.

Publisher: OER Libretexts.

Date: 2022

ISBN: [https://human.libretexts.org/Bookshelves/Composition/Advanced_Composition/How_Arguments_Work_-_A_Guide_to_Writing_and_Analyzing_Texts_in_College_\(Mills\)](https://human.libretexts.org/Bookshelves/Composition/Advanced_Composition/How_Arguments_Work_-_A_Guide_to_Writing_and_Analyzing_Texts_in_College_(Mills))

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

Representative Writing Handbooks and/or Other Support Materials:

- 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:

8/18/2025, 8/22/25, 9/8/25, 9/12/25, 10/10/25, **12/9/25** 7

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.