

Streamlining Success

Navigating Common Course Numbering

Presented By Leonor Aguilera, Darlene Diaz, Anaisabelle Garcia,
Christine Umali Kopp



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AGENDA

- I. Background
- II. COR Examples
- III. Articulation
- IV. Curriculum
- V. Moving Forward—The Future
- VI. Questions



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BACKGROUND

"Education Code Sections 66725-66725.5 [via [Assembly Bill No. 1111 \(Berman, 2021\)](#)] require implementation of a student-facing common course numbering (CCN) system across the California Community Colleges on or before July 1, 2027. The CCN system will assign the same course number to comparable courses across all California community colleges in order to “streamline transfer from two- to four-year postsecondary educational institutions and reduce excess credit accumulation.”

On or before July 1, 2024 (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**.

The California Community Colleges Chancellor’s Office (Chancellor's Office) formed the [Common Course Numbering Task Force](#) (CCN Task Force) to make recommendations for a [systemwide plan](#). Background information and more details are provided in the [ESLEI 24-22 Memo: Common Course Numbering Update](#)."



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For more on AB 1111 & the Common Course Numbering Project go to:

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/common-course-numbering-project>





Navigating through CCN

Acknowledge the challenges

- Curriculum approval and articulation processes are complicated
- There will be impacts on people, technology, local processes, intersegmental processes

Navigating the CCN

- Constructed workgroups with CCC, CSU, and UC faculty and AOs to help finalize the templates
- CCN includes common elements with added options for local necessary content
- Academic freedom in faculty syllabi and approach to teaching each class



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COR* SAMPLES

*COR – Course Outline of Record

- Mathematics Department – Darlene Diaz
 - STAT C1000/H/E
- Psychology Department – Christine Umali Kopp
 - PSYC C1000/H

To view CCN Templates go to: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/course-outline-of-records-submission>



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To view any SCC COR, including Phase I CCN aligned courses, go to the SCC eLumen Public Site:

<https://sccollege.elumenapp.com/public/>



From MATH 219/H/S to STAT C1000/H/E

Concerns:

- We have the parent course, M219, and then the honors and support courses (M219H/S).
- The M219H/S was optional to rewrite and submit; we didn't want the number and titles to be different, as they could confuse the students when registering.

Finalizing the COR:

- Serving on the workgroup gave insight into the needs of the transfer partners for this course (higher level).
- We copied the template with only a few optional topics.



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COMPARING STAT C1000/H/E

Headers Match the CCN Template

STAT C1000 - Introduction to Statistics

Course Outline

Course Outline
Introduction to statistical thinking and processes (4 hours)

- Vocabulary and Statistical Terms

Technology-based statistical analysis (4 hours)

- Statistical software such as Minitab or R
- Graphing technology
- Microsoft Excel

**Applications using data from four or more of the following disciplines: ac
information technology, life science, physical science, political science, p**

- Descriptive statistics
- Probability
- Estimation
- Hypothesis Testing
- Regression

Topics from the CCN Template for STAT C1000/H/E

Course Content:

Part 1: Required Topics (Identical):

1. Introduction to statistical thinking and processes
2. Technology-based statistical analysis
3. Applications using data from four or more of the fo
justice, business, economics, education, health sc

- The headers match the listed topics in the CCN template
- The content for the topic is listed under each header.

STAT C1000E —We added this statement to the course description because the title of the embedded support course is identical to that of the parent course.

This course has embedded support.

Thank you to Oscar Villalobos
and Veselka Danova!

From PSYC 100/H to PSYC C1000/H

Concerns:

- Preserve the integrity of & the articulation agreements for PSYC 100 & 100H.
- Reduce confusion on the student user end.

Our Process:

- Attended state-level CCN Zoom sessions.
- Compared SCC's COR with CCN Templates.
- Consulted with key curriculum experts – Articulation Officer & Curriculum Specialist.

Finalizing the COR:

1. Adopted the required verbiage from the CCN templates.
2. Did not include "Part 2" in all but one area to ensure clarity for students.
3. Went beyond the content areas as outlined by the CCN templates to provide more detail to maintain articulation agreements.



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COMPARING PSYC C1000 & PSYC 100

MANDATORY CCN CONTENT (Part 1)

Course Outline

Course Outline

Part 1 Required Topics:

I. Cover at least two topics within each of the following major areas, addressing both theory and application:

- Biological (e.g., Neuroscience, Sensation, Consciousness)
- Cognitive (e.g., Cognition, Memory, Perception, Intelligence)
- Development (e.g., Learning, Lifespan Development, Language)
- Social and Personality (e.g., Motivation, Emotion, Social, Personality, Sex/Gender/Sexuality)
- Mental and Physical Health (e.g., Psychopathology, Health, Therapies)

II. Incorporate psychology's seven integrative themes throughout the course:

- How psychological science relies on evidence and critical thinking, adapting as new data develop
- How psychology explains general principles that govern behavior while recognizing individual differences
- How psychological, biological, social, and cultural factors influence behavior and mental processes

Part 1 phrase "at least two topics" could jeopardize articulation agreements with UC's.

For courses at the CC that translate to two courses at the UC, it is *critical* to have the COR reflect all required content.

ORIGINAL SCC COR TOPICS REQUIRED FOR ARTICULATION (PART 2)

Part 2 reflects a detailed list of all topics that must be included in the course per prior articulation.

(Part 2) Below is a more detailed outline of the areas (and topics within each area) that will be covered in this course:

History of Psychology and Science (3 hours)

- Roots of psychology and its present place in relation to other disciplines (e.g., philosophy and natural sciences)
- Different perspectives or schools of thought in psychology
- Pseudoscience and science, explain the steps in the scientific method
- Common research methods used in psychology, evaluating the strengths and weaknesses of each
- How hypotheses are supported or not through inferential statistics, but cannot be proven.
- Ethical considerations in psychological research
- Impact of cultural diversity on research methods, theory and application
- Applied areas of psychology (e.g., clinical, counseling, forensic, organizational, etc.)



ARTICULATION

- Cal-GETC
- Textbooks
- Part II- optional area of the CCN
- Existing approval— UCTCA & GE
- Articulation resubmissions



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Cal - IGETC

ICAS

The Intersegmental Committee
of the Academic Senates
University of California
California State University
California Community Colleges

Cal-GETC STANDARDS Version 1.2

The 2024 Cal-GETC Standards, Policies and Procedures Version 1.2 is an updated, corrected version of the 1.0 version that was created in response to the requirement that ICAS establish a singular lower division general education pathway that meets the academic requirements necessary for transfer admission to the California State University and the University of California per AB 928 (Berman, 2021). The document is intended to be both self-contained and accessible. It includes current practices and policies and, in some cases, will generate new policies and procedures to be implemented by the California Community Colleges, the California State University, and the University of California. The Cal-GETC standards, policies, and procedures contained in this document are independent of any prior General Education requirements.

9.3 Subject Area 3: Arts and Humanities

(2 courses: 6 semester or 8 quarter units)

At least one Cal-GETC Area 3A (*Arts*) course and one Cal-GETC Area 3B (*Humanities*) course are required.

The Arts and Humanities requirement shall be fulfilled by completion of at least two courses which encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic, religious and cultural importance. Students who have completed this requirement shall have been exposed to a pattern of coursework that

- is designed to develop and advance historical understanding of major civilizations and cultures, both Western and non-Western, through the study of philosophy, language, literature, religion and the fine arts.
- recognizes the contributions to knowledge, civilization, and society that have been made by men and women as well as members of various ethnic or cultural groups.
- encourages students to analyze and appreciate works of philosophical, historical, literary, religious and cultural importance.
- historically constitutes the heart of a liberal arts general education because of the fundamental humanizing perspective that they provide for the development of the whole person.

Note: CSU campuses have the discretion on whether to allow Cal-GETC Area 3A (*Arts*) courses and/or Cal-GETC Area 3B (*Humanities*) courses to also satisfy the CSU United States History, Constitution and American Ideals (AI) graduation requirement.

Note: Not every class that meets the Arts and Humanities requirement needs to individually meet each element of the above standards. For example, a class meeting the standards might focus on works of historical but not literary importance or exclusively on Chinese art or philosophy.

Review the Cal-GETC Subject Area Standard. Make sure your COR content continues to meet the intent of the Cal-GETC GE Area your course was approved for.

ICAS – lists the most current standards

- <https://icas-ca.org/>

Cal-GETC Standards Version 1.2 link

- [https://icas-ca.org/wp-content/uploads/2024/07/Cal-GETC Standards 1v2 2024.pdf](https://icas-ca.org/wp-content/uploads/2024/07/Cal-GETC-Standards-1v2-2024.pdf)



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TEXTBOOKS & CCN

Representative Texts, Manuals, and/or OER that is equivalent, Other Support Materials:

Part 1: Texts used by individual institutions and instructors may vary based on local college practice.

Barton and Tucker. Exploring Public Speaking. (Latest edition). LibreTexts. (OER)

Mapes, M. Speak Out, Call In: Public Speaking as Advocacy. LibreTexts. (OER)

Cunill, M. Fundamentals of Public Speaking. (Latest Edition). LumenLearning (OER)

Floyd, K. Public Speaking Matters. (Latest edition.) McGraw-Hill.

Lucas, S. The Art of Public Speaking. (Latest edition.) McGraw-Hill.

German, K. Principles of Public Speaking. (Latest edition.) Routledge.

Part 2: List Sample Textbooks, Manuals, or Other Support Materials (optional):

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.

- Textbooks and OERs cannot be older than 7 years. If older than 7 years include the rationale, "Textbook is a classic in the field."
- You can use other textbooks not listed, but highly recommend you list at least one or two of the representative textbooks listed in the CCN template. You do not need to list all the textbooks listed in the template.
- OER listed must include:
 - Title
 - Author
 - Publication date

CCN Templates

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/course-outline-of-records-submission>



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CCN PART 2 - Recommendation

Sample of CCN Part 2 language

Part 2: *Optional Expanded or Additional Topics (optional):*

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.

Sample of an SCC COR with Part 2 content

CCN Part 2: Optional Expanded or Additional Topics

Please do not introduce Part 2 with the word "optional", the use of the word unintendedly coverts the COR as a variable topics course. The CSU and UC do not articulate variable topics courses for general education.

Course Content Objectives:

Part 1 Objectives: At the completion of this course, the student should be able to:

1. Read analytically to understand and respond to diverse academic texts.
2. Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
3. Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.

Part 2: Expanded Course Content Objectives:

- Establish one's own informed and reasonable opinions and consider purpose, position, genre, and medium when constructing arguments
- Analyze rhetorical situations to create strong, audience-focused, and organized writing
- Apply certain processes, models, questions, and theories that result in enhanced clarity and comprehension

CCN Templates

- <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/course-outline-of-records-submission>



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ARTICULATION NEXT STEPS



Cal-GETC Submission

- December 2025 for Fall 2026
- Results: Apr/May 2026
- Published in ASSIST: June/July 2026

STEP 1

ASSIST Next GEN

- In April 2025: upload fall 2025 curricular changes (new courses, deactivations, and changes to prefixes, titles, or units)
- In May 2025: Upload New or Existing CORs for Fall 2025 (UCTCA) and Fall 2026 (GE) articulation submissions

Assist Next Gen

Cover

Date of Campus Approval of Outline:

10/21/2024

required

Effective Term for Course Outline of Record:

Fall 2025

required

Course Description:

Part 1: 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. Part 2: In addition to the research paper, this course emphasizes expository and argumentative essays, allowing students to gain familiarity with composing in a variety of academic, professional, and civic contexts, including digital environments. Formerly: ENGL101, Freshman Composition (2024)

required

COURSE OPTIONS

Course qualifies as honors

COURSE HOURS

Lecture Hours Per Term:

72.00

required

Lab Hours Per Term:

0.00

STEP 2

UC Transferability

- In July 2025 submit COR for Fall 2025 UC Transferability approvals
- UC Transferability Results: Aug/Sept
- Appeals: October 2025
- Final UC Transferability list is published in ASSIST: November 2025

STEP 3



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C-ID and Course-to-Course Articulation

| AREA 3: ARTS AND HUMANITIES | | | |
|---|-----------|-------------|------|
| Select ONE course from the Arts and ONE course from the Humanities. 2 courses - 6 semester or 9 quarter units are required | | | |
| A. ARTS: <u>One</u> Course Required | Completed | In Progress | Need |
| Art 100*/100H*, 101*/101H*, 102*/102H*; Cinema Studies 103, 104; Dance 100; Music 101*/101H*, 102, 103, 104; Theatre Arts 100 | | | |
| **Other Regionally Accredited College Course: _____ AP/IB _____ | | | |
| B. HUMANITIES: <u>One</u> Course Required | Completed | In Progress | Need |
| American Sign Language 111, 116, 210; Chinese 102; English 102**/102H**, 231, 232, 233A, 233B, 241, 242, 243, 270, 271, 272, 278, 279, 280; French 102, 201, 202; History 101**/101H**, 102**/102H**, 115*, 125, 118*, 129, 130, 140, 132, 172; Italian 102, 201, 202; Philosophy 106*/106H*, 108, 112, 115, 118, 120; Spanish 102, 111, 195A, 195B, 201, 202 | | | |
| **Other Regionally Accredited College Course: _____ AP/IB _____ | | | |
| AREA 4: SOCIAL AND BEHAVIORAL SCIENCES | | | |
| Select TWO courses form at least TWO different disciplines. 2 courses - 6 semester or 9 quarter units are required | | | |
| Anthropology 100*/100H*, 103, 104; Apprenticeship Child Development 107*, 110, 221; Child Development 107*; Cinema Studies 105; Communication 120*/120H*, 225*/225H*; Counseling 150, 165; Criminal Justice 101; Economics 101, 102; Education 101; Ethnic Studies 101*, 110*, 120*, 130*, 140*; Gender, Sexuality, and Women Studies 101, 102, 103; Geography 100*/100H*, 102*/102H*, 140; History 101**/101H**, 102**/102H**, 115+, 118, 120*/120H*, 121*/121H*, 124, 125, 126, 127, 129, 130, 140, 133, 142, 152, 162, 172, 240; Interdisciplinary Studies 155; Kinesiology 109; Political Science 110, 150, 201, 220, 221, 230, 235; POLS C1000*/POLS C1000H*; Psychology 157*, 160, 170, 180, 190, 200, 220, 230, 240, 250; PSYC C1000*/PSYC C1000H*; Sociology 100*/100H*, 101*, 115, 116, 120, 130, 150, 160, 210, 220, 230, 240*/240H*, 286 | Completed | In Progress | Need |
| **Other Regionally Accredited College Course: _____ AP/IB _____ | | | |
| Additional Area 4 Course: _____ | Completed | In Progress | Need |
| **Other Regionally Accredited College Course: _____ AP/IB _____ | | | |

SCC Phase II CCN courses are currently grandfathered into Cal-GETC GE areas. However, due to the CCN template edits, the CSU and UC system require all courses be submitted through the articulation cycles.

Other Articulation Submissions:

C-ID – on hold until further guidance from C-ID. Make no changes to your ADTs aside from the CCN Course number change.

Course-to-course articulation starts once all courses are approved as UC Transfeable.



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Curriculum

- I. CCN in eLumen
- II. Program and Requisite Impact
- III. State Approval (COCI)
- IV. Colleague, Student Self-Service, and Catalog



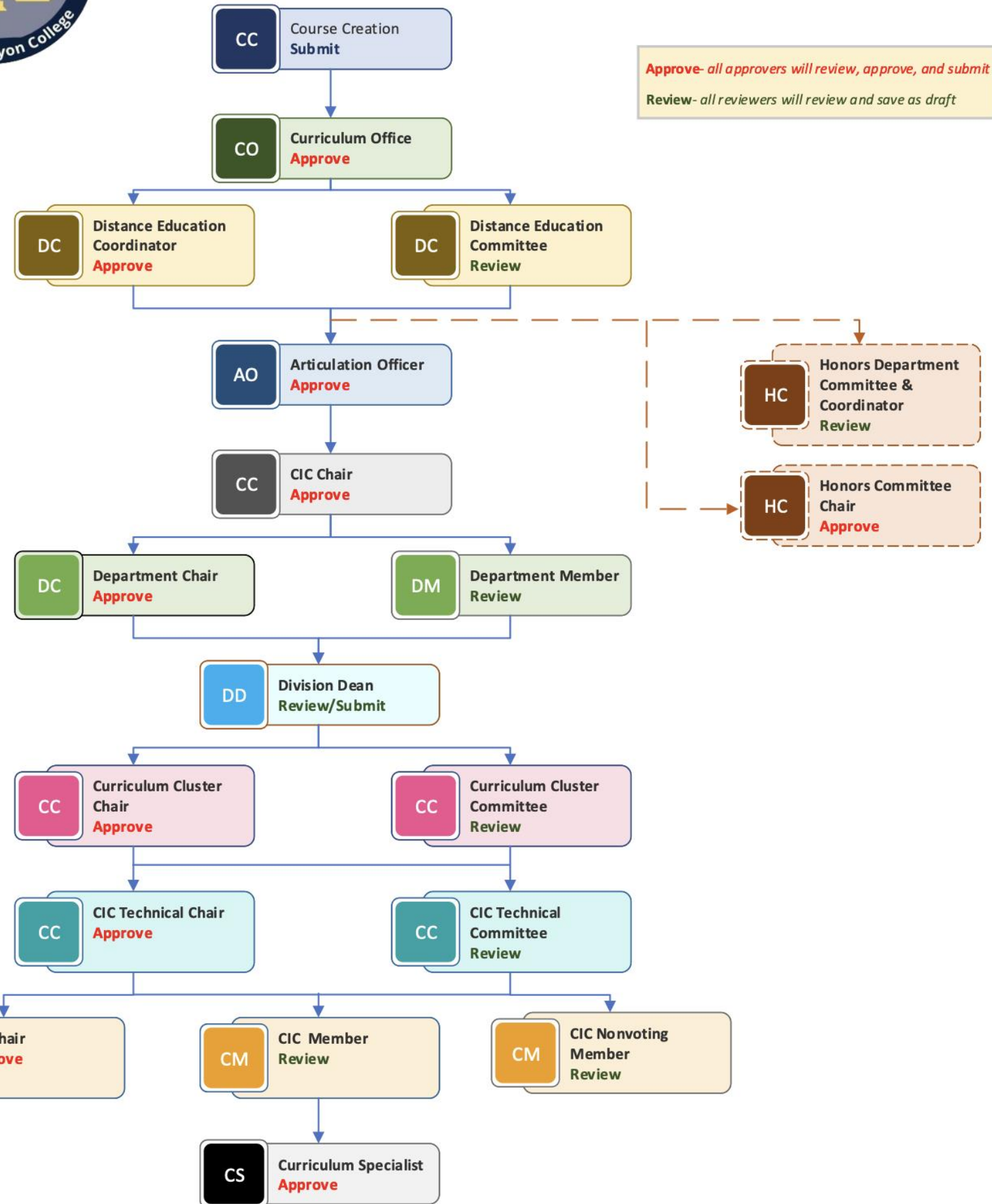
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Credit Course Workflows for New and Revised



CCN in eLumen

Revision Workflows

- Submit *REVISE CREDIT COURSE* workflows of existing courses to create CCN courses
- Do not use *NEW* course workflows
- Reference Revision Workflow Flowchart
- Approvals required
 - CIC --> Board of Trustees --> State



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Anaisabelle Garcia as Course Author in English* 1 Inbox Account Settings Support Log Out

Strategic Planning Curriculum 2 Reports

Curriculum Dashboard Curriculum Library 3

Course Program

Program: Academic Administration, ... (Total: 201) Course Code Course Title Distance Education Approved

Show/Hide (Total: 6)

4 Total Show: 15 entries < 1 >

New Revision Deactivate Course Show History View COR Report View Impact Report 5 Show Deactivated Courses

| 4 | Course Code | Course Title | First Term Offered | Last Term Offered | Distance Education Approved | Status |
|-------------------------------------|-------------|--|--------------------|-------------------|-----------------------------|--------|
| <input checked="" type="checkbox"/> | ENGLC1000 | Academic Reading and Writing | Fall 2025 | N/A | Yes | Active |
| <input type="checkbox"/> | ENGLC1000H | Academic Reading and Writing - Honors | Fall 2025 | N/A | Yes | Active |
| <input type="checkbox"/> | ENGLC1001 | Critical Thinking and Writing | Fall 2025 | N/A | Yes | Active |
| <input type="checkbox"/> | ENGLC1001H | Critical Thinking and Writing - Honors | Fall 2025 | N/A | Yes | Active |

4 Total Show: 15 entries < 1 >

Impact Reports

Course and Program Impact Reports in eLumen

- Impact reports can be accessed in eLumen's Curriculum Library
- Determine which courses need to be revised to update requisites to align with CCN course numbers and titles.
- Determine which programs needs to be revised to update the rule builder section to list CCN courses
- Communicate with other departments



Impacts for: ENGLC1000 - Academic Reading and Writing

(Active from: Fall 2025)

Courses that use ENGLC1000 - Academic Reading and Writing as a Requisite

| | Course Name | Type of Requisite | Rationale |
|----|---|-------------------|-----------------------------------|
| 1 | EDUC200 - Introduction to Elementary Classroom Teaching | Advisory | N/A |
| 2 | READ150 - Critical Reading | Prerequisite | Previous or concurrent enrollment |
| 3 | ENGL102H - Honors Literature and Composition | Prerequisite | N/A |
| 4 | ENGL103H - Honors Critical Thinking and Writing | Prerequisite | N/A |
| 5 | ENGL213 - Creative Writing | Prerequisite | N/A |
| 6 | ENGL220 - Survey of the Bible As Literature | Prerequisite | N/A |
| 7 | ENGL231 - Survey of English Literature I | Prerequisite | N/A |
| 8 | ENGL232 - Survey of English Literature II | Prerequisite | N/A |
| 9 | ENGL233A - Shakespeare's Comedies and Romances | Prerequisite | N/A |
| 10 | ENGL233B - Shakespeare's Tragedies and History Plays | Prerequisite | N/A |
| 11 | ENGL241 - Survey of American Literature, 1600-1865 | Prerequisite | N/A |
| 12 | ENGL242 - Survey of American Literature, 1865-Present | Prerequisite | N/A |
| 13 | ENGL243 - The Modern American Novel | Prerequisite | N/A |
| 14 | ENGL246 - Survey of Chicano Literature | Prerequisite | N/A |
| 15 | ENGL270 - Children's Literature | Prerequisite | N/A |
| 16 | ENGL271 - Survey of World Literature I | Prerequisite | N/A |
| 17 | ENGL272 - Survey of World Literature II | Prerequisite | N/A |
| 18 | ENGL278 - Survey of Literature by Women | Prerequisite | N/A |

Courses that are Requisites of ENGLC1000 - Academic Reading and Writing

| | Course Name | Type of Requisite | Rationale |
|---|---|-------------------|-----------|
| 1 | ACE116 - Introduction to Academic Composition | Prerequisite | Part 2 |

Program Impacts

| | Program Name | Rule Group Name | Units |
|---|--|----------------------|-----------------------------|
| 1 | Pre-Nursing and Allied Health Science, AS (Active from: Fall 2025) | Freshman Composition | Approved: 4.0 Revised: 4 |
| 2 | Communication Studies 2.0, AA-T (Active from: Fall 2025) | | Approved: 4.0 Revised: 4 |
| 3 | Elementary Teacher Education, AA-T (Active from: Fall 2025) | | Approved: 4.0 Revised: 4 |
| 4 | Law, Public Policy, and Society, AA-T (In Development - Proposed Start Term: Spring Intersession 2026) | | Approved: 4.0 Revised: 4 |
| 5 | Physics, AS-UCTP (Active from: Fall 2025) | | Approved: 4.0 Revised: 4 |
| 6 | Pre-Nursing and Allied Health Science, AS (In Development - Proposed Start Term: Spring Intersession 2026) | Freshman Composition | Approved: 4.0 Revised: 4 |



CB24 – Associated Programs

Associated Programs

- Course revision workflows list the programs tied to the course under the Course Development Options tab.

Cover... Course Development Options Units... Requis... Specif... Learni... Outlin... Distan... Curric...

More Options

Basic Skill Status (CB08) * ⋮

Course is not a basic skills course. ▾

Course Special Class Status (CB13) * ⋮

Course is not a special class. ▾

Grading Criteria * ⋮

None selected ▾

Allowed Number of Retakes ⋮

0

Allow Students to Gain Credit by Exam/Challenge

Allow Students To Audit Course

Retake Policy Description

NR - Non-Repeatable

Rationale For Credit By Exam/Challenge

Short Explanation of the Rationale For Credit By Exam/Challenge

Course Support Course Status (CB26) * ⋮

(N) Course is not a support course ▾

Section Size

Course Capacity ⋮

28

Associated Programs

Course is Part of a Credential (CB24)

- Communication Studies 2.0, AA-T (A.A. Degree for Transfer - Active from: Fall 2025)
- Elementary Teacher Education, AA-T (A.A. Degree for Transfer - Active from: Fall 2024 to Fall 2025)
- Elementary Teacher Education, AA-T (A.A. Degree for Transfer - Active from: Fall 2025)
- English, AA (A.A. Degree Major - Active from: Spring 2019)
- English, AA (In Development) (A.A. Degree Major - Active from: Spring 2025)
- Law, Public Policy, and Society, AA-T (A.A. Degree for Transfer - Active from: Fall 2025 to Fall 2025)
- Law, Public Policy, and Society, AA-T (A.A. Degree for Transfer - Active from: Fall 2025)
- Law, Public Policy, and Society, AA-T (In Development) (A.A. Degree for Transfer - Active from: Spring Intersession 2026)
- Liberal Arts: Arts, Humanities, and Communication, AA (A.A. Degree Major - Active from: Fall 2023)



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State Submission and Approval

Chancellor's Office Curriculum Inventory (COCI)

- New fields in COCI
 - Course Content
 - Requisites
 - Lab Activities
 - Objectives & Outcomes
 - Methods of Evaluation
 - Textbooks/Manuals

California Community Colleges Curriculum Inventory (COCI)

College SANTIAGO CANYON CCN (CB00) CCC000148439 COCI Submission Number 873201620080920 Proposal ID 426356

RESOURCES AGARCIA
HOME PROGRAMS

Dashboard
Site Administration +
Curriculum Submissions -
All Programs
All Courses
Manage Transfer Curriculum +
Configure Accounts +

ATTRIBUTES SUMMARY DETAIL UNITS & HOURS TRANSFER & ARTICULATION CONTACT

Subject
English

Department Name (CB01A)
ENGL

Department Number (CB01B)
C1000

Catalog 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.

Prerequisites
Placement as determined by the college's multiple measures assessment process.

Co-Requisites
Not Applicable

Course Content, Required Topics
1. Read, analyze, and evaluate diverse texts, primarily non-fiction, for rhetorical strategies and styles. 2. Apply a variety of rhetorical strategies in academic writing, including well-organized essays with effective theses and support. 3. Develop varied and flexible strategies for generating, drafting, revising, editing, and proofreading formal writing. 4. Analyze rhetorical choices in students' own and peers' writing and effectively provide and incorporate feedback. 5. Write in various genres and modalities, including low stakes, analytical, argumentative, collaborative, reflective writing, synthesis, literature review, and other forms. 6. Exhibit acceptable college-level control of mechanics, organization, development, and coherence. 7. Identify, evaluate, and effectively integrate material from source texts through paraphrasing, summarizing, and quoting using appropriate documentation conventions. 8. Compose a minimum of 5,000 words of formal writing across major assignments.

Laboratory Activities
Not Yet Assigned

Objectives/Outcomes
1. Read analytically to understand and respond to diverse academic texts. 2. Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation. 3. Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.

Methods of Evaluation
Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives will include primarily academic writing, which may include timed/in-class writing. Methods of evaluation are at the discretion of local faculty.

Representative Texts, Manuals, and/or OER that is equivalent, Other Support Materials
An anthology, or appropriate Open Educational Resources (OER) containing culturally diverse college-level essays, articles, or other texts. A college-level handbook on writing and documentation or evidence of similar writing pedagogy. Course texts may include book-length works. Texts used by individual institutions and even individual sections will vary. The list of representative texts must include at least one text with a publication date within seven (7) years of the course outline approval date.

Course Outline of Record (COR)
[ENGLC1000 New.pdf](#)

Colleague, Student Self-Service, & Catalog

Self-Service CCN Redirect Courses

| NEW CCN COURSE | OLD COURSE | REDIRECT TITLE |
|----------------|------------|------------------------------|
| COMM-C1000 | COMM-110 | COMM-110 is now COMM-C1000 |
| STAT-C1000 | MATH-219 | MATH-219 is now STAT-C1000 |
| STAT-C1000E | MATH-219S | MATH-219S is now STAT-C1000E |
| STAT-C1000H | MATH-219H | MATH-219H is now STAT-C1000H |
| POLS-C1000 | POLT-101 | POLT-101 is now POLS-C1000 |
| POLS-C1000H | POLT-101H | POLT-101H is now POLS-C1000H |
| ENGL-C1000 | ENGL-101 | ENGL-101 is now ENGL-C1000 |
| ENGL-C1000H | ENGL-101H | ENGL-101H is now ENGL-C1000H |
| ENGL-C1001 | ENGL-103 | ENGL-103 is now ENGL-C1001 |
| ENGL-C1001H | ENGL-103H | ENGL-103H is now ENGL-C1001H |
| PSYC-C1000 | PSYC-100 | PSYC-100 is now PSYC-C1000 |
| PSYC-C1000H | PSYC-100H | PSYC-100H is now PSYC-C1000H |

Colleague

- New course shells will be created with new number and course titles but same control numbers
- Keep historical information
- Old and new course shells will be equated, along with SAC's CCN courses

Self-Service

- Pseudo courses and sections created to alert students of the changes

Catalog

- New catalog page for CCN courses
- Crosswalk of new CCN course and old course
- Course Description – Include former title and year
 - Formerly PSYC100, Introduction to Psychology (2024)



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What happens here matters.

MOVING FORWARD—The CCN Cycle



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What happens here matters.

MOVING FORWARD - Recommendations

1. Creation of a CCN Taskforce or Workgroup
2. Include the expertise of the Articulation Officer & Curriculum Specialist(s)
3. Rely on CCN Leads for Discipline Support



QUESTIONS

Thank you!



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What happens here matters.

