



TO: Chief Instructional Officers
Chief Student Services Officers
Chief Information Systems Officers
Academic Senate Presidents

FROM: John Stankas, Vice Chancellor of Academic Affairs, Educational Services and Support
Equitable Student Learning, Experience and Impact Office

RE: COCI Submission Steps, Technological Updates and Taxonomy Parameters, Transition from TOP to CIP

This memorandum provides an update on the implementation of the Common Course Numbering (CCN) system and reviews the Chancellor's Office Curriculum Inventory (COCI) submission steps, technological needs, and taxonomy as well as modification to the CCN templates, and local course outline of record (COR) guidance. This memorandum also includes essential information about the Chancellor's Office's plan to transition course and program coding from the California Community Colleges' use of Taxonomy of Program (TOP) system to the national Classification of Instructional Programs (CIP) system used to collect and report information on programs and courses.

Background

The vision of CCN is to achieve intra- and intersegmental consistency for articulating commonly numbered courses within the California Community Colleges and between the University of California (UC), California State University (CSU) and the Association of Independent California Colleges and Universities (AICCU) while preserving institutional and faculty autonomy. [Assembly Bill 1111 \(Berman, 2021\)](#) amended the statute to require the adoption of a student-facing CCN system for all general education and transfer pathway courses, and each community college campus will incorporate common course numbers into its course catalog (see [Education Code section 66725.5](#)).

Implementation Efforts

As previously reported in the memorandum [ESLEI 24-22 Common Course Number Update](#) and [ESLEI 24-55 Common Course Numbering Implementation Allocations](#), the CCN Task Force proposed a phased approach to meet the mandates. In Phase I, faculty collaborated with intersegmental teams to develop a CCN Course Template for an initial set of high-enrollment courses to generate the first CCN-aligned courses for Fall 2025. During Phase II, development of

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CCN Course Templates for a second cluster of courses will be used to evaluate and refine the development processes and templates, test technology-based implementation, test-drive convening practices, and validate intersegmental collaboration. Phase III aims to implement potential technology solutions and create CCN Course Templates for additional transfer courses.

To learn more about the implementation efforts and timeline, visit the [Chancellor's Office Common Course Numbering webpage](#).

Taxonomy, Template Modification and COCI Submission

As we work toward implementing common course numbering (CCN) across the California Community Colleges, consistency across all colleges is paramount. The upcoming changes are designed to simplify the implementation of CCN, facilitate course revision in the Chancellor's Office Curriculum Inventory (COCI), improve data accuracy and enhance the student experience

Taxonomy Course Numbering Review

The [11-character CCN taxonomy](#) will provide course identification consistency across all California community colleges. The taxonomy aligns with the format recommended by the CCN Task Force and establishes:

- Consistency across all California community colleges that currently exhibit significant variability in course numbering among courses intended to meet the same content and program requirements.
- A four-letter subject to distinguish between disciplines with similar potential abbreviations (i.e., English and Engineering).
- The "C" designator in front of the number as a student-friendly feature. It is designed to be a quick visual confirmation to students that the course is a commonly numbered course in the California Community Colleges system, simplifying the course selection process for them.
- A four-digit number allows for new common course numbers to be established without duplicating numbering currently in use at the majority of California community colleges.

These numbers cannot be altered, and local numbering taxonomies cannot be added to this taxonomy. Currently, colleges may retain local numbering taxonomies for other courses. The CCN taxonomy will need to be student-facing (i.e., catalog, scheduling) for the six Phase I courses by Fall 2025 and for courses in later phases per established implementation timelines.

Phase 1 Template Modification and Local Course Outlines of Record

The CCN Templates have been modified slightly based on feedback gathered from the CCN Webinars:

- Minimum units are a threshold of lecture and lab combined. Colleges may use combinations of lecture, lab, and activity as they exist in current courses, provided they meet or exceed the minimum units included in the CCN Course Template unless specifically noted on the template.
- Advisories and recommended preparation were not intended to be among the common identical elements for Phase I courses and are at the discretion of the local college.
- The Course Description is also the Catalog Description – either term may be used locally. Catalog Description is the term in the COCI.
- For the optional templates designed for Honors courses, recommendations to colleges for Part II completion were added, and the word “Honors” was added to the title. These templates are not required for Phase I submission.
- For the ENGL C1001 Critical Thinking and Writing template, equivalent prerequisite CCN courses were added for clarity.

Colleges that have begun using the original template (dated 8-15-2024) may continue to do so or they may choose to use the modified update templates (dated 9-27-2024) as the changes were minimal.

Here are the updated COR components for a commonly numbered course:

Course Outline of Record Elements	
Elements in a Course Outline	Components in a CCN course that are identical across all course outlines and areas that can be expanded for local needs
Subject Code & Course Number	Identical
Course Title	Identical

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Lecture & Lab Units	Adheres to an Established Minimum
Course Description	Part 1: Identical Part 2: Optional Expanded Details
Pre-requisites, Co-requisites	Identical (advisories and recommended preparation are excluded)
Course Content	Part 1: Identical Part 2: Optional Expanded Details
Course Objectives/Outcomes	Part 1: Identical Part 2: Optional Expanded Details
Methods of Evaluation, Textbooks	Part 1: Identical Part 2: Optional Expanded Details

The CCN template elements reflect the common elements within a COR, but not all of the requirements for a COR. There are other elements required in a COR, including:

- Types or examples of required reading and writing assignments.
- Types or examples of outside-of-class assignments.
- Types or examples of instructional methodology.
- Discipline or disciplines established pursuant to Title 5, section 53407 in which the course is placed.

The Methods of Evaluation and Representative Texts fields are intended to be identical fields, as the information currently included is necessary for system-level articulation considerations using the templates.

It is not required that the Honors and Embedded Support course templates be submitted by December 2, 2024. Colleges choosing to use these templates already have existing honors courses

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that contain all elements of the non-honors course as well as extended information to distinguish an honors course from a non-honors course in accordance with local practices. Colleges choosing to use the embedded support templates already have existing English or Statistics (Math) courses that contain support content or activity in accordance with local practices.

Local Course Outlines of Record

All colleges must retain their existing required non-CCN elements in their CORs. The identical common elements for CCN alignment should appear in the revision of the local COR. Colleges may maintain curriculum standards and variation that serve the local college in that alignment, and identical elements must be included in the course outline. Specifically, how the colleges place the identical portion of Course Objectives/Outcomes in their course outlines is currently under local discretion. There will be further discussion around the inclusion of outcomes and objectives in CORs with the ASCCC and the California Community Colleges Curriculum Committee (5C), so future modifications may be outlined in upcoming editions of the Program Course and Approval Handbook.

Creating new courses using CCN Course Templates will not happen through the COCI submission process. For example, colleges that want to create an honors or embedded support course may create a course utilizing local curriculum policies and procedures, submit to COCI just like any new course, receive a control number, and then revise the new course using the CCN process listed below.

CCN Phase I COCI Submission Timeline

Changes to COCI have been made to accommodate the implementation of the [first six CCN courses](#). Colleges should plan to begin entering the six CCN Phase I courses into COCI by the end of November 2024. All COCI submissions for the six CCN Phase I courses are due by December 2, 2024. Fields will include:

- Course Description
- Outcomes/Objectives
- Course Content
- Methods of Evaluations
- Representative Textbooks

Changes to COCI

For Fall 2024, the online submission system will be updated to align with the new CCN template. Dropdown menus in COCI will allow users to indicate whether a course is a commonly numbered course. The online entry form in COCI will be adjusted to match the finalized CCN template,

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featuring two new dropdown menus: one to specify if a course is commonly numbered, and another to select from a list of existing common courses in the system. Once a common course is selected, the form will pre-populate with identical elements of the chosen course.

If a college wishes to revise optional content beyond the standard pre-populated fields, an additional CSV form will be available for download from the COCI dashboard.

In Fall 2025, Phase II of the CCN initiative will introduce new fields to COCI in order to support optional CCN content. Any optional content that was submitted via the CSV form in Fall 2024 will automatically be migrated into the COCI for colleges by Fall 2025. The CCC Tech Center regularly holds office hours and will provide updates and technical support to the colleges. Information regarding office hours is found on the COCI dashboard once users log in.

Program submission

Colleges will certify changes to all impacted associate degrees for Transfer (ADT) that align with CCN courses. Colleges will not need to submit revised ADTs at this time (see [ESS 23-44](#)). All other local degrees and certificates affected by CCN courses will need to be updated in COCI; however, program submission is not subject to the Phase I deadline of December 2, 2024.

CCN Phase I ASSIST Submission Timeline

[ESLEI Memo 24-53](#), dated September 6, 2024, noted that “during the 2024–2025 Cal-GETC submission period, CCCs will not submit revisions of these six, CCN template-aligned Phase I courses to CSU or UC via ASSIST for review. The Chancellor’s Office will provide submitted revised course outlines for Phase I courses to the system offices for use by the UC and CSU. The system offices aim to use the CCN templates, along with the full CORs built to align with the templates, to test concepts and potentially revise articulation processes for UC transferability and Cal-GETC general education. CSU and UC cannot guarantee that individual colleges will not need to resubmit outlines for general education or submit outlines for major preparation and/or course-to-course articulation review in the future. The course changes will not impact the current students’ articulation. The COMMC1000 Public Speaking course is an exception. The COMMC1000 Introduction to Public Speaking aligned course outlines, and any Phase I course without prior existing IGETC/Cal-GETC and UC TCA approval, must be submitted via ASSIST for UC and CSU review by early December.”

This direction has changed. The current status is that submission and review of CORs for Cal-GETC in ASSIST will proceed as usual. The revisions to CCN Phase 1 courses (including course identifier and course outline updates) must be made in the ASSIST Data Management application Curriculum area and submitted in Workflow by December 13, 2024, to be reviewed for Cal-GETC area(s) for Fall 2025. Each revised COR will be reviewed according to the agreed upon general

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education guidelines set by the Intersegmental Committee of Academic Senates (ICAS) and shared in the updated Cal-GETC standards.

Currently, CCN templates alone do not automatically confer specific articulation approval or general education approval with the CSU or UC. CORs may be revised to include or accommodate the templates for Phase I and will then be reviewed at the COR level during the upcoming review cycle.

These revised courses will retain existing Cal-GETC articulation for a two-year period even if further revisions by UC or CSU are required. Colleges have two years to resubmit and during that time existing systemwide GE articulation approvals remain intact, thus protecting the student.

Future Technological Integration

The ultimate goal is to reduce administrative burdens by eliminating the need for duplicate data entry across various systems. The following is a breakdown of the long-term technical implementation stages.

- 1.** Integration with ASSIST: COCI will sync with ASSIST to explore streamline course information entry. By Spring 2025, course matching via Course Control Number sync will begin.
- 2.** Expanded System Integration: Systems such as MIS, Program Pathways Mapper and C-ID will sync or use Application Programming Interfaces (APIs) to reduce the need for manual data input.
- 3.** API (date TBD) will further automate data transfer across data systems.

TOP to CIP Conversion

For many years, the Chancellor's Office has received requests from various stakeholders, including the Academic Senate for California Community Colleges (ASCCC) and the California Community Colleges Chief Instructional Officers (CCCCIOs), to transition from using the Taxonomy of Programs (TOP) system to the national Classification of Instructional Programs (CIP) system for course and program coding. CIP is used at the state and national levels to collect and report a variety of information on programs and courses. Both the CSU and the UC use CIP codes and support the California Community Colleges' transition for program alignment.

TOP codes are unique to California community colleges, while other post-secondary institutions use CIP codes. CIP codes offer more detailed classifications than TOP codes, with several CIP codes often corresponding to a single TOP code. Currently, California community colleges are required to use CIP codes when compiling Federal Gainful Employment data or documenting Career Technical Education (CTE) outcomes for accreditation. As a result, many colleges use both systems to designate program content.

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Each year, the Chancellor's Office converts program-level data from TOP to CIP using a crosswalk system, which is then reported to national databases like the Integrated Postsecondary Education Data System (IPEDS). With the full implementation of the CCN system, transitioning from TOP code to CIP code is critical and timely. The funding provided to colleges for CCN implementation may be used to support the technological changes required for this transition. Further guidance and information will be provided, with the goal of completing a full shift to CIP codes by Fall 2027.

Colleges are encouraged to work collaboratively through local structures to meet the following requirements:

- Complete local curriculum work and submit the 6 courses to COCI by December 2, 2024.
- Implement Phase I CCN courses to be student-facing by Fall 2025 and included in the 2025-26 catalog.
- Update all CORs that have pre-requisite references to any of the CCN courses.
- Update local degrees and certificates to include appropriate CCN courses.
- Identify all technical systems that will be affected by CCN.
- Prioritize needed changes to systems that interact with students.
- Develop local timelines to implement those changes.
- Provide training and ongoing support for staff, faculty, administrators, and students on navigating updated systems.
- Ensure data integrity associated with CCN.

Finally, colleges should consider the integrations with downstream and ancillary systems, such as transcripts, degree audit, counseling platforms, catalog, websites, credit for prior learning, as well as the impact of CCN on equivalencies, substitutions, repetition, academic renewal, and prerequisites.

What's next?

Content for Phase II Templates

The ASCCC is reaching out to academic senate presidents of the California community colleges, as well as system academic senate leadership of the CSU, UC and other four-year partners, to identify discipline faculty to complete the content for the Phase II CCN courses. Community college academic senate presidents, as well as leadership of the CSU, UC and other four-year institution partners, were invited to nominate faculty members to participate in the Common

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Course Numbering Faculty Workgroups (CCNFW) that will be convened during the months of [October, November and December](#) for each of the 24 courses identified for Phase II.

As broad faculty feedback is vital, the ASCCC will provide vetting opportunities through local academic senate presidents and other appropriate listservs for Phase II CCN course content via surveys. Faculty are encouraged to complete the survey for courses in their discipline, as the feedback will be utilized by CCNFWs to develop CCN Course Templates. Following the October, November and December convenings, additional surveys will be disseminated inviting feedback on the newly developed CCN Course Templates. These pre- and post-development surveys are the primary mechanism for broad faculty engagement with template development.

Please encourage all faculty (CCC, CSU, UC and independent institutions) to [sign up for discipline listservs](#) for current and timely information related to CCN. Intersegmental participation is crucial to the success of CCN for students. Information for these faculty convenings can be directed to Holly@ASCCC.org. The goal will be to get the finalized CCN course templates to the colleges by Spring 2025 for Fall 2026 implementation.

The Chancellor's Office is committed to supporting the colleges in their implementation of this updated policy and will provide additional guidance and technical assistance as needed. If you have any questions, please send them directly to Transfer@CCCCO.edu.