Oregon Common Course Numbering Handbook

2026 Update

Third Edition

PREFACE

The Common Course Numbering Handbook was created to assist with Common Course Numbering (CCN) Subcommittee work for the State of Oregon. We would like to thank the Transfer Council, who oversees this work, and recognize the members of the first CCN Subcommittees whose dedication, time, and expertise helped pave the way for creating CCN and improving the transfer experience for students in the State of Oregon. Compiled by Jane Denison-Furness, Postsecondary Transfer Specialist, Community Colleges and Workforce Development (CCWD), Higher Education Coordinating Commission (HECC). First edition, 2022. Updated 2024 and 2026.

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THE HISTORY OF COMMON COURSE NUMBERING (CCN) IN OREGON

OREGON TRANSFER

The following information represents a compilation of documents tracing the history of initiatives focused on improving student success and the transfer experience for college students within the State of Oregon. All documents are noted and linked within this section for reference. Please refer to the original documents for a comprehensive timeline.

From the Common Course Numbering House Bill 2979 Report: A Report to the Oregon Legislature (12/1/2013) and miscellaneous documents, including Transfer Council meeting notes.

STATEWIDE COLLABORATIONS ON TRANSFER AND COMMON COURSE NUMBERING: AN OREGON TIMELINE

This timeline provides a high-level overview of the statewide collaborative efforts regarding student transfer and success from 1987 to 2025.

1987	House Bill (HB) 2913 passed by the Oregon Legislative Assembly. The bill called for a committee to study Common Course Numbering (CCN). During this time, "outcomes" were not part of accreditation language.
1988	The HB 2913 Committee completed the first Associate of Arts Oregon Transfer (AAOT) Degree Standards.
1992	The HB 2913 Committee completed a common course numbering course list. The Joint Boards Articulation Commission (JBAC) replaced the HB 2913 Committee and the University System/Community College Coordinating Committee.
1999	JBAC submitted a Course and Credit Transfer Plan to the Oregon Legislative Assembly (HB 2387). Recommendations for continued activity included K-16 alignment, communication and access to student information, automated course equivalency and electronic degree audit system, ongoing data collection and research, and a commitment to regional partnerships, co-enrollment, and dual admissions programs.

2001	The Catalog of Lower Division Collegiate Courses (LDCC) was completed by the Office of Community Colleges and Workforce Development (CCWD). The document differentiated "college level" from "lower division collegiate course" and called for the alignment of community college (CC) courses with those offered at the State's universities. JBAC adopted a Credit for Prior Learning (CPL) and Transfer Credit Limitation Policy. (The LDCC was later built into the process of adding/revising/deleting courses and programs in a program called the Oregon Community College Program Submission System also known as "Webforms.")
2003	The Oregon State Board of Education endorsed a Career Pathways initiative.
2004-05	JBAC Implemented the Oregon Transfer Module (OTM). Senate Bill (SB) 342 called for the implementation of a statewide course applicability system, (ATLAS), and alignment of Advanced Placement (AP), International Baccalaureate (IB), and Dual Credit. JBAC also agreed to a shared set of Outcomes and Criteria for Transferable General Education Courses in Oregon.
2007	Oregon became a Liberal Education and America's Promise (LEAP) state. AAOT was aligned to the learning outcomes and all 17 community colleges offer the same AAOT.
2009	HB 3093 passed and directed the Oregon Joint Board of Education to develop a plan for applied baccalaureate degrees in Oregon. SB 442 passed and directed Oregon universities, on behalf of the Joint Boards of Education, to conduct a study of approaches to increase student enrollment and success for rural Oregon students in institutions of higher education.
2010	Western Interstate Commission on Higher Education (WICHE) Interstate Passport Initiative conceived. The initiative was created to advance policies that support seamless transfer of students in the region. Oregon began to apply for Degree Qualifications Profile (DQP), Common Core State Standards, Win-Win, and Reverse Transfer grants, each supporting the goals of CCN. CCWD launched the Oregon Community College Program Submission System also known as "Webforms" for course/degree submission.
2011	The Transfer Student Bill of Rights and Responsibilities (HB 3521) was passed by the Oregon Legislative Assembly. The measure directed the Joint Boards to articulate uniform protocols for transferring credits. The measure also provided for the development of Reverse Transfer programs.

2012	DQP Grant to the State of Oregon supported the exploration of five broad learning outcomes from associate to master's degrees.
2013	The Oregon Legislative Assembly adopted HB 2979. The measure established a work group to study how to implement CCN for lower-division undergraduate courses. HB 2970 continued the Transfer Student Bill of Rights and Responsibilities and called for the development of new transfer degrees in areas such as engineering.
2017	HB 2988 passed by the Oregon legislative assembly. The bill attempted to mitigate credit loss by requiring community colleges and public universities to establish foundational curricula and statewide transfer agreements to align pathways for community college students in Oregon as they transfer to an in-state, public university.
2021	SB 233 directs the Higher Education Coordinating Commission (HECC) and community colleges and universities to improve academic credit transfer and transfer pathways between Oregon's public community colleges and universities. The bill established the 15-member Transfer Council and tasked them with developing recommendations on a Common Course Numbering system (CCNS), Major Transfer Maps MTMs), and other credit transfer-related concerns.
2022	Common Course Numbering (CCN) faculty subcommittees began meeting in March. Course alignment must be completed by December 31 of each year.
2024	Oregon Administrative Rules (OARs) for CCN adopted by the Higher Education Coordinating Commission (HECC) in October 2024.
2025	Common Course Numbering Articulation Policy (CCNAP) adopted in August 2025. All approved CCN courses began using the updated policy framework (the CCNAP).

TRANSFER AND DEGREE COMPLETION

From a Background Brief on Student Transfer (2020)

Rates of baccalaureate degree completion and time to completion vary between community college (CC) transfer students and students who began post-secondary education at a four-year public university. In Oregon, 62.4 percent of transfer students who transferred to a public university with at least 24-36 transferred credits complete a bachelor's degree (BA/BS) within four years of transfer. For the most similar population of first-time university students – those

who successfully completed two years at a public university – the six-year graduation rate is 82.4 percent. Furthermore, 63 percent of Oregon transfer students enter universities with fewer credits than they had earned at CCs and 35 percent lose more than one term of coursework.[1]

Oregon has instituted several transfer degrees and modules during recent decades, including the 90-credit Associate of Arts Oregon Transfer (AAOT), 45-credit Oregon Transfer Module (OTM), and Associate of Science Oregon Transfer (ASOT; credits vary by institution). In addition, many institutions have developed articulated agreements to facilitate successful credit transfer. The Legislature passed a Transfer Student Bill of Rights in 2011, establishing methods to resolve credit transfer issues, which facilitated the development of uniform, statewide credit transfer pathways. Transfer students often find that while their transfer degree helps them meet the admission standard of the receiving university, their general education and major course of study credits are accepted only on a course-by-course, institution-by-institution basis.

House Bill (HB) 2998 attempted to mitigate credit loss by requiring CCs and public universities to establish foundational curricula and statewide transfer agreements to align pathways for CC students in Oregon as they transfer to an in-state, public university. To build a seamless transfer system, HB 2998 required the HECC to convene CCs and universities to advance three legislative requirements:

1. Develop one or more foundational curricula of at least 30 college-level credits (common across Oregon public colleges and universities) that allow CC students who complete such curricula to count each academic credit from such curricula toward their degree requirements at any public university.
2. Provide input to HECC staff on policy and data questions for a report to the Legislative Assembly, including defining "lost academic credit," recommending the number of foundational curricula and how they will transfer within and across sectors, and determining the criteria for identifying the prioritized majors for unified state transfer agreements (USTA) to be developed.
3. Generate a USTA for each major course of study that provides a path for CC students to transfer to any public university with the optimal number of academic credits to complete the degree on-time, without loss of academic credit or requirement to retake a course.

Many CC students face numerous personal and structural barriers to transfer, including financial concerns, limited information, and the lack of coordination between 2-year and 4-year institutions. Through the work of the HECC, work was focused on analysis and improving coordination between Oregon's public 2-and-4-year institutions. A coordinated credit transfer system is an essential part of creating a more affordable, efficient, and equitable higher

[1] Higher Education Coordinating Commission. 2017. Improving Transfer Pathways in Oregon. Slides 9-11.

education system for transfer students—who tend to be first generation, rural, students of color, and/or working parents.[2]

While HB 2998 demanded specific deliverables, it did not grant new authority to the HECC, remove faculty control of curriculum, or mandate statewide curricula. Instead, it directed the HECC to convene workgroups with a guiding principle of faculty autonomy over faculty work—building upon 30 years of a coordinated effort—to streamline transfer processes in Oregon.

*Note: Unified Statewide Transfer Agreements (HB 2998, 2017) became Major Transfer Maps under SB 233, in 2021.

The National Landscape

Clear and consistent transfer policies are necessary to ease the process for students and create partnerships between post-secondary institutions. Studies have shown that many students lose credits or must retake courses after they complete the transfer process.[3] In this context, "losing credits" refers to the accumulation of elective credits beyond what is required for a bachelor's degree in Oregon. To decrease credit loss and excess credits beyond what is required for a bachelor's degree, statewide transfer degrees provide consistency across public intuitions and systems in the state. Transfer policies across the nation reflect a spectrum of diverse ideas and policy tools used to facilitate these pathways, including Common Course Numbering, reverse transfer, core curriculum, guaranteed transfer, general education curriculum completion guarantee, and other avenues to create unified transitions for students in Oregon. According to the Education Commission of the States (2022), 38 states have a transferable core of lower-division courses, 20 states have a statewide Common Course Numbering system (CCNS), 35 states have statewide guaranteed transfer of an associate's degree, and 25 states have enacted statewide reverse transfer legislation.[4]

When considering credit loss as a barrier to student success, research has identified two main reasons that colleges and universities do not accept credits at transfer: general credit loss (GCL; credits not accepted at all) and major credit loss (MCL; credits transfer, but do not apply to specific requirements in the chosen degree plan/major). Three themes have surfaced in research looking at credit loss. First, two-thirds of first-time students lose some credits at transfer and

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[2] Bordoloi Pazich, L., & Bensimon, E. M. (2010, November). *Wisconsin transfer equity study: Final report*. Center for Urban Education, Rossier School of Education, University of Southern California.

[3] Monaghan, D. B., & Attewell, P. (2014). The community college route to the bachelor's degree. *Educational Evaluation and Policy Analysis, 37*(1), 70-91. https://doi.org/10.3102/0162373714521865

[4] Education Commission of the States. (2016, April). 50-State comparison: Transfer and articulation policies. https://reports.ecs.org/comparisons/transfer-and-articulation-2022

almost 40% lose all credits.[5] Next, credit loss varies significantly across institutions. Students transferring from private, for-profit colleges to public 4-year institutions lose more credits than those who transfer from a public 2-year to a public 4-year institution.[6] Third, loss of credits is inversely related to persistence and baccalaureate attainment.[7]

As states work toward higher-education attainment goals, Oregon will monitor national trends – including transfer policies – to ensure we provide the most successful tools to assist students along their journey from matriculation to degree completion.

Senate Bill 233

Content derived from the Transfer Council Report to the Higher Education Coordinating Commission, January 15, 2022

Senate Bill (SB) 233 (2021) directs the Higher Education Coordinating Commission (HECC) and community colleges (CCs) and universities listed in Oregon Revised Statute (ORS) 352.002 to improve academic credit transfer and transfer pathways between Oregon's public CCs and universities. The bill directs the HECC to establish a 15-member Transfer Council with representation from Oregon's public universities and CCs, and from secondary education. The Transfer Council is tasked with developing recommendations on a Common Course Numbering system (CCNS), Major Transfer Maps (MTMs), and other credit, transfer-related concerns.

Included in the legislation was a requirement that the Transfer Council submit "an annual report to the commission that includes all information necessary for the commission to determine the effect of common course numbering, foundational curricula and unified statewide transfer agreements [MTMS] on a demographically and institutionally disaggregated basis" SB 233, Section 8(d)(F). This report must be submitted to the HECC in September each year.

Additionally, the HECC must submit a similar report on transfer to the legislature by December 15 each year.

Mandates of Senate Bill 233

Senate Bill (SB) 233 establishes the following:

- The establishment of a 15-member Transfer Council,
- Clarifies authority for Common Course Numbering (CCN) and MTM work,

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[5] Simone, S. A. (2014). Transferability of postsecondary credit following student transfer or coenrollment (NCES 2014-163). *U.S. Department of Education, National Center for Education Statistics*. https://nces.ed.gov/pubs2014/2014163.pdf

[6] Ibid; U.S. Government Accountability Office. (2017). Higher education: Students need more information to help reduce challenges in transferring college credits. http://www.gao.gov/assets/690/686530.pdf

[7] Monaghan, D. B., & Attewell, P. (2015). The community college route to the bachelor's degree. *Educational Evaluation and Policy Analysis*, 37(1), 70–91. https://doi.org/10.3102/0162373714521865

- Requires CCN and common learning outcomes to address alignment of highly enrolled lower-division courses,
- Reduces the number of Major Transfer Maps (MTMs) required annually from 3 to 1 until 2024 while CCN work is most intensive, and
- Requires greater accountability (audit process, reporting, and a student appeals process).

SB 233 also requires that the Transfer Council (TC) recommend a Common Course Numbering system (CCNS) that aligns highly enrolled lower division collegiate courses (LDCCs) across the state, enabling students to graduate in less time while saving money.

Finally, SB 233 requires an audit process, regular reporting, and a student appeals process, which are multiple aspects of accountability that will help ensure the successful implementation and maintenance of the work. Yearly legislative reports should address the following:

- Describe any subcommittees the council intends to establish for the purpose of assisting the council in the development of the Common Course Numbering (CCN);
- Detail the list of subjects, courses, and subcommittees established for each year;
- List the courses or subject areas the council has identified for the coming year; and

Lists the courses or subject areas that the council anticipates adding to the (CCNS) after the 2025-2026 academic year.

COMMON COURSE NUMBERING COURSE LIST CREATION

Content derived from the Transfer Council Report to the Higher Education Coordinating Commission, January 15, 2022, updated 2026.

The original 80 Most Transferred Course List created by Registrars from community colleges (CCs) and Oregon public universities (OPUs) reflects the top transfer courses and the number of times that a course transferred into public universities from an Oregon CC over a period of three years. The Transfer Council (TC) voted to use this list as a starting point to identify courses for a Common Course Numbering system (CCNS).

In the November 2021 meeting, TC voted on a process/methodology to establish a course list to meet the state mandated deadlines. The process is as follows:

- Use the “Transfer Council CCN List of the 80 Most Transferred Courses.”
- Attend to sequencing and start with appropriately sequenced courses (ask faculty to review course groupings to see if sequencing/grouping makes sense).
- Look at low hanging fruit (ask faculty if some courses are already aligned and/or common course numbered).

- Refrain from requesting discipline faculty to work on Major Transfer Maps (MTMs) and Common Course Numbering (CCN) at same time (e.g., Psychology MTM and aligning Psychology courses at same time).
- Select courses from the "80 Most Transferred Course List" that are commonly prerequisite courses for major or upper division requirements.
- The first round of courses for the 2023-2024 academic year should not be from only one discipline.
- The TC will revisit the methodology annually to strengthen further work, including communication from registrars, faculty, MTMs, curriculum managers, and students.

The TC also voted in favor of focusing on at least nine courses for 2023-2024, and then up to at least half of the top 80 transfer course list by the 2025-2026 academic year. Using the Transfer Council CCN List of Courses, and the process identified by TC, HECC staff created a draft list of courses for each deadline.

This list, along with a faculty feedback form, was sent to Provosts, Chief Academic Officers, and Dual Credit Coordinators for distribution to relevant faculty. The Faculty Feedback Form contained background information, the registrar course list, and the proposed course list. Faculty were asked to comment on course clustering. They were also asked to assess whether any courses should be added to the list, and which courses are (largely) already aligned. Finally, they had an opportunity to provide open-ended feedback. The survey received 70 responses in total, which included responses from all 7 public universities and all 17 CCs in addition to responses from faculty involved in dual credit programs. Based on this feedback, a more finalized list was created for review and vote by the Transfer Council.

Starting in 2024, this process was updated to include information from a 2022-23 List of Highest Enrolled, Lower-Division Courses (HECC's Office of Research and Data), an annual consultation with past and existing CCN cochairs, the Top 30 Transfer Courses (an addition to the 80 Most Transferred List, from the Systems and Operations Subcommittee), and an annual review of course catalogs and class schedules (for all 17 community colleges and 7 public universities, looking at the past three years). Collectively, combining these sources to generate a draft list of courses for possible alignment provides Transfer Council with a viable list of courses for CCN alignment work.

COURSE LISTS BY YEAR

The following course lists were identified for each legislatively mandated deadline by the Transfer Council (TC). Dates listed represent the year in which courses were aligned. Courses with a "Z" designator after a course number have been fully aligned under CCN. For more information on when courses were approved, when they were required to appear in course catalogs and review timelines, see the List of Approved Courses on the Educator Resources—Common Course Numbering webpage.

2022

Communication

- COM/COMM 100Z Introduction to Communication
- COM/COMM 111Z Public Speaking
- COM/COMM 218Z Interpersonal Communication

Math

- MTH/MATH 105Z Math in Society
- MTH/MATH 111Z Precalculus I: Functions
- MTH/MATH 112Z Precalculus II: Trigonometry

Statistics

- ST /STAT 243Z Elementary Statistics I

Writing

- WR 121Z Composition I
- WR 122Z Composition II
- WR 227Z Technical Writing

2023

Business

- BA 101Z Introduction to Business
- BA 211Z Principles of Financial Accounting
- BA 213Z Principles of Managerial Accounting

English

- ENG 104Z Introduction to Fiction
- ENG 105Z Introduction to Drama
- ENG 106Z Introduction to Poetry

Math

- MTH/MATH 251Z Differential Calculus
- MTH/MATH 252Z Integral Calculus
- MTH/MATH 253Z Calculus: Sequences and Series

Psychology

- PSY 201Z Introduction to Psychology I
- PSY 202Z Introduction to Psychology II

2024

Biology

- BI/BIO/BIOL 221Z Principles of Biology: Cells

- BI/BIO/BIOL 222Z Principles of Biology: Organisms
- BI/BIO/BIOL 223Z Principles of Biology: Ecology and Evolution

Business

- BA 169Z Data Analysis Using Microsoft Excel
- BA 226Z Business Law

Chemistry

- CH/CHE/CHEM 221Z General Chemistry I
- CH/CHE/CHEM 222Z General Chemistry II
- CH/CHE/CHEM 223Z General Chemistry IIII
- CH/CHE/CHEM 227Z General Chemistry I Laboratory
- CH/CHE/CHEM 228Z General Chemistry II Laboratory
- CH/CHE/CHEM 229Z General Chemistry III Laboratory

Economics

- EC/ECON 201Z Principles of Microeconomics
- EC/ECON 202Z Principles of Macroeconomics

Sociology

- SOC/SOAN 204Z Introduction to Sociology
- SOC/SOAN 205Z Social Change and Institutions
- SOC/SOAN 206Z Social Problems

2025

Biology

- BI/BIO/BIOL 231Z Human Anatomy and Physiology I
- BI/BIO/BIOL 232Z Human Anatomy and Physiology II
- BI/BIO/BIOL 233Z Human Anatomy and Physiology III

Chemistry

- CH/CHE/CHEM 104Z Introduction to Chemistry
- CH/CHE/CHEM 124Z Introduction to Chemistry Lab
- CH/CHE/CHEM 112Z Chemistry for Health Professions
- CH/CHE/CHEM 150Z Preparatory Chemistry

History

- HST/HIST 201Z United States History I
- HST/HIST 202Z United States History II
- HST/HIST 203Z United States History III

Spanish

- SPA/SPN/SPAN 101Z First-year Spanish I
- SPA/SPN/SPAN 102Z First-year Spanish II
- SPA/SPN/SPAN 103Z First-year Spanish III

2026

Anthropology

- Archaeology
- Cultural Anthropology
- Biological or Native American Anthropology

Art

- Drawing
- Intro to Photography
- Basic Design or Painting

Communication*

- COM/COMM 216Z Intercultural Communication
- COM/COMM 219Z Small Group Communication
- COM/COMM 220Z Introduction to Gender and Communication

History

- History of Western Civilization I
- History of Western Civilization II
- History of Western Civilization III

Political Science

- International Relations
- State and Local
- US/American Government

Spanish

- Second-year Spanish I
- Second-year Spanish II
- Second-year Spanish III

*These communication courses were aligned in 2025, but Transfer Council failed to approve the credits required for these courses. They will be approved as part of 2026 course approvals.

Beyond 2027

The Transfer Council also approved the following approach to selecting courses for consideration as part of CCN. Transfer Council annually approves courses for CCN using the following guidelines:

- Revisit highly transferred course list and prioritize completion of courses on an additional list of 30 most-transferred courses, created by the Systems and Operations Subcommittee in 2025.
- Prioritize the courses most taken at community colleges (CCs),
- Consult the list of Highest Enrolled Lower-division courses, created by the HECC's Office of Research and Data,
- Consult current and past CCN Cochairs, and
- Consult academic course catalogs and course listings, to ensure courses are not only in catalogs, but being taught at institutions.

COMMON COURSE NUMBERING APPROVAL PROCESS

Recommendations on course alignment are submitted to Transfer Council (TC) in Recommendation Majority or Minority Reports. Under Senate Bill (SB) 233 Section 6 (7)(B)(c):

"Two or more members of a subcommittee who disagree with recommendations that are submitted to the council on a subject that will be submitted by the council to the commission under section 8 (1)(d)(A) to (D) of this 2021 Act may jointly submit a minority report to the council that contains alternate recommendations. A minority report created under this paragraph shall be submitted to the council with the majority recommendations."

The HECC Commission and Transfer Council encourage institutions to equate CCN courses to existing, same numbered courses to establish continuity for students and institutions.

Figure 1 demonstrates the CCN Approval Process, from CCN Subcommittees to adoption by Oregon public community colleges (CCs) and universities (OPUs).

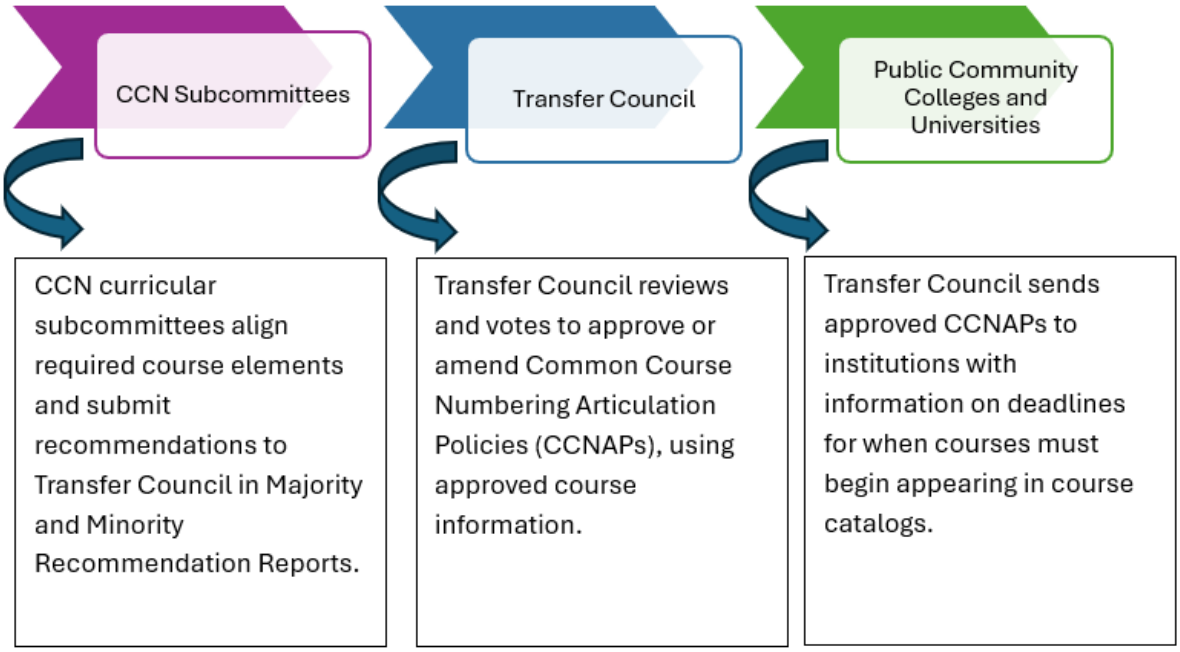

Figure 1 Common Course Numbering Approval Process

COMMON COURSE NUMBERING SUBCOMMITTEES

Content for Common Course Numbering (CCN(Subcommittees has been derived from the Faculty Course Alignment Subcommittee Charge, unless otherwise noted.

APPOINTMENT TO A SUBCOMMITTEE AND TERMS OF SERVICE

From Senate Bill (SB) 233 Section 6(5)(B): Transfer Council (TC) "may appoint any individual employed by a public university…or a community college (CC) operated under Oregon Revised Statute (ORS) chapter 341, including faculty, registrars, academic advisors and academic administrators…Appointment to a subcommittee established under this subsection does not entitle an individual to vote as a member of the council."

Members of the Faculty Course Alignment Subcommittee serve for two years. All members are expected to maintain an active level of engagement on the subcommittee. Groups will propose a calendar of maintenance to ensure the continued alignment of the courses.

NOMINATION TO A CCN SUBCOMMITTEE

At the end of each calendar year, Transfer Council (TC) Co-Chairs will send a request for nominations. CAOs, Provosts, faculty associations, and relevant unions will be notified.

Bios (including self-nominations) are reviewed by CAOs/Provosts, sent to HECC Staff for further review, then forwarded to TC, which will consider nominations and appoint subcommittee members by vote.

Individuals nominated to serve on a subcommittee may be asked to serve as a "bench" for replacements, to fill vacancies that occur during the year.

FAQ and Bio-sketch documents will be included with the email asking for nominations. Interested individuals, CAOs, Provosts, and union/labor folks are asked to complete the nomination form before sending to either the Chief Information Officer (CIA) Chair or the Chair of Provosts' Council.

All nominations to CCN subcommittees will then be sent to the HECC, who will nominate individuals to the TC for a vote. Figure 2 demonstrates this process.

Figure 2 CCN Subcommittee Member Recruitment and Nomination Process

Note: In order to recruit members for CCN Subcommittees, TC and HECC staff encourage those making nominations to consider both a nominee's expertise in credit transfer issues and the HECCs equity lens. TC will consider expertise by discipline, diversity by region, and institution size when voting on members.

Please contact Transfer Council if you have questions at TransferCouncil@hecc.oregon.gov

CCN SUBCOMMITTEE GOVERNANCE AND POLICIES

from Senate Bill 233

Representation

The CCN Faculty Subcommittee must have equal representation from universities and community colleges [from Senate Bill (SB) 233].

In 2025, Transfer Council approved unequal representation if attempts to create equal membership has been unsuccessful, after contacting the State Provosts' Council Chair and the CIA Chair.

Voting

The following rules will govern voting in subcommittees:

- If members vote on something that is not a recommendation to the council, a simple majority can be employed.
- A majority of the members of a subcommittee established under subsection (5) of this section constitutes a quorum for the transaction of business of the subcommittee.
- Official action by a subcommittee on recommendations to be made to the council on a subject that will be submitted by the council to the commission under section 8 (1)(d)(A) to (D) of this 2021 Act requires the approval of three-fifths [60%] of the members of the subcommittee. (e.g., 10 out of 16 members, if a subcommittee contains full membership).

Policy Documents and Reports

All CCN Subcommittee recommendations will be communicated to the Transfer Council through one of two documents: Majority or Minority Recommendation Reports. To submit these reports, the Chair/Co-chairs for a CCN Faculty (Curricular) Subcommittee must ask to be added to the Council agenda, and Subcommittee Chair/Co-chairs and authors of minority reports must attend the scheduled Council meeting to present all reports.

Majority reports should be authored by parties who voted to support a majority recommendation and will the CCN Subcommittee Majority Report Template shared in the CCN group Google drive to generate a report.

Minority Reports: According to Senate Bill (SB) 233: "Two or more members of a subcommittee who disagree with recommendations that are submitted to the council on a subject that will be submitted by the Council to the commission under section 8 (1)(d)(A) to (D) of this 2021 Act may jointly submit a minority report to the Council that contains alternate recommendations. A minority report created under this paragraph shall be submitted to the Council along with the majority recommendation."

Minority reports should be authored by parties who do not vote to support a majority recommendation and will use the CCN Subcommittee Minority Report Template shared in the CCN group Google drive to generate a report.

If faculty cannot reach agreement on tasks, proposed solutions shall be brought to the Transfer Council in a summary document that contains the issue and each subcommittee member's position on the issue.

Common Course Number Articulation Policy: The CCNAP template was approved by Transfer Council on September 19, 2025. The CCNAP is "a policy document establishing the content of each common course, specifying the course title, subject code, course number with universal common course designator determined by the Transfer Council, course description, course learning outcomes, and any other course aspect deemed necessary by the Transfer Council" (OAR 715-025-0005).

COMMON COURSE NUMBERING FRAMEWORK

The framework was created by the Systems and Operations Subcommittee and adopted by the Transfer Council on August 18, 2022. These guidelines, authorized by Senate Bill (SB) 233 and the Common Course Number Subcommittee Charge, established the original structure for Faculty CCN Subcommittees regarding the creation of a common course designator, course subject code [prefix], course number, course description, and course title.

When the Common Course Numbering Articulation Policy (CCNAP) was adopted by Transfer Council on September 18, 2025, the framework was updated to reflect the adoption of the CCN Oregon Administrative Rules (October 15, 2024). Information on the framework can be found on the Educator Resources—Common Course Numbering webpage, under the "CCNAP Template," under "CCN Course Information."

THE Z-DESIGNATOR

Commonly numbered courses (CCN) can be identified by a course "designator."

The Systems & Operations Subcommittee conducted research to determine the designator that met the following criteria:

1. Used infrequently,
2. Would cause the least disruption for institutions currently using the selected designator, and
3. It is feasible, considering the four student information systems (SIS) used by all 24 public institutions.

Research revealed that “Z” is the optimal choice, given these parameters (e.g., MTH 111Z).

GUIDANCE ON WRITING MEASURABLE COURSE LEARNING OUTCOMES

The Outcomes Assessment Subcommittee created a guide for curricular subcommittees to use when writing course learning outcomes. This guide was updated in 2025 to include program learning outcomes, which are a required component of Major Transfer Maps.

WRITING COURSE LEARNING OUTCOMES*

Guiding Questions	Best Practices
What is the highest-level verb on Bloom's taxonomy that represents the knowledge and skills a learner needs to meet course expectations?	• If students accomplish the highest-level verb, there is no need to address lower-level verbs in the outcome. • Multiple verbs in one learning outcome complicate the assessment process.
What is the broadest conceptual level to communicate what students will learn to successfully complete the course? • How can we capture lists of topics under umbrella terms?	• Including general terms and principles in place of lists of specific content provides flexibility for instructors.
Can we avoid specific terminology or jargon that may shift with changes in the field (e.g., proprietary computer programs, technology, or slang)?	• Avoid perishable terminology (e.g., proprietary names in a developing field) helps to prevent updates when the field or technology changes.
Are the course learning outcomes measurable? • How would you measure learning in the course? • How would an instructor "see it happening" in a way that represents what students are taking away from the course?	• Address what a student knows and/or can do upon completion of a course, not what a student experiences during the course. • Start with an active and observable verb from Bloom's Taxonomy. • Avoid verbs like: Know, Understand. Appreciate, Improve, or "Demonstrate knowledge of…"
Are the learning outcomes realistic and attainable given the course and context (including course level, time frame, and delivery methods)?	• Outcomes are clearly written to the level of the student and the course context. • 4-7 outcomes per course
Are the outcomes clear and concise?	• One sentence • Comma lists and semicolons complicate assessment by requiring "all or none" achievement on listed concepts. • Avoid acronyms
Are the student learning outcomes culturally inclusive, and do they center equity?	• Student learning outcomes should be simply stated in accessible terms • Outcomes should be able to be explained to students of different backgrounds, experiences, expectations, etc. • Consider social, historical, and cultural impacts on a field where relevant

BLOOM'S TAXONOMY VERB LIST**

Knowledge	Comprehension	Application	Analysis	Evaluation	Synthesis
Arrange	Cite	Adhere to	Analyze	Appraise	Adapt
Count	Classify	Administer	Appraise	Argue	Arrange
Define	Conclude	Apply	Assess	Assess	Assemble
Describe*	Convert	Articulate	Breakdown	Attach	Categorize
Draw*	Defend	Change	Calculate	Choose	Collaborate
Duplicate	Describe*	Chart	Categorize	Compare*	Collect
Enumerate	Discuss	Choose	Characterize	Conclude	Combine
Find	Distinguish	Collect	Classify	Contrast*	Communicate
Identify	Estimate	Compute	Compare*	Criticize	Compile
Label	Explain	Construct	Contrast*	Critique	Compose
List	Express	Contribute	Correlate	Decide	Construct
Match	Extend	Control	Debate	Defend	Create
Memorize	Generalize	Determine	Deduce	Discriminate	Design
Name	Generalized	Develop	Diagram	Estimate	Develop
Order	Give	Draw*	Differentiate	Evaluate	Devise
Outline	Identify*	Employ	Discriminate	Explain	Express
Quote	Illustrate	Establish	Distinguish	Interpret*	Facilitate
Read	Indicate	Extend	Examine	Judge	Formulate
Recall	Infer	Illustrate	Experiment	Justify	Generate
Recite	Interpret*	Implement	Focus	Predict*	Incorporate
Record	Locate	Inform	Identify*	Prioritize	Integrate
Relate*	Paraphrase	Instruct	Illustrate	Prove	Invent
Repeat	Predict*	Interpret*	Infer	Rank	Model
Reproduce	Report	Initiate	Limit	Rate	Modify
Select	Restate	Interview	Model	Reframe	Negotiate
Sequence	Review	Modify	Outline	Relate*	Organize
State	Rewrite	Participate	Point out	Select	Perform
Tell	Select	Practice	Prioritize	Summarize	Plan
View	Summarize	Predict*	Question	Support	Prepare
	Trace	Prepare	Relate*	Validate	Produce*
	Translate	Produce*	Research		Progress
		Provide	Select		Reconstruct
		Relate*	Test		Reinforce
		Report			Relate*
		Select			Reorganize
		Solve			Revise
		Utilize			

*Guiding Questions and Best Practices, and updated Writing Course Learning Outcomes approved by Transfer Council, February 15, 2024.

**Depending on the context and/or discipline, some verbs can reflect different levels of cognitive rigor. Adapted from: National Institute for Learning Outcomes Assessment (2019).

WRITING COURSE LEARNING OUTCOMES

Learning outcomes communicate to students, faculty, transfer institutions, and employers the intended end-product of a learning experience. Well-written learning outcomes are the foundation of curriculum, instruction, and assessment of student learning. They frame what "success" means. Quality learning outcomes impact student success within and across educational programs by providing for curricular design that supports the achievement of a learners' educational and professional goals. In the writing of Common Course Numbering (CCN) learning outcomes, faculty subcommittees are establishing not only the basis upon which articulation of credits will occur, but also what it means to be educated in that course topic at any college in the state of Oregon. By adhering to best practices in outcomes writing, faculty can create meaningful, reasonable, and achievable expectations that support both student success and academic freedom.

The following information is from a Recommendation Report by the Outcomes Assessment Subcommittee submitted and approved by Transfer Council (TC) on February 15, 2024.

1. Defining related terms
    a. Learning Goals
        i. Learning Goals are typically higher-order statements regarding aspirations of a learning experience that frame intentions for what students will experience within the learning environment, as well as long term impacts on students' careers and lives. Learning goals also commonly include socio-emotional development during and after a course. These characteristics, along with the issues of scope and timeline, are a challenge to assessing Learning Goals.
        ii. Example: Students will live healthier, more active lives after the completion of this course.
    b. Learning Outcomes
        i. Learning Outcomes are measurable statements regarding what a student should be able to do because of successful completion of a learning experience. The purpose of student learning outcomes assessment is to identify patterns of performance and achievement that suggest opportunities for improvement in instruction, curriculum, and student support.
        ii. Example: Create an individualized goal related to health, wellness, and/or performance.
    c. Learning Objectives
        i. Learning Objectives are specific statements regarding content and activities within the learning experience. They frame intended student actions on–and results of–individual assignments or projects. Learning Objectives describe

more granular aspects of student learning that lead to the higher-level Learning Outcomes.

ii. Example: Complete at least 1500 workout minutes throughout the term.

2. Inclusion of course content in learning outcomes

   a. For some sequential courses, more detail related to course content needs to be listed for a student to be able to seamlessly progress through one part of a sequence at one institution and be prepared to successfully complete other parts of the sequence at another institution. This is particularly true in math and science courses, where specific topics or skills are essential to progress but are at a level of detail that does not fit in course learning outcomes.

   b. If a subcommittee decides that listing some course content is necessary, they should determine the minimum, essential content that needs to be listed. This should be included after the course's outcomes and contain the following introductory statement:

      i. The statement from the 2022-2023 Math CCN group highlights this issue: "In order to ensure alignment across institutions, faculty needed to develop a shared understanding of the skills and concepts that must be covered in this course. Each institution is responsible for ensuring that faculty have access to this outline to inform course content." https://www.oregon.gov/highered/about/transfer/Documents/Transfer-Resources/STAT_243Z.pdf

3. GQBP Handbook Sections

   a. Highest Level Verb

      i. Only include the highest level of Bloom's taxonomy verb in your outcome. You do not need to list the lower-level verbs since there is an expectation that they include precursors when you use the highest-level verb.

      ii. Depending on the context and/or discipline, some verbs can reflect different levels of cognitive rigor. For example:

         1. Organize objects according to their sizes (understanding) vs. organize an event (creating)
         2. Combine two mathematical equations to solve a problem (analyzing) vs. combine a few ingredients to make a new recipe (creating)
         3. Test the tensile strength of plastics given the varying chemical composition (analyzing) vs. test multiple variables to validate a hypothesis (evaluating)

      iii. Examples:

         1. Original: Define, identify, and describe the functions of cellular structures, and analyze the importance of each structure in various cellular processes.

            Improved: Describe how the function of each cellular structure allows various cellular processes to occur.

         2. Original: Explain and apply theories of color harmony.

Improved: Apply theories of color harmony.

b. Broadest conceptual level
    i. Use of general terminology supports academic freedom and programmatic variation across the state.
    ii. Outcomes should not address course assignments or classroom activities but rather the transferable knowledge and skills from those experiences.
    iii. Examples:
        1. Original: Describe the function of dendrites, soma, axon, myelin sheath, and terminal buttons.

           Improved: Describe the function of the parts of a nerve cell.
        2. Original: Interpret the periodic table to determine periodic trends including atomic number, mass number, and electron configuration.

           Improved: Interpret the periodic table to determine atomic structure (*see the handbook section on including course content above)

c. Avoid Specific Terminology when the outcome can be met without it.
    i. Fields that have perishable terminology (e.g., names of software, advancing technology, vocabulary are likely to shift with perspectives on diversity, equity, inclusion, and justice) would best be served by using more general terms to avoid having out-of-date terms and language. This is especially important given the three-year review cycle of CCN courses.
    ii. Qualifiers such as “current technology,” “contemporary theories,” and “best practices” provide flexibility in moving with changes in one’s field while gathering a stable set of longitudinal assessment data.
    iii. Example:
        1. Original: Use Logger Pro software to interpret data gathered in the chemistry lab.
        2. Improved: Use data collection and analysis software to interpret data gathered in a chemistry lab.

d. Measurable
    i. Address what a student knows and/or can do upon completion of a course, not what a student experiences during the course.
    ii. Start with an active and observable verb.
        1. Use verbs from Bloom’s Taxonomy
        2. Avoid verbs like: Know, Understand. Appreciate, Improve, or “Demonstrate knowledge of…”
    iii. Outcomes wording needs to support faculty in gathering evidence of learning outcomes attainment that would be transparent to an observer or reviewer.
    iv. Examples:

1. Original: Demonstrate knowledge of nutrition

   Improved: Apply science-based nutrition principles to create and follow a healthy and sustainable eating plan.

2. Original: Understand and appreciate color theory.

   Improved: Produce artistic works using color theory.

3. Original: Participate in graduate-level research projects.

   Improved: Apply scientific methods and principles to conduct research.

4. Original: Develop a lifelong appreciation for diversity.

   Improved: Reflect on the value of diversity as it relates to their life.

e. Realistic and Attainable

   i. Outcomes language is not aspirational but rather represents what students will be able to do upon completion of a course, allowing for authentic assessments and assignments.

   ii. Use authentic assignments that resemble real-life learning tasks. Conversely, tests and standard book problems seem irrelevant to future application of student learning.

   iii. Integrate assessment opportunities that prepare students to be successful outside of the classroom.

      1. Choose real-world content.
      2. Target real audiences.
      3. Use real-world formats, i.e., instead of writing a paper, write a project proposal.

   iv. Scaffold assignments to integrate multiple layers of feedback, reflection, and improvement.

   v. Practice small tasks before combining them into a large task/project.

   vi. Provide clear expectations (including timing) of all project details and evaluation criteria.

   vii. Examples:

      1. For an introductory class:

         Original: Demonstrate mastery of various scientific theories and processes as they apply to geology.

         Improved: Explain principles of scientific theories and processes as they apply to geology.

         Original: Use appropriate quantitative methods to interpret and analyze financial statements for internal and external decision making as a business manager.

         Improved: Analyze financial statements at an introductory level.

2. Lecture-only course:

   Original: Demonstrate the steps for how a vehicle oil change and inspection are done.

   Improved: Explain how a vehicle oil change and inspection are done.

f. Clear and Concise

   i. If the outcome becomes too long and contains too much specific content, but that specific content is deemed essential for alignment, it may be appropriate to move details to a document on content. (*see the handbook section on including course content above)

   ii. If alignment is not an issue, refer to the section on broadest conceptual level and consider whether terms and phrases are needed or can be removed.

   iii. Examples:

      1. Original: Apply important, relevant, appropriate science-based nutrition principles to create and follow a healthy, affordable, and sustainable eating plan to maintain physical health and fitness.

         Improved: Apply science-based nutrition principles to create and follow a healthy and sustainable eating plan.

      2. Original: Articulate theories of color harmony, including complementary colors, split complementary colors, analogous colors, triadic harmonies, tetradic harmonies, and monochromatic harmonies.

         Improved: Articulate theories of color harmony.

      3. Original: Utilize the art of critical analysis by honing the significance of their discerning skills to separate fact from fiction, myth from reality, and propaganda from genuine historical accounts.

         Improved: Identify credible historical sources.

      4. Original: Describe with significant technical precision the process of protein synthesis in prokaryotes and eukaryotes including transcription, splicing, translation, as well as the importance of gene regulation (transcriptional, post-transcriptional, translational, post-translational, and epigenetic), and how they are important to produce a protein.

         Improved: Describe how the expression of genetic information governs the growth and behavior of organisms.

g. Equity Lens

   i. According to Montenegro and Jankowski (2020), equity-minded assessment entails the following actions:

      1. Check biases; address assumptions & positions of privilege.
      2. Use multiple sources of evidence.
      3. Include student perspectives.
      4. Increase transparency.

5. Ensure meaningful disaggregation and interrogation of data.
6. Make evidence-based changes that address issues of equity that are context-specific.

ii. In developing course-level student learning outcomes, consider how the instructor might explain the outcomes and recognize when they are accomplished by learners who represent a range of different backgrounds, experiences, expectations, and/or abilities. Learning outcomes should be simply stated in student-centered terms. If students are aware of the intended outcome, then they know where their focus should lie in the learning experiences in the course.

iii. Interrogate any language, concepts, or assumptions in the student learning outcome that may inherently privilege learners with specific backgrounds and experiences.

iv. Any instructor qualified to teach the subject matter should be able to design learning experiences and assessments of student learning that inform the course-level student learning outcomes across a range of educational contexts. Here is a resource to use backward course design to promote equity and inclusion in supporting learners to realize the outcomes of the course.

v. Examples:

1. Original: Produce cognitive and physical conclusions from the analysis of three-dimensional designs, elements, and principles.

   Improved: Describe the features of three-dimensional design.

2. Original: Communicate how diversity in cultures influences ethics in criminal justice.

   Improved: Explain how cultural diversity influences different perceptions of right and wrong in public institutions' provision of services.

STUDENT APPEALS PROCESS

In progress

Guiding legislation: From Senate Bill (SB) 233 (2021), Section 8(1)(C):

“Make recommendations to the commission on the adoption of rules necessary to:

Establish a process that enables a student to appeal a decision by a public post-secondary institution of education to refuse the transfer of academic credit.”

OREGON ADMINISTRATIVE RULES (OARS) FOR CCN

Oregon law defines "rule" as "any agency directive, standard, regulation or statement of general applicability that implements, interprets or prescribes law or policy, or policy, or describes the procedure or practice requirements of any agency" Oregon Revised Statute (ORS) 183.310(9). Agencies may adopt, amend, repeal or renumber rules, permanently or temporarily (up to 180 days), using the procedures outlined in the Oregon Attorney General's Administrative Law Manual.

From Senate Bill (SB) 233 (2021), Section 2 (3)(b): The commission shall "(b) Adopt rules necessary to establish an initial Common Course Numbering system (CCNS) consisting of the courses described in subsection (2)(b) of this section in a manner that ensures the system will first apply to the 2023-2024 academic year."

And from Section 2(4): "Each public post-secondary institution of education in this state shall be in compliance with rules adopted by the commission under this section by the beginning of the 2023-2024 academic year."

The Common Course Numbering OARs 715-025-0065 through 200 were approved in October 2024. The OARs can be found here, and cover the following topics:

- Selection of common courses for development,
- Institutional participation in common course numbering articulation policy development,
- Common course numbering articulation policy development and content,
- Transfer Council action on Common Course Numbering Articulation Policies,
- Declaration of lack of timely progress for Common Course Numbering Articulation Policy development,
- Possible Commission action on Common Course Numbering Articulation Policies,
- Effect of Common Course Numbering Articulation Policy adoption on institutions,
- Common Course Numbering Articulation Policy course termination, and
- Review of adopted common course numbering articulation policies.

CCN AUDITING, REPORTING, AND MAINTENANCE AND REVIEW

Auditing: (in progress)

Guiding Legislation: Senate Bill (SB) 233 (2021) Section 7(d)(A) Establish and maintain the Common Course Numbering system (CCNS) described in section 1 of this 2021 Act;

(B) Establish an auditing process to determine how well public post-secondary institutions of education are complying with the CCNS;

Reporting: (ongoing)

(F) Ensure that each community college (CC) and each public university listed in ORS 352.002 submits an annual report to the commission that includes all information necessary for the commission to determine the effect of Common Course Numbering (CCN), foundational curricula, and unified statewide transfer agreements on a demographically and institutionally disaggregated basis.

Common Course Numbering Maintenance and Review: (ongoing)

All CCN Faculty (curricular) Subcommittees will submit a plan for reviewing approved CCN courses as part of majority and minority recommendation reports. This review will consist of an annual and triennial review plan. Information on these plans can be found on the Educator Resources—Common Course Numbering webpage under the List of CCN Approved Courses, under each discipline.

ACRONYM LIST

Acronym	Term
AAOT	Associate of Art Transfer
AP	Advanced Placement
ASOT	Associate of Science Transfer
ATLAS	Statewide course applicability system
BA or BS	Bachelor's degree
CC	Community College
CCN	Common Course Numbering
CCNS	Common Course Numbering System
CCWD	Community Colleges and Workforce Development
CPL	Credit for Prior Learning
DQP	Degree Qualifications Profile
HB	House Bill
HECC	Higher Education Coordinating Commission
IB	International Baccalaureate
JBAC	Joint Boards Articulation Commission
LDCC	Lower Division Collegiate Courses
LEAP	Liberal Education and America's Promise
OPU	Oregon Public University
ORS	Oregon Revised Statute
OTM	Oregon Transfer Module Senate Bill
SB	Senate Bill
SIS	Student Information System

TC	Transfer Council
USTA	Unified State Transfer Agreements
WICHE	Western Interstate Commission on Higher Education