2026 Common Course Numbering Articulation Policy (CCNAP)

COM/COMM 219Z Small Group Communication

CCN Communication Subcommittee

Written by Jane Denison-Furness (HECC)

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November 20, 2025

**[715-025-0070](#) institutions that do not offer an equivalent of this course are not required to participate in the CCNAP.

Approved Course Information

Course Subject Code and Number: COM/COMM 219Z

Course Title: Small Group Communication

Course Credits: 3

Course Description: Introduces the theory and practice of communication in small group and team settings, with an emphasis on decision-making, problem-solving, leadership, and group dynamics.

Course Learning Outcomes:

1. Describe concepts of small group communication.
2. Apply ethical small group communication strategies in a variety of contexts.
3. Analyze internal and external dynamics of small groups, such as productivity, leadership, conflict, interpersonal relationships, and group cohesion.

Teach Out Plan: None; not a sequential course.

Required to begin appearing in this catalog year: 2026-27

Maintenance Considerations

OAR 715-025-0110: "The Transfer Council shall ensure the ongoing alignment of courses subject to Common Course Numbering Articulation Policies (CCNAP) between institutions."

The CCN Communication Subcommittee recommends this course to be examined for ongoing alignment between institutions using the following Maintenance and Review schedule:

There will be an annual review cycle of these courses with a twofold purpose: (1) to review the transfer effectiveness of the courses and (2) to gather information about challenges, concerns, or changes needed from the public universities and community colleges. Annual reviews are to start **winter term 2027** and will collect data on the courses for a more substantive review.

Every third year, **beginning in 2030**, we will conduct a deeper review of the alignment of these courses; this is the only time that the subcommittee will consider a vote to modify the aligned content of the course, using the previous years of data. The choice in these third-year reviews will be to either affirm our existing alignment decisions or to revise a particular aspect to keep our curriculum based on the data gathered from the previous two years. During third-year reviews, the subcommittee will also decide on a review cycle going forward. We would like as many members (as possible) of the original subcommittee to be invited to participate in these discussions. Historical memory and original context will be useful in informing future decisions.

Items for consideration when a course is reviewed as part of the maintenance and review schedule:

A minority report was submitted along with the majority recommendation report (November 2025), due to a disagreement over the total credits for all three courses. This should be considered during the triennial review.

From the 2025 CCN Communication Subcommittee Members:

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Andie Fultz	OIT
Cheri Kendrick	BMCC
Dana Schowalter	WOU
Elizabeth Root	OSU
Hailey Adkisson	LBCC
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Overview

Each year, the Transfer Council (TC), in collaboration with the Higher Education Coordinating Commission (HECC), approves a plan for the development of Common Course Numbering

Articulation Policies (CCNAPs) by selecting a set number of introductory or lower-division, highly transferred courses that would benefit from standardized content and numbering. Once courses are selected, the TC appoints a faculty subcommittee comprising representation from faculty. The selection rule (OAR 715-025-0065) is part of Oregon's ongoing effort to enhance credit transferability and facilitate degree progress for students across institutions.

Each faculty subcommittee appointed by TC collaborates to create CCNAP recommendations for all components of each selected course as outlined in the CCN Framework, ensuring that content aligns with educational goals and transfer objectives. Each finalized CCNAP ensures that course content, competencies, and numbering are consistent statewide, providing students with a seamless credit transfer experience while maintaining academic integrity and coherence across institutions.

This document serves as a statewide policy guiding the development and alignment of Common Course Numbering Articulation Policies (CCNAPs) for **COM/COMM 219Z Small Group Communication** at Oregon's participating post-secondary institutions. CCNAPs ensure that courses with similar content and competencies are standardized in terms of course number, subject code, title, course description, credits, course learning outcomes, and the Z-designator, located in the last place of the course number field.

The following information represents the recommendation of **2025 CCN Communication Subcommittee's** alignment work and discussions for **COM/COMM 219Z Small Group Communication** as well as the information approved by the Transfer Council on November 20, 2025.

Common Course Numbering

SB 233 (2021) established the common course numbering (CCN) system in Oregon. This includes but is not limited to accepting a transfer of academic credit for each course that is subject to a CCNAP as if the academic credit was earned at the institution that is accepting the transfer of academic credit with respect to:

- The total amount of academic credit awarded;
- Satisfying general education requirements for graduation; and
- Satisfying any requirements for a major in a baccalaureate or associate degree program.

Additionally, public post-secondary institutions must recognize and abide by all rights and guarantees

outlined in Oregon Revised Statute (ORS) 350.423 and Oregon Administrative Rules (OAR) 715-025-0065 through 0115.

Finally, an institution may not offer a course similar in course description and course learning outcomes to a course with a CCNAP. Courses that are deemed similar (i.e., articulated as equivalent upon transfer) must adopt the relevant CCNAP.

Transfer Council Decisions

The Transfer Council unanimously voted to recommend to institutions that due to changes in course information under OAR 715-025- 0065 through 0115, colleges and universities should ensure students' academic progress is not disrupted. Courses completed before CCN changes should count toward graduation, even if requirements shift. Holding students harmless means honoring their efforts, supporting them through transitions, and keeping learning— not compliance—the central focus. CCN course information should be adopted as written without exception. For more detailed information on what can be added to the course description and course learning outcomes, see the CCN Framework below. And for more general information, see CCN Reports and Memos on the Educator Resources—Common Course Numbering webpage.

Common Course Numbering Framework

The Common Course Numbering (CCN) Framework was developed in 2022 by the Systems and Operations Subcommittee and was officially approved by the Transfer Council October 21, 2022. Pursuant to Senate Bill 233 (2021) and ORS 350.423, the Framework establishes requirements for aligning key course elements including subject/subject code and course number, credits, course description, title, and course learning outcomes. The CCN Framework was subsequently updated with clarifying examples and implementation guidance and approved by the Transfer Council at its April 18, 2024 meeting. The following framework provides further clarification and clarity, based on feedback provided by institutions during the first four years of CCN.

Course Element	Implementation Guidance
Course Designator	There must be a common course designator, and it will be a capital Z in the final position in the course number field, with no spaces (e.g., MATH 111Z or MATH 111HZ).
Subject	Subjects must match.
Subject Code (Prefix)	Subject codes must match. Existing subject codes may be retained if they are abbreviated differently (e.g., HIST and HST are both allowed).
Course Number	The course number must match (e.g., 111Z).
Course Credit	Course credits must match. Course credits for separate lecture/lab courses may be approved as a total number of credits for both lecture and lab. As per the CCN OARs (715-025-0075), "any course for which a CCNAP is developed must be the same number of credits at each institution. If a CCNAP is developed that is greater than the least number of credits currently awarded for the course governed by the proposed CCNAP, the subcommittee must provide justification to the Council so that it can consider the issue at the time of adoption."
Course Description	Course descriptions must match. Institutions may add • Course requisites/pre-requisites • Information linking a course to a previous iteration of the course **Example:** Approved course description with allowed additions (showing added course requisites or what is required to enroll in the course and prerequisites, **in italics**). WR 121Z engages students in the study and practice of critical thinking, reading, and writing. The course focuses on analyzing and composing across varied rhetorical situations and in multiple genres. Students will apply key rhetorical concepts flexibly and collaboratively throughout their writing and inquiry processes. *Previously WR 121. Prereq: SAT Reading or SAT Writing score below 37, or ACT verbal score below 32, or equivalent.*
Course Learning Outcomes	Course learning outcomes must match. Institutions may add • One additional local course learning outcome. • Additional learning outcomes specific to categorical institutional requirements such as information literacy or general education. These will not count as the "one additional…outcome," above. **Example:** Approved course learning outcomes with allowed additions (showing the addition of one local course learning outcome and allowed categorical institutional requirements for WR 121Z, **in italics**). 1. Apply rhetorical concepts through analyzing and composing a variety of texts; *(WR1)(WR3)(CCN)* 2. Engage texts critically, ethically, and strategically to support writing goals; *(WR1)(IL2)(IL4)(CCN)*

Course Element	Implementation Guidance
	3. Develop flexible composing, revising, and editing strategies for a variety of purposes, audiences, writing situations, and genres; *(WR1)(CCN)* 4. Reflect on knowledge and skills developed in this course and their potential applications in other writing contexts; *(WR1)(WR3)(CCN)* *5. Identify and apply some basic elements of information literacy and critical thinking such as locating and analyzing sources, evaluating evidence, and answering objections; (WR1)(WR2)(IL1)(IL2)(IL3)(IL4)(IL5)*
Course Title	Course titles must match. Institutions may use different punctuation or Arabic/Roman numerals in course titles. **Note:** The course title will not be the required primary designator for the common course numbering system courses. **Example:** MTH 111Z Precalculus I: Functions (approved title) Precalculus 1 - Functions (with allowed Arabic numeral and punctuation)

Approved Information for CCNAP Lecture/Lab Courses

For CCN Courses with a Separate CCNAP for Lecture and Lab:

1. Transfer Council approves a uniform number of credits for both lecture and lab (under two, separate CCNAPs).
    a. Institutions may determine the credit distribution between the two courses, but their combined credits must equal the approved total.
    b. Institutions must assign a minimum of one credit for all courses with a CCNAP.
2. If the lecture and lab are
    a. Two separate courses, meaning a stand-alone lecture and stand-alone lab with separate CCNAPs for each course, both courses MUST be completed successfully to articulate as a completed Z-lecture and lab.
3. Institutions MUST offer BOTH the lecture and the lab as separate courses, though institutions may decide if the lecture and lab will be offered in the same or different quarters.
4. An institution may only require a student to retake the part of a separate lecture and lab course in which they failed to meet institutional requirements, as outlined in ORS 715-025-0100, section 4.

For CCN Courses with a Single CCNAP for Lecture and Lab:

1. The Transfer Council approves a uniform number of credits for the course (lecture and lab under one CCNAP).
2. Institutions MUST offer BOTH the lecture and the lab as one course.
3. If the lecture and lab is
    a. One course with one CCNAP for both the lecture and lab, the entire course MUST be completed successfully to articulate as a completed Z-lecture and lab.

Course Sequence Completion Plans

All sequential courses will provide a teach out plan which outlines how institutions will help current students complete a course sequence if courses in a sequence have become subject to a CCNAP, as per ORS 715-025-0105. For the CCNAP, sequential courses are defined as courses that are inter-dependent (e.g., requisites) and may or may not need to be taken in a certain order.

Note: If a CCNAP is part of a course sequence, insert the plan here; otherwise, omit this section.

CCNAP Termination

If an institution decides to terminate a course covered by a CCNAP, it must notify the Transfer Council. Students who were enrolled in that course at the time of its termination continue to have the rights and guarantees under the CCNAP for at least seven academic years following the year of termination (OAR 715-025-0105).

Date: November 20, 2025

Provide copies to:

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