



# California Community Colleges

## Common Course Numbering

### Communications Toolkit

Education Code Sections 66725-66725.5 [via [Assembly Bill No. 1111 \(Berman\)](#)] require implementation of a student-facing common course numbering (CCN) system across the California Community Colleges. 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.”

## Talking Points - Chief Instructional Officers

### ADMINISTRATORS:

CCN aligns with broader statewide initiatives like Vision 2030 and Guided Pathways to create clearer and more navigable academic pathways for students.

Implementing CCN can support compliance with state mandates and accreditation requirements, ensuring that the institution meets evolving educational standards.

CCN encourages collaboration among faculty across institutions, fostering a shared understanding of course content, outcomes and assessment standards.

### FACULTY:

With CCN, curriculum development and review processes become more efficient, as course numbers and content are standardized, reducing duplication of efforts.

By adopting common course numbers, institutions can share instructional materials, faculty expertise and other resources, fostering better collaboration across the system.

The shift to CCN can serve as an opportunity for faculty professional development, focusing on curriculum alignment and best practices in teaching.

### STUDENTS:

CCN makes it easier for students to transfer between community colleges and to four-year institutions by standardizing course numbers, thereby reducing the loss of credits and time to degree completion.

Standardized course numbers simplify course catalogs, making it easier for students to plan their academic journey, which can lead to higher retention and completion rates for California community college students.

CCN can help ensure that all students, regardless of their background or the college(s) they attend, have access to a consistent and high-quality education.

With standardized course numbers, students from traditionally underserved backgrounds and first-generation students can more easily navigate the course selection process, leading to more equitable access to educational opportunities.