

Summary of Approved CCN Courses, 2025

The following provides a summary of the Transfer Council approved course alignment decisions for 2025. Transfer Council recommends 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. For more detailed information on what can be added to the course description and course learning outcomes, see the CCN Oregon Administrative Rules for each course on the [Educator Resources—Common Course Numbering](#) webpage. Note: The three Communication courses aligned in 2025 were not approved until 2026 and can be bound in that Summary document on the same webpage.

Approved CCN Course Information

Course Number and Prefix: BI/BIO/BIOL 231Z

Course Title: Human Anatomy and Physiology 2 (w/lab)

Course Credits: 4

Course Description:

Examines the structure and function of the human body through a body systems approach. Explores anatomy and physiology of the integumentary, skeletal and muscular systems at the relevant levels of biological organization (chemical, cellular, tissue, organ, and organ system). Covers neurophysiology and excitable membranes. Includes foundational aspects such as anatomical terminology and homeostasis. This course includes a laboratory component.

Course Learning Outcomes:

1. Explain key homeostatic mechanisms and feedback loops in the integumentary and skeletal systems.
2. Describe anatomical structures and their relationships to function in the integumentary, skeletal, muscular systems, and neural tissue.
3. Explain key processes of the integumentary, skeletal, and muscular systems and neural signaling.

4. Relate the relevant levels of biological organization to the functions of the integumentary, skeletal, muscular systems, and neural tissue.
5. Describe how the integumentary, skeletal, muscular systems, and neural tissue interact with other body systems.
6. Apply physiological and/or anatomical concepts of the integumentary, skeletal, and muscular systems, and neural tissue to practical scenarios such as clinical, public health, and societal issues.
7. Identify major structures in tissues, integumentary, skeletal and muscular systems using lab materials.

Teach Out Plan:

Community colleges and public universities should be allowed to offer the pre-Z BI/BIO/BIOL 231Z, 232Z, 233Z courses alongside the CCN aligned versions for the first academic year (2026-2027) in which the new CCN courses are adopted. This minimizes the negative impact on students who need to finish the series if they have completed at least one course in the series. Beginning academic year 2027-2028, only BI/BIO/BIOL 231Z, 232Z, and 233Z should be offered.

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

Review Cycle:

The Transfer Council will oversee the review and maintenance of the aligned course. The Council will review courses from three disciplines every five years beginning AY 27-28. The Transfer Council may initiate additional review at any time based on emerging feedback from faculty or institutions and/or system needs. If faculty or institutions have concerns about aligned course information, please contact the Transfer Council at TransferCouncil@hecc.oregon.gov.

Course Number and Prefix: BI/BIO/BIOL 232Z

Course Title: Human Anatomy and Physiology 2 (w/lab)

Course Credits: 4

Course Description:

Examines the structure and function of the human body through a body systems approach. Explores anatomy and physiology of the central and peripheral nervous, endocrine, and cardiovascular systems

at the relevant levels of biological organization (chemical, cellular, tissue, organ, and organ system). Covers special senses and the autonomic nervous system. This course includes a laboratory component.

Course Learning Outcomes:

1. Explain key homeostatic mechanisms and feedback loops in the nervous, endocrine, and cardiovascular systems.
2. Describe anatomical structures and their relationships to function in the nervous, endocrine, and cardiovascular systems.
3. Explain key processes of the nervous, endocrine, and cardiovascular systems.
4. Relate the relevant levels of biological organization to the functions of the nervous, endocrine, and cardiovascular systems.
5. Describe how the nervous, endocrine, and cardiovascular systems interact with other body systems.
6. Apply physiological and/or anatomical concepts of the nervous, endocrine, and cardiovascular systems to practical scenarios such as clinical, public health, and societal issues.
7. Identify major structures in the nervous, endocrine, and cardiovascular systems using lab materials.

Teach Out Plan:

Community colleges and public universities should be allowed to offer the pre-Z BI/BIO/BIOL 231Z, 232Z, 233Z courses alongside the CCN aligned versions for the first academic year (2026-2027) in which the new CCN courses are adopted. This minimizes the negative impact on students who need to finish the series if they have completed at least one course in the series. Beginning academic year 2027-2028, only BI/BIO/BIOL 231Z, 232Z, and 233Z should be offered.

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

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Course Number and Prefix: BI/BIO/BIOL 233Z

Course Title: Human Anatomy and Physiology 3 (w/lab)

Course Credits: 4

Course Description:

Examines the structure and function of the human body through a body systems approach. Explores anatomy and physiology of the respiratory, digestive, immune, lymphatic, urinary, and reproductive systems at the relevant levels of biological organization (chemical, cellular, tissue, organ, and organ system). Covers acid-base balance and human development. This course includes a laboratory component.

Course Learning Outcomes:

1. Explain key homeostatic mechanisms and feedback loops in the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems.
2. Describe anatomical structures and their relationships to function in the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems and human development.
3. Explain key processes of the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems and human development.
4. Relate the relevant levels of biological organization to the functions of the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems.
5. Describe how the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems interact with other body systems.
6. Apply physiological and/or anatomical concepts of the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems to practical scenarios such as clinical, public health, and societal issues.
7. Identify major structures in the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems using lab materials.

Teach Out Plan:

Community colleges and public universities should be allowed to offer the pre-Z BI/BIO/BIOL 231Z, 232Z, 233Z courses alongside the CCN aligned versions for the first academic year (2026-2027) in which

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Course Number and Prefix: CH/CHE/CHEM 104Z

Course Title: Introduction to Chemistry

Course Credits: 5 for lecture and lab

Course Description:

Introduces principles of general chemistry including atoms, chemical formulas and equations, bonding, stoichiometry, acid/base chemistry, solutions, and unit conversion calculations. Does not equal a general chemistry course sequence. CH/CHE/CHEM 104Z is the lecture component; CH/CHE/CHEM 124Z is the laboratory component.

Course Learning Outcomes:

1. Describe physical and chemical properties and the phases and classifications of matter.
2. Apply ionic and covalent bonding theories including Lewis structures, molecular structure, and polarity.
3. Quantify the composition of substances and solutions using molar mass and molarity.
4. Name a variety of elements, ions, ionic compounds, and covalent compounds.
5. Write and balance chemical reactions and solve stoichiometry calculations.
6. Identify types of intermolecular forces and apply them to physical properties of gases, liquids and solutions.
7. Interpret the behavior and relative strengths of acids, bases, and buffers

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

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Course Number and Prefix: CH/CHE/CHEM 112Z

Course Title: Chemistry for Health Professions

Course Credits: 4

Course Description:

A one quarter introduction to general, organic and biological chemistry, focusing on topics related to the health sciences including atoms, bonding, biomolecules, solution chemistry, chemical reactions, and functional group properties of organic molecules. This course is intended for pre-nursing and allied health students.

Course Learning Outcomes:

1. Apply basic chemical principles including chemical equations, atomic structure, periodic trends, states of matter, and chemical nomenclature.
2. Employ mathematical techniques including dimensional analysis, unit conversions, and significant figures to solve chemistry problems and interpret experimental data.
3. Relate atomic and molecular structure to observable physical and chemical properties, including bonding patterns and reactivity of different compounds.
4. Identify reaction types, energy transformations, and the role of catalysts in chemical processes.
5. Describe the properties of water including polarity, hydrogen bonding, the behavior of aqueous solutions, buffers, and osmotic processes, and their importance to cellular structures and biological functions.
6. Analyze equilibrium processes in chemical systems, solution concentrations, and pH values in biological environments.

7. Recognize the structure and properties of organic compounds and biomolecules, and how chemical principles apply to biological systems and processes.

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

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Course Number and Prefix: CH/CHE/CHEM 124Z

Course Title: Introduction to Chemistry Lab

Course Credits: 5 for lecture and lab

Course Description:

Experiments corresponding to the topics covered in CH/CHE/CHEM 104Z. CH/CHE/CHEM 124Z is the laboratory component; CH/CHE/CHEM 104Z is the lecture course.

Course Learning Outcomes:

1. Investigate chemical concepts in CH/CHE/CHEM 104Z.
2. Follow standard safety procedures while working with chemicals and equipment in a laboratory setting.
3. Demonstrate systematic problem-solving including physical measurements and unit conversions using SI and derived units.
4. Analyze experimental data and results qualitatively and quantitatively using SI and derived units.
5. Interpret and communicate in a clear and concise manner the results of experiments by applying chemical concepts.

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

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Course Number and Prefix: CH/CHE/CHEM 150Z

Course Title: Preparatory Chemistry

Course Credits: 4

Course Description:

Explores and applies principles and applications of introductory chemistry. Emphasis on an introduction to measurement, components of matter, quantitative relationships including introductory stoichiometry, and major classes of chemical reactions. This course is preparation for the General Chemistry series for students with little to no previous chemistry experience.

Course Learning Outcomes:

1. Differentiate between physical and chemical properties, and the phases and classifications of matter.
2. Demonstrate systematic problem solving, including unit conversions of physical measurements using SI and derived units.
3. Use the periodic table to solve problems in chemistry.
4. Differentiate between ionic and covalent compounds and the bonding in each.
5. Name a variety of elements, ions, ionic compounds and covalent compounds.
6. Quantify the composition of substances.
7. Evaluate chemical reactions using foundational stoichiometry calculations.

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Course Number and Prefix: HST/HIST 201Z

Course Title: United States History I

Course Credits: 4

Course Description:

Survey of North America and United States history to the early 1800s: Native America, European colonization, colonial development, origins of slavery, American Revolution, early Republic, and Market Revolution.

Course Learning Outcomes:

1. Evaluate a variety of historical sources to the early 1800s.
2. Describe continuities and changes in American history (e.g., political, social, economic, cultural).
3. Construct evidence-based historical arguments.
4. Communicate historical knowledge and analysis effectively in written and/or verbal forms.
5. Recognize the relevance of the past to the present.

Teach Out Plan:

The committee recommends that the 2026-2027 academic year be designated as a teach-out year for any student who began the United States History series prior to Fall 2026. As the topics in the newly aligned HST/HIST 201Z, 202Z, and 203Z may differ from those taught in the unaligned (pre-Z) courses, students could miss topics by switching, mid-series. The proposed teach-out will facilitate completion by students already on that schedule. All institutions should be allowed to offer the pre-Z HST/HIST courses alongside the CCN aligned courses for the first academic year (2026-2027) in which the new CCN courses are adopted. This minimizes the negative impact on students who need to finish the series if they have completed at least one course in the series. Beginning Fall 2027, only HST/HIST 201Z, 202Z, and 203Z should be offered.

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system needs. If faculty or institutions have concerns about aligned course information, please contact the Transfer Council at TransferCouncil@hecc.oregon.gov.

Course Number and Prefix: HST/HIST 202Z

Course Title: United States History II

Course Credits: 4

Course Description:

Survey of United States history from the early 1800s to the early 1900s: Jacksonian era, expansion, Industrial Revolution, slavery, Civil War, Reconstruction, Gilded Age, Populism, Imperialism, the Progressive Era, and the First World War.

Course Learning Outcomes:

1. Evaluate a variety of historical sources from the early 1800s to the early 1900s.
2. Describe continuities and change in American history (e.g., political, social, economic, cultural).
3. Construct evidence-based historical arguments.
4. Communicate historical knowledge and analysis effectively in written and/or verbal forms.
5. Recognize the relevance of the past to the present.

Teach Out Plan:

The committee recommends that the 2026-2027 academic year be designated as a teach-out year for any student who began the United States History series prior to Fall 2026. As the topics in the newly aligned HST/HIST 201Z, 202Z, and 203Z may differ from those taught in the unaligned (pre-Z) courses, students could miss topics by switching, mid-series. The proposed teach-out will facilitate completion by students already on that schedule. All institutions should be allowed to offer the pre-Z HST/HIST courses alongside the CCN aligned courses for the first academic year (2026-2027) in which the new CCN courses are adopted. This minimizes the negative impact on students who need to finish the series if they have completed at least one course in the series. Beginning Fall 2027, only HST/HIST 201Z, 202Z, and 203Z should be offered.

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Course Number and Prefix: HST/HIST 203Z

Course Title: United States History III

Course Credits: 4

Course Description:

Survey of United States history from the 1920s: Depression and New Deal, the Second World War and Cold War, Civil Rights movements, Neoliberalism, Globalization, and the United States and the world.

Course Learning Outcomes:

1. Evaluate a variety of historical sources from the 1920s forward.
2. Describe continuities and change in American history (e.g., political, social, economic, cultural).
3. Construct evidence-based historical arguments.
4. Communicate historical knowledge and analysis effectively in written and/or verbal forms.
5. Recognize the relevance of the past to the present.

Teach Out Plan:

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Course Number and Prefix: SPA/SPN/SPAN 101Z

Course Title: First-year Spanish I

Course Credits: 4

Course Description:

An introduction to the language, cultural practices, and perspectives of Spanish speaking communities both locally and globally. Cultivates listening, speaking, reading, writing, and intercultural competence through conversation, cultural exploration, and other activities. Designed for beginners as the first of three in the sequence of First-year Spanish courses (SPA/SPN/SPAN 101Z, 102Z, and 103Z).

If you have experience speaking Spanish at home, in your community, or abroad, please consult with the instructor to make sure this class is the best for your level.

Course Learning Outcomes:

1. Identify cultural practices and traditions in Spanish-speaking communities. (Intercultural Competence)
2. Communicate on familiar topics through short, simple spoken and written exchanges. (Interpersonal Communication - Speaking & Writing)
3. Provide basic information about self, family, and friends using simple and formulaic expressions. (Presentational Speaking & Writing)
4. Interpret familiar words and phrases in supported listening and reading contexts. (Interpretive Reading & Listening)

Teach Out Plan:

The committee recommends that the 2026-2027 academic year be designated as a teach-out year for any student who began the First-year Spanish series prior to Fall 2026. As the topics in the newly

aligned SPA/SPN/SPAN 101Z, 102Z, and 103Z may differ from those taught in the unaligned (pre-Z) courses, students could miss topics by switching mid-series.

The proposed teach-out will facilitate completion by students already on that schedule. All institutions should be allowed to offer the pre-Z SPA/SPN/SPAN courses alongside the CCN aligned courses for the first academic year (2026-2027) in which the new CCN courses are adopted. This minimizes the negative impact on students who need to finish the series if they have completed at least one course in the series. Beginning Fall 2027, only SPA/SPN/SPAN 101Z, 102Z, and 103Z should be offered.

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

Review Cycle:

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Course Number and Prefix: SPA/SPN/SPAN 102Z

Course Title: First-year Spanish II

Course Credits: 4

Course Description:

Builds on the foundational skills of Spanish 101Z including the language, cultural practices, and perspectives of Spanish-speaking communities both locally and globally. Continues to cultivate listening, speaking, reading, writing, and intercultural competence through conversation, cultural exploration, and other activities. Designed for those who have completed a term of college-level Spanish (or equivalent) as the second of three in the sequence of First-year Spanish courses (SPA/SPN/SPAN 101Z, 102Z, and 103Z).

If you have experience speaking Spanish at home, in your community, or abroad, please consult with the instructor to make sure this class is the best for your level.

Course Learning Outcomes:

1. Interpret common cultural cues with respect to everyday interactions and situations.
(Intercultural Competence)

2. Participate in short, predictable interactions in speaking and writing using simple sentences. (Interpersonal Communication - Speaking & Writing)
3. Provide information about familiar topics using simple phrases and sentences. (Presentational Speaking & Writing)
4. Identify the main idea of simple spoken and written exchanges and short texts. (Interpretive Reading and Listening)

Teach Out Plan:

The committee recommends that the 2026-2027 academic year be designated as a teach-out year for any student who began the First-year Spanish series prior to Fall 2026. As the topics in the newly aligned SPA/SPN/SPAN 101Z, 102Z, and 103Z may differ from those taught in the unaligned (pre-Z) courses, students could miss topics by switching mid-series.

The proposed teach-out will facilitate completion by students already on that schedule. All institutions should be allowed to offer the pre-Z SPA/SPN/SPAN courses alongside the CCN aligned courses for the first academic year (2026-2027) in which the new CCN courses are adopted. This minimizes the negative impact on students who need to finish the series if they have completed at least one course in the series. Beginning Fall 2027, only SPA/SPN/SPAN 101Z, 102Z, and 103Z should be offered.

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Course Number and Prefix: SPA/SPN/SPAN 103Z

Course Title: First-year Spanish III

Course Credits: 4

Course Description:

Builds on foundational skills of Spanish 102Z including the language, cultural practices, and perspectives of Spanish-speaking communities both locally and globally. Continues to cultivate

communicative skills such as listening, speaking, reading, writing, and intercultural competence through conversation, cultural exploration, and other activities. Designed for those who have completed two terms of college-level Spanish (or equivalent) as the third of three in the sequence of First-year Spanish courses (SPA/SPN/SPAN 101Z, 102Z, and 103Z). Students who successfully complete Spanish 103Z are ready to take the sequence of Second-year Spanish courses (Intermediate).

If you have experience speaking Spanish at home, in your community, or abroad, please consult with the instructor to make sure this class is the best for your level.

Course Learning Outcomes:

1. Interpret common cultural cues with respect to everyday interactions and situations. (Intercultural Competence)
2. Participate in interactions on familiar topics combining and recombining learned words and phrases. (Interpersonal communication - Speaking & Writing)
3. Provide information about familiar topics with greater specificity and detail. (Presentational Speaking & Writing)
4. Identify the main ideas in short spoken messages, presentations, interactions, and a variety of media. (Interpretive Listening & Reading)

Teach Out Plan:

The committee recommends that the 2026-2027 academic year be designated as a teach-out year for any student who began the First-year Spanish series prior to Fall 2026. As the topics in the newly aligned SPA/SPN/SPAN 101Z, 102Z, and 103Z may differ from those taught in the unaligned (pre-Z) courses, students could miss topics by switching mid-series.

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