

CURRICULUM/GEN ED COMMITTEE
a standing committee of the Education Advisory Committee

Minutes
February 1, 2006- 3:00 pm
Sylvania, CC- Conference Room B

Committee Members:

X	Kendra Cawley, Chair	X	Diane Kamali	X	Ed DeGrauw
	Michael Cleghorn	X	Pam Kessinger	X	Doris Werkman
X	Marlene Eid	X	Jim Straight	X	Joe Wright
X	Dan Findley	X	Moe O'Connor	X	Jim Jeffery
	Jeff Josifek		Adrian Rodriguez		
		X	Scot Leavitt		

Committee Support:

	Amy Alday-Murray	X	Chris Chairsell		Susan Wilson
	Rick Amen	X	Stacey Timmins	X	Dorothy Badri

Guests:

Carol Bruneau	Bill Bruno	Jan Abushakrah
Michael Lawrence	Cece Cutsforth	Reine Thomas
Diane Chute	Rick Willebrand	Mark Hagen
Elizabeth Metcalf	Jim Eden	Levy Query
Susan Williams	Karen Jolly	Vicky Charlston
Steve Ward	John Holmes	Mary Alexander
Kevin Lein	Jeannie LaFrance	Christyn Dundorf
Michael McDowell		

Information Items from the Curriculum Office:
(These items do not require curriculum committee recommendation)

Distance Learning Approvals

o

Experimental Course

- o EM199-Introduction to Radio Communications
- o TA299- Advanced Improvisation
- o PS299- US Supreme Court & Individual Rights

Inactivated Courses

- o DRF158- Geometric Dimensioning and Tolerancing
- o DRF161- Industry Orientation
- o DRF240- Casting and Molding Design/Drafting
- o DRF241- Structural Steel Drafting
- o DRF244- Drafting Math and Problem Solution
- o DRF250- Fluid Power Design/Drafting
- o DRF253- Electro Mechanical Design/Drafting
- o DRF254- Drafting Design and Problem Solution
- o DRF260- Tool and Fixture Design/Drafting
- o DRF262- Machine Design Drafting
- o DRF286- AutoCAD Mechanical Desktop

OLD BUSINESS:

30. ARCH121- Structural Systems I
Course Revision- Descriptions, Requisite, Outcomes
Recommend
31. ARCH132- Building Codes
Contact/Credit Hour Change
Recommend
33. ARCH110- Introduction to Architectural Drawing
New Course
Recommend
34. ARCH124- Introduction to Building Systems
Course Revision- Description, Outcomes
Recommend
35. ARCH111- Working Drawings I
Course Revision- Requisite
Recommend with description change "ARCH 110 recommended for students with no previous drafting experience
36. ARCH112- Working Drawings II
Course Revision- Requisite
Recommend with description change "ARCH 110 recommended for students with no previous drafting experience
37. ARCH101- Architectural Graphics I
Course Revision- Requisite
Recommend with description change "ARCH 110 recommended for students with no previous drafting experience
38. ARCH102- Architectural Graphics II
Course Revision- Requisite
Recommend with description change "ARCH 110 recommended for students with no previous drafting experience
- 38a. ARCH201- Design Studio 1
Contact/Credit Hour Change
Recommend
- 38b. ARCH202- Design Studio 2
Contact/Credit Hour Change
Recommend

39. ID135- Professional Practices for Interiors Designers

Course Revision- Title, Requisite

Recommended with description to read:

Covers the business aspects of Design. Includes topics on ethics, contracts, licensing, ordering, client-designer relationships, costs, billing and fee structures, and legal considerations. Prerequisites: ID 132 or ARCH 201, MTH 20 or placement into MTH 60.

40. ID280- Cooperative Education: Kitchen and Bath

New Course

Recommended with number ID 280A. (CCOG provided at meeting, attached)

99. ECE194- Surviving and Thriving: Managing Personal Stress While Working with Children and Families-

New Course- Title is too long for Banner

Recommend Title: Surviving and Thriving: Managing Stress in Early Education

101. ECE197- Career Exploration through Service Learning in Early Education and Family Studies

New Course- Title is too long for Banner

Recommend Title: Career Exploration in Early Education and Family Studies

134. BA 95- Introduction to Accounting

Revision- Course Number Change to BA 111

Recommend

145. BI 145- Introduction to Wildlife Conservation and Management

New Course (formally BI 100)

Recommend (Gen Ed and Transfer List B not requested)

146. BI 112- Cell Biology for Health Occupations

New Course

Recommend

143. BI 231- Human Anatomy and Physiology 1

Course Revision- Requisite Change

Recommend with prerequisite added to description: BI 101 or BI101b or BI211 or BI112 or CHEM 100 or higher.

144. BI 234- Microbiology

Course Revision- Requisite Change

Recommend with prerequisite added to description: BI 101 or BI 101b or BI211 or BI 112

NEW BUSINESS:

148. CAS170-Beginning Excel: WIN

Course Revision- Course Description & Course Title Change

Recommend

149. CAS171-Intermediate Excel: WIN
Course Revision- Course Description & Course Title Change

Recommend

150. HIM270- Classification Systems 1
Contact/Credit Hour Change

Recommend

151. HIM273- Classification Systems 2
Contact/Credit Hour Change

Recommend

152. CJA262- Introduction to Correctional Process
Course Revision- Course Title, Description, Outcomes

Recommend with proposed Prerequisite: CJA 100 and CJA 113. Change of Outcomes Wording to "Student will Demonstrate an understanding of...."

153. TE9702- Electricity for the Non-Electrician II
New Course

Course Title should be TE 9072

Recommended with change in outcomes, see Revision to CCOG attached.

154. TE9257- Basic HVAC/R Install
Course Revision- Requisite

Recommend

155. TE9250- Shop-Light Committee/Refrig I
Course Revision- Title, Description, Requisite, Outcomes

Recommend with removal of "Prepare invoices" as an outcome.

156. EC202- Principles of Economics: Macroeconomics
Course Revision- Description, Outcomes

Recommend with the following changes:

Outcomes: To outcome #1, add: Will be prepared to complete additional courses in macroeconomics to successfully transfer to a four-year institution of higher education.

Description to read:

A study of factors affecting the level of national income; the essentials of money and banking; the role of government expenditure and taxation in achieving economic stability, growth, and development; international monetary issues including exchange rates and the balance of payments. Recommended: MTH 95, WR 115 and EC201.

Recommended similar and related changes to description in EC 201 and 200:

EC 201 Principles of Economics

A study of the market system, involving the essentials of demand and supply analysis; competition and monopoly; labor markets; public policy towards business; the distribution of income; international trade and commercial policy;

comparative advantage, tariffs, and quotas. EC201 and EC202 together constitute the two term transfer sequence. Recommend: MTH 95, WR 115

EC 200 Introduction to Economics

A survey course covering: basic microeconomic and macroeconomic concepts, the history of economic ideas, and a variety of economic issues. Depending on the instructor's interests, the issues covered might include: price ceilings, price floors, pollution, income distribution, poverty, international trade issues, inflation, unemployment, economic growth, public finance, and transitional economies. This course is recommended for students who desire a one term survey course. Recommend: MTH 95, WR115

157. WR227- Technical Writing

Course Revision- Description, Requisites, Outcomes

Recommend with 4 credit conversion

158. WR222- Writing Research Papers

New Course, Transfer list B

Addition of Gen Ed list Designation

Recommend (see attached)

159. ARCH113- Working Drawings III

Course Revision- Title

Recommend

160. ARCH133- Commercial Building Codes

New Course

Recommend with prerequisite change to ARCH 124 and Outcomes to be used from CCOG (see attached)

Description should read:

Introduction to land use zoning and Oregon Building Codes for commercial buildings, using International Building Code. Selected portions of the code will be discussed, with application to sample buildings. Prerequisite: ARCH 124.

161. ARCH132- Building Codes

Course Revision- Title, Description, Requisite, Outcomes

Recommend with prerequisite change.

Description should read:

Introduction to land use zoning and International Residential Building Codes. Selected portions of the code will be discussed, with application to sample building plans. Prerequisite: ARCH 124

162. ID125- Computer Drafting for Interior Designers

Course Revision- Requisites

Recommend as Prerequisite: ID 131 and prerequisite/concurrent: ID 132

163. ID131- Introduction to Interiors

Course Revision- Description Change

Recommend with description:

A study of the design elements and principles as applied to interiors. Includes skill development in drawing floor plans, analyzing furniture arrangement, and basic techniques for creating interior design presentation boards including floor plans, color boards, and elevation drawings. Recommended: ARCH 110 for students with no previous drafting experience (can be taken concurrently)

164. ID132- Planning Interiors
Course Revision- Requisite

Recommend

Prerequisite: ARCH 110, ID131, with concurrent/prerequisite of ARCH 100

165. ID133- Space Planning
Course Revision- Requisites

Prerequisite: ID131 or ARCH 201, ARCH 110, ARCH 124, Placement into MTH 60 and WR 121 and prerequisite/concurrent ARCH 100.

166. ID225- CAD for Kitchen and Bath Design
New Course

Recommend

167. ID236- Lighting Design
Course Revision- Requisites

Recommend

Prerequisite: ARCH 110; ID 131 or ARCH 201; Placement into MTH 60 and WR 121

168. ID237- Kitchen and Bath Planning
Course Revision- Course number, Title, Description, Requisites

Recommend with addition of prerequisite into the description

169. ID238- Advanced Kitchen and Bath Planning
New Course

Recommend with transcript title: Adv Kit/Bth Plng

And prerequisite: ID 138; ID225; ARCH 121 or BCT 103; ARCH 132 or INSP 151

170. GD228- Professional Studio Practices
Course Revision- Course Title

Recommend with course title change to: Professional Graphic Design Practices

171. PT280A- CE: Printing Technology
Course Revision- Course Title and Number

Recommend, to GD 280A, Cooperative Education: Graphic Design

172. PT244- Preparing Files for Print
Course Revision- Course Title and Number

Recommend, to GD 244

173. PE187A- Boot Camp
New Course

Recommend with title change to PE182F

174. SOC214a,b,c- The Illumination Project: Tools for Creative Social Activism 1,

The Illumination Project: Tools for Creative Social Activism 2,
The Illumination Project: Tools for Creative Social Activism 3

New Courses

Recommend with course title change to Illumination Project: Tools for Creative Social Activism 1, 2, 3 and change to transcript title to reflect 1, 2, 3. With understanding of changes to outcomes to return in April.

175. SOC214a,b,c- The Illumination Project: Tools for Creative Social Activism 1,
The Illumination Project: Tools for Creative Social Activism 2,
The Illumination Project: Tools for Creative Social Activism 3
Designation- GenEd Request

Recommend with outcomes to return in April.

176. SOC214a,b,c- The Illumination Project: Tools for Creative Social Activism 1,
The Illumination Project: Tools for Creative Social Activism 2,
The Illumination Project: Tools for Creative Social Activism 3
Designation- List B

Recommend with outcomes to return in April.

177. SOC214a,b,c- The Illumination Project: Tools for Creative Social Activism 1,
The Illumination Project: Tools for Creative Social Activism 2,
The Illumination Project: Tools for Creative Social Activism 3
Designation- Diversity List

Recommend with outcomes to return in April.

178. DRF100- Drafting Orientation
New Course

Recommend with description change and removal of all Outcomes and use of only one: Students will develop a general knowledge of the function of drafters in the local employment environment.

Description: Designed to acquaint students with firms that employ drafters and designers. Students observe product lines and manufacturing operations through visual media or facility tours. Students become familiar with working conditions, and may converse with employees. Covers the fundamentals of technical report writing, memos, resume development, and internet research of technical products related to drafting and design.

179. DRF117- Drafting Fundamentals
Contact/Credit Hour Change

Recommend

180. DRF133- Intermediate Drafting
Course Revision- Outcomes

Postponed to April at SAC request

181. DRF133- Intermediate Drafting
Contact/Credit Hour Change

Recommend

182. DRF135- Advanced Drafting I
Course Revision- Title, Outcomes
Recommend title change with understanding outcomes will come back in April
183. DRF135- Advanced Drafting I
Contact/Credit Hour Change
Recommend
184. DRF270- Beginning SolidWorks
Course Revision- Title
Recommend
185. DRF271- SolidWorks Level II
Course Revision- Title
Recommend
186. EDO229- Communication Center Operations- High Risk
Course Revision- Course Number, Title, Description, Requisite, Outcome
Recommended (to ETC 112) with changes to Outcomes, attached.
187. ETC201- Law Enforcement Data System (LEDS)
New Course
Postponed at SAC request
188. ETC111- Communication Center Operations-Advanced Skills
Course Revision- Title Change
Recommend
189. MTH70- Introduction to Intermediate Algebra
Course Revision- Course Title, Description
Recommend
190. MTH95- Intermediate Algebra
Course Revision- Description
Recommend
191. BA131- Computers In Business
Course Revision- Description, Outcomes
Recommend
192. CG140a,b,c- Career and Life Planning, Career and Life Planning,
Career and Life Planning
Course Revision- Description, Outcomes
Recommend with Prerequisite: Placement into WR115 or RD115 or instructor permission.
193. LAT217- Landscape Drafting
Course Revision- Requisite
Recommend

194. LAT271- Computer Aided Landscape Design
Course Revision- Requisite

Recommend

195. LAT280b- CE: Landscape Seminar
Course Revision- Title, Description, Requisite, Outcomes

Postponed at SAC Request

196. LAT280c- CE: Landscape Design
Course Revision- Title, Description, Requisite, Outcomes

Postponed at SAC Request

197. PHL207- Ethical Issues in Aging

New Course

Recommend with the Outcomes that are listed on the CCOG (attached) and no prerequisites

198. PHL207- Ethical Issues in Aging
Designation- GenEd

Recommend

199. PHL207- Ethical Issues in Aging
Designation- List A

Recommend

200. ART 215- History of American Residential Architecture

New Course

Recommend with removal of first outcome

201. HE261- Healthy Nutritional Choices for a Sustainable Future

New Course

Postponed at SAC request

202. BI163- Organic Gardening

Contact/Credit Hr Change

Recommend

**PORTLAND COMMUNITY COLLEGE
COURSE CONTENT AND OUTCOMES GUIDE**

Date: 10/08/05

Prepared by: E. Metcalf

Course Title: Cooperative Education: Architectural Design and Drafting 1-4 Credits

Course Number: ID 280

Number of Credits: 2/3/6

Lecture hours per week: 0

Lec/lab hours per week: 0

Lab hours per week: 6/9/18

Number of weeks: Varies

Course Description:

Work or observe on approved job sites. Student receives as varied and complete an experience as possible under job conditions. Credits are variable and based on the number of clock hours student spends on job site. Must be coordinated with the supervisor, instructor, and cooperative education specialist. Prerequisite: Department approval.

Addendum to Description:

This course is required for the NKBA Certificate.

Transferability of credit depends entirely upon the institution to which the student wishes to transfer.

Students must be capable of reading and communicating in the English language and may be required to pass a listening competency test administered by the department. Students who may have a disability and wish an accommodation should make arrangements to meet with the instructor outside of class to discuss specific requests. Any request for accommodation may require that documentation of disability be reviewed by the Office for Students with Disabilities

Intended Outcomes:

The student will be able to:

- Observe and recognize functions specific to the assigned job site.

- Successfully perform tasks relative to the work experience plan.
- Communicate effectively with associated co-workers, supervisors, and staff.

Outcomes Assessment strategies:

Evaluation generally consists of site visitations by the Coordinator/Instructor and a written evaluation by the Employer/Supervisor.

Themes, Concepts, and Issues:

- An on-site/field experience is essential to the development of the student within a real world context.
- Graduates need to be able to communicate and work effectively with employers and related staff.
- Cooperative Education establishes a vital link between the college and the prospective employer.
-

Competencies and Skills:

The student will be able to:

- Communicate effectively with employer using various methodologies.
- Demonstrate competency while performing assigned field experience tasks.
- Successfully complete the written agreement forged between the student and the participating employer.

The primary purpose of the Course Content and Outcome Guide is to provide faculty a SAC approved outline of the course. It is not intended to replace the Course Syllabus, which details course content and requirements for students.

Date: 12/29/05

Prepared By: Sally Von Entress

Course No.: TE 9072

Course Title: ELECTRICITY FOR THE NON-ELECTRICIAN II

Credit Hours: 2

Lecture Hours Per Week: 1

Lecture/Lab Hours Per Week: 2

Lab Hours Per Week: 0

Number of Weeks: 12

Special Fee: N/A

COURSE DESCRIPTION FOR PUBLICATION:

A practical, hands on application of residential wiring methods. This class is a direct continuation of the skills developed in Electricity for the Non-Electrician I, incorporating additional wiring practices, materials and troubleshooting methods. Emphasizing safety and workmanship as well as electrical theory and building codes as they apply to the homeowner. Prerequisite: TE 9071

ADDENDUM TO COURSE DESCRIPTION:

COURSE ACTIVITIES AND DESIGN:

A review of basic theory, materials and safety practices. The majority of the time will be spent performing practical wiring methods, and further develop proper installation techniques.

ASSESSMENT:

Prerequisite will be TE 9071 Electricity for the Non-Electrician. At the beginning of the course, the instructor will detail methods to evaluate student progress and criteria for assigning a final grade. The grading policy will be Pass - No pass unless otherwise requested.

GOAL: Give the homeowner skills to safely perform basic wiring techniques while being aware of building code regulations.

Expected Student Competencies:

Discuss and emphasize importance of working safely in an electrical environment.

Relate basic electrical theories and codes to activities in class.

Review basic electrical terminology of residential wiring.

Review uses and names of common hand and power tools used in electrical work.

Review wire sizes and amperage as they relate to each other.

Discuss electrical and building codes related to residential wiring.

Identify different types of electrical devices and demonstrate proper use.

Identify different types of wire commonly used in a house wiring.

Demonstrate skills of proper wiring techniques.

Demonstrate understanding of basic types of conduit for residential application.

Demonstrate basic skill of bending EMT conduit.

Draw wiring diagrams for common circuit combinations around the house.

Incorporate the use of meters and testing equipment for troubleshooting electrical circuits.

Discuss the possible effects improper wiring may have on your house.

Provide an understanding and appreciation of building codes, electrical codes, licensing laws, and electrical permitting processes.

Curriculum Request Form
GenEd Request

Current course number: WR222

Current course title: Writing Research Papers

Category: Course is in Arts and Humanities

Explain how this course fits in the above category: Similar course to our current WR123

How does course incorporate breadth and scope of gen/ed philosophy statement: Because of WR222's similarity to an established course that exemplifies many of the tenets of the Gen Ed Philosophy: its reliance on critical thinking, the use of rhetorical strategies, and organizational skills to name just a few.

Course is transferrable to: PSU and U of O

Is course available to all pcc students: Course is available to all PCC Students

How does the course demonstrate rigor and require significant student preparation: The course requires working through multiple drafts of a large research project incorporating numerous and varied legitimate sources. There is also significant reading and journaling required.

How does the course incorporate substantial student evaluation and demonstrate literacy: The research writing course has a number of assessment activities: drafts, reading quizzes, skill evaluation (paraphrasing, quoting, etc), small group work, source evaluation, annotated bibliography, and final research project.

How does course include a wide spectrum of concepts and theoretical models: For the successful completion of a lengthy research paper, students must master a large number of skills and synthesize them for the final project. Faculty also introduces a variety of research methods and acceptable structures.

How does course examine relation to other disciplines and reflect historical perspective: The course is multi-disciplinary in nature on two levels: with the reading assignments and the incorporation of ideas/perspectives from a variety of disciplines. The issues addressed in this course--because of the cultural and sociological content--always include an historical perspective.

How does course develop ability to examine, evaluate and make

Through multiple drafts of their projects, and with ample opportunities for self-assessment and faculty assessment, students practice and refine their use of the concepts taught

comparisons of relevant
concepts:

in the course relating to rhetorical, organizational and
research skills.

Contact name:

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**PORTLAND COMMUNITY COLLEGE
COURSE CONTENT AND OUTCOMES GUIDE**

Date: 10/24/05

Prepared by: D. Roy

Course Number: ARCH 133

Course Title: Commercial building codes

Credit Hours: 2

Lecture Hours Per Week: 2

Lecture/Lab Hours Per Week: 0

Lab Hours Per Week: 0

Number of weeks: 11/12

Special Fee:

Course Description For Publication:

Introduction to land use zoning and Oregon building codes for small commercial buildings, using International Building Code. Selected portions of the code will be discussed, with application to sample buildings. **Prerequisites:** ARCH 120

Addendum to Description:

This course is a required for an Associate of Applied Science Degree in Architectural Design & Drafting.

Transferability of credit depends entirely upon the institution to which the student wishes to transfer.

Students must be capable of reading and communicating in the English language and may be required to pass a listening competency test administered by the department. Students who may have a disability and wish an accommodation should make arrangements to meet with the instructor outside of class to discuss specific requests. Any request for accommodation may require that documentation of disability be reviewed by the Office for Students with Disabilities

Intended Outcomes for the Course:

- Determine zoning of a given property, and corresponding development standards.
- Complete a feasibility study for a given commercial property, including allowable uses, lot coverage, setbacks, heights, parking, and other specific design requirements.
- Establish building planning code requirements for multi-family living, as related to room size, egress, light, and ventilation.
- Establish occupancy load factor, based on building use and size, and

determine maximum number of occupants as related to egress and exit requirements.

- Identify appropriate occupancy type for a given use, and determine allowable plan area and heights allowed.
- Determine construction type allowed by occupancy group, and select most appropriate construction type based on building type.
- Apply knowledge of codes to specific buildings, analyzing existing buildings for change of occupancy and/or expansion.
- Determine code requirements for installation of various interior and exterior finish materials used in commercial construction.
- Determine required fire rated construction assemblies, based on Occupancy Type and location on property.

Outcome Assessment Strategies:

- Student to analyze a given building, using IBC and zoning codes, to arrive at building analysis (term project, plus weekly practices).
- Student to demonstrate willingness and ability to work in small groups during class to provide input and solve in-class assignments, and articulate findings to class.
- Student to demonstrate time management skills by completion of projects by assigned by assigned deadlines and by meeting specific objectives for each phase of class projects.

Themes, concepts, and Issues:

- Course materials will be presented in a lecture and discussion format, using multimedia presentations (slides, overheads, videos) showing examples of code applications in various buildings, and tables from code books.
- Discussions will be supplemented by handouts that summarize highlights of the codes, due to the extensive amount of information in the codes.
- Weekly assignments will provide an opportunity for student to apply class information to actual building examples.
- Short answer midterm and final exams will cover a summary of information for International Building Codes.

The primary purpose of the Course Content and Outcome Guide to provide faculty a SAC approved outline of the course. It is not intended to replace the Course Syllabus, which details course content and requirements for students.

ETC 112 Communication Center Operations-Advanced

Learning Outcomes for the Course:

- Demonstrate the ability to answer multiple emergency lines.
- Screening calls to evaluate level of urgency and need for field response
- Accurately prioritize emergency calls and determine appropriate equipment and personnel needed.
- Disseminate information in the most appropriate manner within the policies and procedures established as operational guidelines.
- Demonstrate the ability to multi-task, in a variety of situations including: monitoring multiple radio channels, handling multiple telephone lines, inputting data into a computer program and assigning response units, while maintaining a level of awareness of the general activity of the com center.
- Be able to utilize their problem-solving skills while dealing with serious, high-stress situations.
- Apply standard protocols to specific situations.

COURSE CONTENT AND OUTCOME GUIDE

Date: January 22, 2006

Course Number: **Philosophy 207**

Course Title: **Ethical Issues in Aging**

Credit Hours: 4

Lecture Hours per Week: 4

Lecture/Lab Hours per Week: None

Number of Weeks: 12

Special Fee: none

Course Description for Publication:

This course will investigate central ethical issues pertaining to the care of elderly patients. Students will become familiar with various ethical principles and frameworks and then apply these to various ethical issues and dilemmas that arise in caring for the elderly. Students will learn how to identify ethical issues in caring for the elderly and become proficient in ethical decision-making in order to render well-reasoned ethical decisions regarding appropriate care for the elderly.

Intended Outcomes for the Course:

Students completing this course should be able to:

- identify ethical issues/dilemmas that arise in caring for the elderly,
- utilize appropriate ethical tools and frameworks to offer well-reasoned arguments that attempt to resolve the identified ethical issues/dilemmas,
- understand the impact legal and cultural frameworks have on ethical decision-making in caring for the elderly.

Outcome Assessment Strategies:

Assessment strategies will include some of the following:

- Essays in the form of in-class exams, short papers, or term papers,
- Short-answer exams,
- Student presentations,
- Class and small group discussions,
- Attendance and participation.

Course Content - Themes, Concepts, Issues:

The course will focus on some or all of the following ethical questions that arise in caring for the elderly:

- What should the aging and dying experience be like?
- What is futile care?
- Are assisted-suicide and euthanasia appropriate end-of-life care options?
- What role should hospice and palliative care play in end-of-life care?
- What is the appropriate use of artificial nutrition and hydration in end-of-life care?
- How should decision-making conflicts be resolved in end-of-life care?
- How should society structure health care for the elderly?

Competencies and Skills:

Students will learn to do the following:

- Examine a clinical or social situation and identify ethical issues/dilemmas
- Discuss clinical or social situations from ethical point of view
- Devise and justify ethical responses to identified situations
- Evaluate discussions of identified ethical issues/dilemmas