



COURSE OUTLINE

<u>FUN203</u>	<u>Funeral Service Principles</u>
Course Number	Course Title
<u>3</u>	<u>3/0</u>
Credits	Hours: lecture/laboratory

Catalog description:

An introduction to the basic services performed by the funeral director from the first call to final disposition. Included is a look at various religious practices, planning and directing the funeral, VA and Social Security, interstate and international transportation, and funeral merchandise. Appropriate funeral service vocabulary, ethical practices, and professional attitudes are stressed.

Prerequisites: Enrollment in the Funeral Service Program

Corequisites: None

Required texts:

TITLE: Outline of Types of Funeral Services and Ceremonies
PUBLISHER: National Association of Colleges of Mortuary Science, Inc.
EDITION: Second Edition 2016

TITLE: MCCC Funeral Service Supplement
PUBLISHER: MCCC

TITLE: Funeral Service Merchandising
AUTHOR: Phillip DeArmond
PUBLISHER: The Cincinnati Foundation for Mortuary Education
EDITION: 2003

TITLE: Funeral Home Customer Service A-Z
AUTHOR: Alan D. Wolfelt
PUBLISHER: Companion Press
EDITION: 2005

TITLE: Funeral Directing and Funeral Service Management
AUTHOR: Ralph L. Klicker PhD
PUBLISHER: Thanos Institute
EDITION: 2009

TITLE: Winning Ways
AUTHOR: Todd W. VanBeck
PUBLISHER: Appleton & Lange
EDITION: 1999

Last revised: Spring 2020

Course coordinator: Michael Daley; tel. 609-570-3472; daleym@mccc.edu

Other Learning Resources:

MCCC library website for database of holdings:

http://www.mccc.edu/student_library.shtml

There are numerous MCCC library holdings for Funeral Service.

The call designations are:

RA622	Funeral Service science and practice
HD9999	Funeral Service business and profession
GT3202	Funeral customs, sociology, and history

Director of Funeral Service has copies of Funeral Service magazines and articles for student use in his office collection.

The following videos will be presented during this course: *"First Call"*; *"Transfer of Remains"*; *"The Ultimate Kindness"*; *"Arlington Cemetery"* and *"Military Funeral Honors"*.

Course Competencies/Goals:

The student will be able to:

- 1) synthesize the various time frames of funeral service with appropriate activities
- 2) appraise legal, ethical and professional obligations for the funeral director during all time frames of funeral service
- 3) analyze various methods of disposition and cremation
- 4) formulate legal, ethical and professional responsibilities when shipping human remains domestically and internationally
- 5) differentiate consumer benefits with respect to Social Security, Supplemental Security Income, Medicare, Medicaid, Railroad Retirement and the Department of Veterans Affairs
- 6) critique funeral rites for police officers, firefighters, fraternal organizations and military personnel
- 7) distinguish Jewish, Islamic, Mormon, Christian Science, Amish, Hindu, Orthodox, Gypsy, Protestant and Roman Catholic funeral rites
- 8) reframe production methods and components of funeral merchandise with respect to price points
- 9) synthesize the awareness of global climate and environmental issues with the evolution of the "green movement" in contemporary funeral service merchandise, chemical products and disposition alternatives.

Course-specific General Education Goals and Core Skills:

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 9. Ethical Reasoning and Action. Students will understand ethical issues and situations.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail:

Unit #1 – Topics: Introduction to Funeral Service Principles
What are We Called?
Licenses
Roles of the Funeral Director
Funeral Service

Preparation:

1. Attend class and participate in class discussions.

Objectives:

Having attended class and participated in class discussion, the student will be able to:

1. Discuss the various names assigned to funeral service professionals and different licensure requirements throughout the United States. (Gen. Ed. Goal 1; Core Skill A)
2. Synthesize the roles of the funeral director and their legal, professional and ethical responsibilities. (Course Competencies 2; Gen. Ed. Goals 1 & 9; Core Skills A, B & C)
3. Critique what “service” means in the service industry with particular emphasis on funeral service. (Gen. Ed. Goal 1; Core Skills A & B)
4. Evaluate how funeral directors can provide exceptional service to the consumer. (Course Competencies 2; Gen. Ed. Goals 1 & 5; Core Skills A, B & C)

Unit #2 – Topics: First Impressions
Telephone Etiquette
At Need Funeral Procedures
Notification of Death
Transfer of Remains

Preparation:

1. Attend class and participate in class discussions.
2. Chapter 1, “First Impressions”, “Students”, “Telephones” (FHCSA-Z)
3. Chapters 1, 2 & “Making the Forensic Removal” (FD & FSM)
4. Online: “First Impressions”

Objectives:

Having completed the assigned readings, attended class, and participated in class discussions, the student will be able to:

1. Analyze the impact of “first impression” on the funeral service practitioner’s effectiveness. (Gen. Ed. Goals 1 & 5; Core Skills A, B & E)
2. Demonstrate appropriate telephone etiquette including the information required upon notification of death. (Course Competencies 1 & 2; Gen. Ed. Goals 1 & 5; Core Skills A, B, E & F)
3. Compare and contrast the house removal and the institutional removal with respect to legal, professional and ethical obligations. (Course Competencies 1 & 2; Gen. Ed. Goals 1 & 9; Core Skills A, B & C)
4. Synthesize the various types of notification and their impact on the legal, ethical and professional responsibilities of the funeral service practitioner. (Course Competencies 1 & 2; Gen. Ed. Goals 1, 5 & 9; Core Skills A, B, C & E)
5. Critique factors the funeral service practitioner must consider when preparing to transfer remains from a residence or institution. (Course Competencies 1; Gen. Ed. Goal 1; Core Skills A & B)
6. Construct appropriate transfer procedures for a residence or institution. (Course Competencies 1; Gen. Ed. Goal 1; Core Skills A & B)
7. Correlate the legal requirements of New Jersey and Pennsylvania with appropriate transfer procedures. (Course Competencies 2; Gen. Ed. Goal 1; Core Skills A & B)

Unit #3 – Topics: At Need Funeral Procedures
 Arrangement Conference
 Government Benefits and Programs
 Service and Merchandise Options

Preparation:

1. Attend class and participate in class discussions.
2. Chapters 3, 4 & 7 (FD&FSM)
3. Pages 35-69 (WW)
4. “Details”, “Promptness” (FHCSA-Z)

Objectives:

Having completed the assigned readings, attended class, and participated in class discussions, the student will be able to:

1. Synthesize the essential elements of the arrangement conference with the consumer’s psychological and sociological needs. (Course Competencies 1; Gen. Ed. Goals 1, 5, 8 & 9; Core Skills A, B, C & G)
2. Construct how the location and structure of the arrangement conference may enhance the needs of the consumer. (Course Competencies 1; Gen. Ed. Goals 1, 5 & 8; Core Skills A, B & G)

3. Outline funeral and memorial options available to the consumer. (Gen. Ed. Goal 1; Core Skill A)
4. Describe information necessary to complete the death certificate, death notice, obituary and secure appropriate permits. (Course Competencies 2; Gen. Ed. Goal 1; Core Skills A & B)
5. Formulate consumer benefits regarding Social Security, Railroad Retirement, and Veterans Affairs. (Course Competencies 5; Gen. Ed. Goal 1; Core Skills A)
6. Correlate the legal responsibilities of the arrangement conference with the ethical and professional responsibilities of the funeral service practitioner. (Course Competencies 1 & 2; Gen. Ed. Goals 1 & 9; Core Skills A, B & C)
7. Demonstrate an understanding of merchandise options and their related price points. (Course Competencies 1; Gen. Ed. Goal 1; Core Skills A, B & F)
8. Develop ways to conclude the arrangement conference that attend to the needs of the consumer. (Course Competencies 1 & 2; Gen. Ed. Goals 1, 5, 8 & 9; Core Skills A, B, C, F & G)

Unit #4 - Topics: At Need Funeral Procedures
 Directing the Funeral
 Pre-Service/Private Visitation
 Public Visitation
 The Funeral/Memorial Service
 Committal Service

Preparation:

1. Attend class and participate in class discussions.
2. Chapter 5 (FD & FSM)

Objectives:

Having completed the assigned readings, attended class, and participated in class discussions, the student will be able to:

1. Formulate the tasks required for a private and public visitation. (Course Competencies 1; Gen. Ed. Goal 1; Core Skills A & B)
2. Critique activities necessary when readying the funeral home or other location for a service. (Course Competencies 1; Gen. Ed. Goal 1; Core Skills A & B)
3. Synthesize how the funeral service practitioner can facilitate the psychological and sociological needs of the consumer throughout the visitation and service. (Course Competencies 1 & 2; Gen. Ed. Goals 1, 5, 8 & 9; Core Skills A, B, C & G)
4. Demonstrate ways the funeral service practitioner can incorporate the needs of participants in scheduled services while maintaining professional and ethical responsibilities to the consumer. (Course Competencies 1 & 2; Gen. Ed. Goals 1 & 9; Core Skills A, B & C)
5. Evaluate the duties of the funeral service practitioner throughout the funeral/memorial and committal services. (Course Competencies 1; Gen. Ed. Goal 1; Core Skills A & B)

Unit #5 – Topics: Aftercare/Post Funeral Follow-up
 Preneed
 Methods of Disposition
 Cremation
 Resomation

Promession
The “Green Movement”

Preparation:

1. Attend class and participate in class discussion.
2. Chapters 6, 8 & 9 (FD & FSM)
3. “Aftercare”, “E’s”, “E-mail”, “Cremation”, Preneed” (FHCSA-Z)
4. Pages 70-80 (WW)
5. “Cremation” (FSS)
6. Online: “Disposition” and “The Green Movement”

Objectives:

Having completed the assigned readings, attended class, and participated in class discussions, the student will be able to:

1. Distinguish prefunded and preplanned funeral arrangements. (Gen. Ed. Goal 1; Core Skill A)
2. Critique the reasons a consumer may choose to make prearrangements. (Course Competencies 1; Gen. Ed. Goals 1 & 5; Core Skills A & B)
3. Compare and contrast irrevocable, revocable, guaranteed and non-guaranteed preneed contracts. (Gen. Ed. Goal 1; Core Skill A)
4. Synthesize the components of the prearrangement conference with respect to the legal, ethical and professional responsibilities of the funeral service practitioner. (Course Competencies 1 & 5; Gen. Ed. Goals 1 & 9; Core Skills A, B & C)
5. Differentiate the types of alterations that may be made to the preneed contract and their effect on the terms of the original contract. (Course Competencies 1 & 2; Gen. Ed. Goal 1; Core Skills A & B)
6. Discuss the legal effect of the preplanned and prefunded contract upon death of the beneficiary. (Course Competencies 2; Gen. Ed. Goal 1; Core Skills A & B)
7. Formulate the types of funding available for prefunded arrangements. (Gen. Ed. Goal 1; Core Skill A)
8. Compare and contrast earth burial, entombment, cremation, burial at sea, body donation and preservation. (Course Competencies 3; Gen. Ed. Goal 1; Core Skill A & E)
9. Investigate the “green” movement with respect to disposition, embalming chemicals and funeral merchandise. (Gen. Ed. Goals 1,5 & 9; Core Skills A, B & E)
10. Evaluate legal, ethical and professional considerations that must be made when assisting the consumer that has chosen cremation as a mode of disposition. (Course Competencies 2 & 3; Gen. Ed. Goals 1 & 9; Core Skills A, B & C)
11. Demonstrate effective ways of presenting options to the consumer that has selected cremation. (Course Competencies 3; Gen. Ed. Goals 1 & 5; Core Skills A, B & F)
12. Compare and contrast the various methods of disposition available to the consumer that has selected cremation. (Course Competencies 3; Gen. Ed. Goals 1; Core Skill A)
13. Compare and contrast resomation and promession.(Course Competencies 9;Core Skills A & E)

Unit #6 - Topics: Shipping of Human Remains
 Interstate and Intrastate Shipments
 International Shipments

Preparation:

1. Chapter 12 (FD & FSM)

2. Online: “Shipping”

Objectives:

Having completed the reading assignments, attended class, and participated in class discussions, the student will be able to:

1. Describe “forwarding of remains” and “receiving of remains” with the Federal Trade Commission requirements for their disclosure. (Course Competencies 4; Gen. Ed. Goal 1; Core Skills A, B & E)
2. Compare and contrast common and private carriers. (Gen. Ed. Goal 1; Core Skill A & E)
3. Formulate coordination of air transport for human remains. (Course Competencies 4; Gen. Ed. Goal 1; Core Skills A, B & E)
4. Critique effective methods for preparing human remains for transport, including special considerations due to religious beliefs. (Course Competencies 4; Gen. Ed. Goals 1 & 8; Core Skills A, B, E & G)
5. Correlate shipping containers with their appropriate applications based on composition, strength, design, protective qualities and legal requirements. (Course Competencies 4; Gen. Ed. Goal 1; Core Skills A, B & E)
6. Summarize the current Transportation Security Administration and Air Transport Association standards for containers being shipped or carried aboard common carriers. (Course Competencies 4; Gen. Ed. Goal 1; Core Skill A & E)
7. Outline the paperwork necessary when transporting or receiving human remains. (Course Competencies 4; Gen. Ed. Goal 1; Core Skill A & E)
8. Reframe special considerations and requirements when transporting or receiving human remains internationally. (Course Competencies 4; Gen. Ed. Goals 1 & 8; Core Skills A, B, E & G)
9. Synthesize special considerations and requirements when transporting or receiving cremated remains domestically and internationally. (Course Competencies 4; Gen. Ed. Goals 1 & 8; Core Skills A, B, E & G)

Unit #7 – Topics: Social Security
Supplemental Security Income
Medicare
Medicaid
Railroad Retirement

Preparation:

1. Attend class and participate in class discussions.
2. Pages 256-257 (FD & FSM)
3. “Social Security”, “Railroad Retirement”, “SSI/Medicaid” (FSS)
4. Online: “Benefits”

Objectives:

Having completed the readings, attended class and participated in class discussions, the student will be able to:

1. Outline the eligibility requirements, order of priority and value of the Social Security Lump-Sum Death Benefit. (Course Competencies 5; Gen. Ed. Goal 1; Core Skills A & E)
2. Distinguish the required information and paperwork necessary when applying for the Social Security Lump-Sum Death Benefit. (Course Competencies 5; Gen. Ed. Goal 1; Core Skills A & E)

3. Critique the Supplemental Security Income eligibility requirements, its provisions and administrative accountability. (Course Competencies 5; Gen. Ed. Goal 1; Core Skills A & E)
4. Compare and contrast Medicare and Medicaid. (Course Competencies 5; Gen. Ed. Goal 1; Core Skills A & E)
5. Outline the eligibility requirements for Medicaid. (Course Competencies 5; Gen. Ed. Goal 1; Core Skills A & E)
6. Differentiate Railroad Retirement from other benefit programs. (Course Competencies 5; Gen. Ed. Goal 1; Core Skills A & E)
7. Critique the eligibility requirements for the Railroad Retirement Lump-Sum Death Benefit and Residual Lump-Sum Payment, and explain the required information and necessary paperwork for application. (Course Competencies 5; Gen. Ed. Goal 1; Core Skills A & E)

Unit #8: - Topics: Department of Veterans Affairs
 Death Benefits
 Military Honors
 Active Duty Deaths
 Government Housing
 DD214
 National Cemeteries
 Arlington Cemetery

Group Presentations: Police Officer and Firefighter Killed in the Line of Duty
 Military Funeral Rites

Preparation:

1. Attend class and participate in class discussions.
2. Pages 251-256 (FD & FSM)
3. “Veterans Affairs” and “Active Duty Deaths” (FSS)
4. “The Military Funeral Rite” (TFS&C)
5. Online: “Veterans”

Objectives:

Having completed the assigned reading, attended class and participated in class discussions, the student will be able to:

1. Synthesize the various benefits available to the deceased veteran and their family with attention to the information and forms required. (Course Competencies 5; Gen. Ed. Goal 1; Core Skill A & E)
2. Analyze eligibility requirements and information necessary to obtain military honors. (Course Competencies 5; Gen. Ed. Goal 1; Core Skill A & E)
3. Critique the benefits available for active duty deaths in addition to special considerations when the death occurs domestically and internationally. (Course Competencies 5; Gen. Ed. Goal 1; Core Skill A & E)
4. Describe how the soldier’s duty pay and government housing benefits are terminated. (Course Competencies 5; Gen. Ed. Goal 1; Core Skill A & E)
5. Formulate how the DD214 can be acquired as well as the soldier’s discharge status verified. (Course Competencies 5; Gen. Ed. Goal 1; Core Skill A & E)
6. Differentiate the benefits of national cemeteries and their requirements for interment. (Course Competencies 5; Gen. Ed. Goal 1; Core Skill A & E)

7. Evaluate the history of Arlington Cemetery, its burial eligibility requirements and burial benefits. (Course Competencies 5; Gen. Ed. Goal 1; Core Skill A & E)

Unit #9 – Topics: Fraternal Organizations Funeral Rites
The American Veteran’s Organizations Funeral Rite
Clergy-Funeral Director Relations

Group Presentations: Knights of Columbus and Masons Funeral Rites
Christian Science Funeral Rites

Preparation:

1. “Fraternal Organizations”, “The American Organizations Funeral Rite” and “The Christian Science Funeral Rite” (TFS&C)
2. Chapter 15 (FD&FSM)

Objectives:

Having completed the assigned reading, attended class and participated in class discussions, the student will be able to:

1. Differentiate fraternal organizations with respect to their contact person, ritual needs and ways the funeral service practitioner can accommodate them. (Course Competencies 6; Gen. Ed. Goals 1 & 5; Core Skills A & B)
2. Analyze the service detail of American veterans organizations and ways in which the funeral service practitioner can accommodate them. (Course Competencies 6; Gen. Ed. Goals 1 & 5; Core Skills A & B)
3. Appraise the importance of the clergy-funeral director relationship and its influence on the professional responsibilities of the funeral service practitioner. (Course Competencies 2; Gen. Ed. Goals 1 & 5; Core Skills A & B)
4. Formulate the needs of the clergy and how the funeral service practitioner can best anticipate and serve them. (Course Competencies 2; Gen. Ed. Goals 1 & 5; Core Skills A & B)

Unit #10 – Topics: Jewish Funeral Rites
Orthodox Jewish Funeral Rites
Conservative and Reform Jewish Funeral Rites

Preparation:

1. Attend class and participate in class discussions.
2. “The Jewish Funeral Rite”, “The Orthodox Jewish Funeral Rite”, “The Conservative and Reform Jewish Rites” (TFS&C)

Objectives:

Having completed the assigned readings, attended class and participated in class discussions, the student will be able to:

1. Analyze the historical elements of the Jewish funeral rite and their influence on contemporary practices. (Course Competencies 7; Gen. Ed. Goals 1 & 7; Core Skills A & B)
2. Compare and contrast the orthodox, conservative and reform Jewish funeral rites. (Course Competencies 7; Gen. Ed. Goal 1; Core Skills A & B)
3. Differentiate the terms that are indicative of the Jewish funeral rite. (Course Competencies 7; Gen. Ed. Goal 1; Core Skill A)

4. Synthesize how the funeral service practitioner can facilitate the Jewish funeral rite in a legal, ethical and professional manner. (Course Competencies 7; Gen. Ed. Goals 1, 5, 8 & 9; Core Skills A, B, C & G)

Unit #11 – Group Presentations: Islamic Funeral Rites
Mormon Funeral Rites
Amish Funeral Rites
Hindu Funeral Rites
Gypsy Funeral Rites

Preparation:

1. Attend class and participate in a group presentation and class discussion.
2. “The Mennonite (Amish) Funeral Rite” and “Mormon Funeral Rite” (TFS&C)

Objectives:

Having completed the assigned readings, attended class and participated in class discussions and group presentations, the student will be able to:

1. Compare and contrast the historical and contemporary elements of the Islamic, Mormon, Amish, Hindu and Gypsy funeral rites. (Course Competencies 7; Gen. Ed. Goals 1, 7 & 8; Core Skills A, B, D, E, F & G)
2. Critique the specific funeral practices of the Islamic, Mormon, Amish, Hindu and Gypsy traditions. (Course Competencies 7; Gen. Ed. Goals 1, 7 & 8; Core Skills A, B, D, E, F & G)
3. Differentiate restrictions and taboos within the Islamic, Mormon, Amish, Hindu and Gypsy funeral traditions. (Course Competencies 7; Gen. Ed. Goals 1, 5, 7 & 8; Core Skills A, B, D, E, F & G)
4. Discuss specific vocabulary terms as they relate to the Islamic, Mormon, Amish, Hindu and Gypsy funeral rites, including the appropriate titles for the officiates. (Course Competencies 7; Gen. Ed. Goals 1 & 8; Core Skills A, B, D, E, F & G)
5. Synthesize ways in which the funeral director can facilitate funeral services in the Islamic, Mormon, Amish, Hindu and Gypsy tradition with attention to the legal, ethical and professional responsibilities of the funeral service practitioner. (Course Competencies 2 & 7; Gen. Ed. Goals 1, 5, 8 & 9; Core Skills A, B, C, D, E, F & G)

Unit #12 – Topics: Protestant Funeral Rites
Roman Catholic Funeral Rites
Orthodox Funeral Rites

Preparation:

1. Attend class and participate in class discussion.
2. “The Protestant Funeral Rite”, “The Episcopal Funeral Rite”, “The Lutheran Funeral Rite”, “The Roman Catholic Funeral Rite” and “The Orthodox Funeral Rite” (TFS&C)
3. Online: “Orthodox Funeral Rites”

Objectives:

Having completed the assigned readings, attended class and participated in class discussion, the student will be able to:

1. Differentiate the denominations that are considered to be protestant. (Gen. Ed. Skill 1; Core Skill A)

2. Distinguish the differences between the liturgical and non-liturgical worship style and architecture. (Gen. Ed. Skill 1; Core Skill A)
3. Synthesize the elements of the liturgical protestant funeral rite with the legal, ethical and professional obligations of the funeral service practitioner. (Course Competencies 2 & 7; Gen. Ed. Goals 1, 5, 8 & 9; Core Skills A, B, C & G)
4. Compare and contrast the Episcopal and Lutheran history, governance structure and funeral rites. (Course Competencies 7; Gen. Ed. Goals 1, 7 & 8; Core Skills A, B & G)
5. Critique the elements of the non-liturgical protestant funeral rite with the legal, ethical and professional obligations of the funeral service practitioner. (Course Competencies 2 & 7; Gen. Ed. Goals 1, 5, 8 & 9; Core Skills A, B, C & G)
6. Design ways in which the funeral service practitioner can facilitate protestant funerals in facilities outside of the funeral home and places of worship. (Course Competencies 7; Gen. Ed. Goals 1, 8 & 9; Core Skills A, B & G)
7. Discuss specific vocabulary terms that are related to the protestant and catholic funeral rite, including the appropriate titles for officiates. (Course Competencies 7; Gen. Ed. Goals 1 & 8; Core Skills A, & G)
8. Describe the hierarchy of the Roman Catholic Church. (Gen. Ed. Goal 1; Core Skill A)
9. Synthesize the elements of the Roman Catholic funeral rite with the legal, ethical and professional obligations of the funeral service practitioner. (Course Competencies 2 & 7; Gen. Ed. Goals 1, 5, 8 & 9; Core Skills A, B, C & G)
10. Discuss specific vocabulary terms that are related to the orthodox church funeral rites, including the appropriate titles for officiates. (Course Competencies 7; Gen. Ed. Goals 1 & 8; Core Skills A, E & G)
11. Synthesize the elements of the Greek Orthodox, Russian Orthodox and Eastern Orthodox funeral rites with the legal, ethical and professional obligations of the funeral service practitioner. (Course Competencies 2 & 7; Gen. Ed. Goals 1, 5, 8 & 9; Core Skills A, B, C, E & G)

Unit #13 – Topics: Coffins
 Caskets
 Alternative Containers
 Outer Burial Containers
 Vaults
 Grave Liners

Preparation:

1. Attend class and participate in class discussions.
2. Chapter 10 (FD&FSM)
3. Chapters 1-9 (FSM)
4. Online: “Caskets” and “Outer Burial Containers”

Objectives:

Having completed the assigned readings, attended class, and participated in class discussions, the student will be able to:

1. Compare and contrast coffins, caskets and alternative containers. (Gen. Ed. Goal 1; Core Skill A & E)
2. Differentiate the various type of materials that are used in casket and alternative container construction. (Course Competencies 8; Gen. Ed. Goal 1; Core Skill A & E)

3. Correlate the species of wood and type of metal with construction costs. (Course Competencies 8; Gen. Ed. Goal 1; Core Skills A, B & E)
4. Compare and contrast ferrous and non-ferrous metal caskets. (Gen. Ed. Goal 1; Core Skill A & E)
5. Analyze the use of laminates, wood by-products, fiberglass, plastic and polymers in casket construction as alternatives to wood and metal. (Gen. Ed. Goal 1; Core Skills A, B & E)
6. Outline the component parts of caskets with respect to their function and influence on production costs. (Course Competencies 8; Gen. Ed. Goal 1; Core Skills A, B & E)
7. Investigate styles and options for casket exteriors and interiors and their influence on production costs. (Course Competencies 8; Gen. Ed. Goal 1; Core Skills A, B & E)
8. Compare and contrast the basic styles of cap openings and methods of closure. (Gen. Ed. Goal 1; Core Skill A & E)
9. Critique the various sizes of caskets available and their appropriate use. (Gen. Ed. Goal 1; Core Skill A & E)
10. Distinguish outer burial containers with respect to their components, construction costs, purpose, style and options. (Course Competencies 8; Gen. Ed. Goal 1; Core Skill A & E)

Assessment of student learning:

Student learning will be assessed using examinations, tests, group presentations, and case studies. Multiple-choice, matching, case studies, short essays, and fill-in-the-blank questions will be given. The final examination will be multiple-choice and will be inclusive. Case studies will be completed in groups as well as individually on tests.

The student will participate in a group presentation that depicts the funeral rites of a particular religious or service organization. The presentation must describe the significant beliefs of the organization with attention focused on the funeral practices that are to be followed. Restrictions and taboos and well as specific vocabulary terms associated with the organization must be presented. Funeral service details and considerations must be included as well as the preferred method of disposition. The duties of the funeral director must be delineated with respect to contact persons and special considerations, while addressing legal, ethical and professional obligations of the funeral service practitioner.

The final grade will be determined as follows:

Tests:	30%
Midterm Exam:	30%
Final Exam:	35%
Group Presentation:	5% (group participation)

NOTE: A minimum "C" grade is required to pass this course.

100-94	A
93-90	A-
89-87	B+
86-83	B
82-80	B-
79-78	C+
77-75	C
74-60	D
<60	F

Reasonable Accommodations for Students with Documented Disabilities

Mercer County Community College is in compliance with both the ADA and Section 504 of the Rehabilitation Act. If you have, or believe you have, a differing ability that is protected under the law please see Arlene Stinson in LB216, (609)570-3525, stinsona@mccc.edu for information regarding support services.

Academic Integrity

Students are required to perform all the work specified by the faculty and are responsible for the content and integrity of all academic work submitted, such as papers, reports, and examinations. A student will be guilty of violating the Rule of Academic Integrity if he or she:

- uses or obtains unauthorized assistance in any academic work;
- gives fraudulent assistance to another student;
- knowingly represents the work of others as his or her own or represents previously completed academic work as current;
- fabricates data in support of an academic assignment;
- inappropriately or unethically uses technological means to gain academic advantage

Classroom decorum

The college welcomes all students into an environment that creates a sense of community, pride and respect; we are all here to work cooperatively and to learn together.

Students are expected to follow ordinary rules of courtesy during class sessions. Engaging in private, side conversations during class time is distracting to other students and to the instructor. Leaving class early without having informed the instructor prior to class is not appropriate. Unless there is an emergency, leaving class and returning while the class is in session is not acceptable behavior. Disruptive behavior of any type is not appropriate. All electronic devices are to be placed on silent alarm during class sessions. Texting and other forms of electronic communication will not be tolerated during class sessions. Students who engage in such activity will be asked to leave the class by the instructor.

Attendance

It is the students' responsibility to attend all classes. If classes are missed for any reason, students are still responsible for all content that is covered, for announcements made in their absence, and for acquiring any materials that may have been distributed in class. Students are expected to be on time for classes. If students walk into a class after it has begun they should select a seat close to the entrance in order to minimize the disruption.

Make-up tests and exams will not be given. In the event of an emergency it is the student's responsibility to notify the instructor of the situation **prior** to the administration of the test or exam. Should the instructor decide that a make-up test or exam is warranted because of the circumstances resulting in the absence, it will be administered at a **scheduled time**. The student must take the test or exam at the scheduled time or they will receive a grade of "0". This "exception" will only be considered **once** for the entire semester. Any additional tests or exams that are not taken with the rest of the class will receive a grade of "0".