



COURSE OUTLINE

<u>FUN227</u>	<u>Restorative Art</u>
Course Number	Course Title
<u>3</u>	<u>2/2</u>
Credits	Hours: lecture/laboratory

Catalog description:

Examines facial anatomy including underlying structures and facial features, restoration, color and cosmetics. Cosmetic and restorative treatments will be synthesized with their appropriate applications. Facial proportions and physiognomy will be analyzed regarding their effect on restorations. The application of color theory and color illumination theory to restorative treatments and funeral home furnishings will be discussed. Legal and ethical responsibilities of the practitioner will be addressed. Lab work will develop proficiency in anatomical modeling and the practical application of cosmetics.

Prerequisites: BIO103 & 104, or BIO106 and FUN247 **Corequisites:** FUN 295 or FUN 251

Required texts:

TITLE: **EMBALMING: HISTORY, THEORY AND PRACTICE**
AUTHOR: **ROBERT G. MAYER**
PUBLISHER: **MCGRAW HILL**
EDITION: **5th 2012 (4th 2006)**

TITLE: **RESTORATIVE ART AND SCIENCE**
AUTHOR: **RALPH L. KLICKER, PHD**
PUBLISHER: **THANOS INSTITUTE**
EDITION: **2011**

Last revised: Spring 2020

Course coordinator: Michael T. Daley 609-570-3472 Daleym@mccc.edu

Information 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

Other learning resources: Videos: *The Art of Facial Reconstruction* – Gary Sokoll; *Asian Male Cosmetic Application* – The Dodge Company; *Black Female Cosmetics* – The Dodge Company

Course Competencies/Goals:

The student will be able to:

- 1) correlate the relationship between underlying muscles and bony structures with surface form and expression
- 2) defend the intimate link between restorative art and embalming
- 3) synthesize various cosmetic and restorative treatments with appropriate applications
- 4) analyze facial proportions and physiognomy regarding their influence on natural form of the facial features and facial restorations
- 5) distinguish profile, frontal and bilateral forms of the head and face, and their effect on facial and head restorations
- 6) construct the four major facial features from wax with an understanding of their parts and variations
- 7) demonstrate knowledge of color theory as it applies to cosmetic mediums and their use in restorative procedures
- 8) appraise the influence of illumination theory on funeral home lighting, decorating, furnishings, and cosmetic treatments
- 9) critique legal responsibilities as they relate to restorative procedures

Course-specific General Education Knowledge Goals and Core Skills:

General Education Knowledge Goals

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

Goal 3. Science. Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

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.

Units of study in detail:

Unit #1 – Topics: Introduction and Orientation
Anatomical Position and Terms of Form, Position and Direction
Classes of Cases Requiring Restoration
Types of Restoration and Time-table of Treatments
Ethnic Characteristics
Geometric Forms of the Normal Skull
Surface Bones of the Cranium and Face
History of Modern Restorative Art
Modeling Technique

Preparation:

1. Attend class and participate in class discussions.
2. Lecture: Chapters 1 & 2 & page 81 (RA&S); p. 515-522 (501-509) (E:HT&P)
3. Lab: p. 10, 65, & 66 (RA&S); p. 589-606 (E:HT&P)
4. Online: “Bones”

Objectives:

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

1. Describe the objectives of restorative art. (Gen. Ed. Goal 1; Core Skill A)
2. Determine terms of form, position and direction, and their relationship to anatomical position. (Gen. Ed. Goal 1; Core Skill A)
3. Distinguish the types and classes of restorative treatments through case analysis. (Course Competencies 2 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & F)
4. Analyze and differentiate major and minor restorations. (Gen. Ed. Skill 1; Core Skills A & B)
5. Correlate the case analysis with the time-table of restorative procedures. (Course Competencies 2 & 3; Gen. Ed. Skills 1 & 3; Core Skills A, B & F)
6. Distinguish the characteristics of restorative procedures in relation to legal obligations. (Course Competencies 9; Gen. Ed. Goals 1 & 9; Core Skills A, B & C)
7. Describe paperwork appropriate for legal concerns regarding restorative procedures. (Course Competencies 9; Gen. Ed. Goals 1 & 9; Core Skills A, B, C & D)

8. Evaluate case studies regarding legal obligations and formulate appropriate actions. (Course Competencies 9; Gen. Ed. Goals 1 & 9; Core Skills A, B, C & F)
9. Differentiate the facial characteristics that distinguish one ethnic origin from another. (Course Competencies 1 & 4; Gen. Ed. Goals 1, 3 & 8; Core Skills A & B)
10. Compare and contrast the geometric forms of the infant, adult, and aged skull. (Gen. Ed. Goals 1 & 3; Core Skill A)
11. Identify the surface bones of the cranium and face, and distinguish their importance to restorative procedures. (Course Competencies 1; Gen. Ed. Goals 1 & 3; Core Skill A,B & E)
12. Describe ancient restorative procedures and compare them to modern restorative treatments. (Gen. Ed. Goals 1 & 7; Core Skills A, B & D)

Unit #2 – Topics: Muscles of the Cranium, Face and Neck Which Influence Surface Form
 Reference to a Photograph
 Facial Proportions
 Physiognomical Forms of the Ear
 Parts of the Ear
 Methods of Attachment for the Ear

Lab: Model an isolated ear using restorative wax.

Preparation:

1. Attend class and laboratory and participate in class discussions.
2. Lecture: Chapters 3 & 5 (RA&S); p. 516 (502),540 (529), 567 (557-558) (E:HT&P)
3. Lab: p. 46-47, 70-72 (RA&S)
4. Online: “Muscles” & “Ear”

Objectives:

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

1. Identify the muscles of the cranium, face and neck, and synthesize their influence on surface form. (Course Competencies 1; Gen. Ed. Goals 1 & 3; Core Skills A,B & E)
2. Identify facial proportions. (Course Competencies 4; Gen. Ed. Goal 1; Core Skill A)
3. Formulate the relationship between facial proportions and physiognomy. (Course Competencies 4; Gen. Ed. Goals 1 & 3; Core Skills A & B)
4. Demonstrate the use of facial proportions and photographs in restorative procedures. (Course Competencies 4; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & F)
5. Describe the physiognomical form of the ear. (Gen. Ed. Goal 1; Core Skill A)
6. Identify parts of the ear. (Gen. Ed. Goal 1; Core Skill A & E)
7. Differentiate restorative procedures for the ear. (Course Competencies 3; Gen. Ed. Goals 1 & 3; Core Skills A & B)
8. Critique underlying anatomical structures and their importance in the accurate placement of the ear. (Course Competencies 1; Gen. Ed. Goals 1 & 3; Core Skills A, B & E)
9. Model an ear from a picture using restorative wax. (Course Competencies 6; Gen. Ed. Goal 1; Core Skills A & B)

Unit #3 – Topics: Physiognomical Forms of the Nose
 Racial and Profile Classifications of the Nose

Parts of the Nose
Nose Restorations
Physiognomical Forms of the Mouth
Parts of the Mouth
Natural Facial Markings Associated with the Mouth
Prognathism
Mouth and Lip Restorations

Lab: Model an isolated nose using restorative wax.
Model an isolated mouth using restorative wax.

Preparation:

1. Attend class and laboratory and participate in class discussions.
2. Lecture: p. 31, 48-54 (RA&S); p. 539-540 (529), 542-544 (531-533), 556 (545-546) (E:HT&P)
3. Lab: p. 49, 51-52, 73-74, 67-69 (RA&S)
4. Online: "Nose" & "Mouth"

Objectives:

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

1. Describe the physiognomical forms of the nose and mouth.(Gen. Ed. Goal 1; Core Skill A & E)
2. Identify parts of the nose and mouth. (Gen. Ed. Goal 1; Core Skill A & E)
3. Distinguish profile classifications of the nose. (Course Competencies 5; Gen. Ed. Goal 1; Core Skill A)
4. Critique underlying anatomical structures and their importance in the accurate placement of the nose and mouth. (Course Competencies 1; Gen. Ed. Goals 1 & 3; Core Skills A & B)
5. Differentiate restorative procedures for the nose and mouth. (Course Competencies 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
6. Distinguish the natural facial markings associated with the mouth. (Gen. Ed. Goal 1; Core Skill A & E)
7. Model an isolated nose and mouth using restorative wax. (Course Competencies 6; Gen. Ed. Goal 1; Core Skills A & B)

Unit #4 - Topics: Physiognomical and Profile Forms of the Eye
Parts of the Closed Eye
Natural Facial Markings Associated With the Eye
Eye Restorations

Lab: Model two isolated eyes using restorative wax.

Preparation:

1. Attend class and laboratory and participate in class discussions.
2. Lecture: p. 31, 55-58, 162 (RA&S); p. 539- 540 (529) (E:HT&P)
3. Lab: p. 55-56, 75-76 (RA&S)
4. Online: "Eye"

Objectives:

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

1. Describe the physiognomical forms of the eye. (Gen. Ed. Goal 1; Core Skill A & E)
2. Distinguish the profile forms of the eye. (Gen. Ed. Goal 1; Core Skill A & E)
3. Identify the parts of the closed eye. (Gen. Ed. Goal 1; Core Skill A & E)
4. Critique underlying anatomical structures and their importance in the accurate placement of the eyes. (Course Competencies 1; Gen. Ed. Goal 1 & 3; Core Skills A, B & D)
5. Identify the natural facial marking associated with the eye. (Gen. Ed. Goal 1; Core Skill A)
6. Differentiate restorative procedures used for the eye. (Course Competencies 3; Gen. Ed. Goal 1 & 3; Core Skills A & B)
7. Model two isolated eyes using restorative wax. (Course Competencies 6; Gen. Ed. Goal 1; Core Skills A & B)

Unit #5 – Topics: Physiognomical Forms of the Head and Facial Structure
Forms of the Facial Profile
Variations of the Basic Linear Forms
Frontal Head Views
Bilateral Forms of the Head and Features
Asymmetry of Features
Facial Markings
Classification of Facial Markings
Effects of Facial Expression
Desairology

Preparation:

1. Attend class and participate in class discussion.
2. Lecture: p. 35,40-43, 139-140, & Chapter 4 (RA&S)
3. Online: “Markings” “Desairology”

Objectives:

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

1. Describe the nine facial profiles. (Course Competencies 5; Gen. Ed. Goal 1 Core Skill A)
2. Differentiate the seven geometrical forms of the head. (Course Competencies 5; Gen. Ed. Goal 1; Core Skill A)
3. Illustrate the classifications of bilateral forms. (Course Competencies 5; Gen. Ed. Goal 1; Core Skill A)
4. Appraise the keys to bilateral forms of the head and facial features. (Course Competencies 5; Gen. Ed. Goal 1; Core Skill A)
5. Distinguish between natural and acquired facial markings. (Gen. Ed. Goal 1; Core Skill A & E)
6. Demonstrate appropriate applications and techniques used in desairology. (Course Competencies 3; Gen. Ed. Goal 1; Core Skill A & B)
7. Explain the proper treatment of hairdressers in the funeral home with respect to OSHA. (Gen. Ed. Goal 1; Core Skill A)

Unit #6 - Topics: Abrasion, Laceration and Razor Burn Treatment
Bleaching
Burns

Decapitation
Fractures

Preparation:

1. Attend class and participate in class discussions.
2. Lecture: Chapters 10a, 10b, 10c, 10d, 10m, 10k & p. 128-129 (RA&S);
p. 535-538 (521-527), 541 (530-531), 556-559 (546-550) (E:HT&P)
3. Online: "Burns"

Objectives:

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

1. Determine restorative treatments for burns, lacerations, and abrasions. (Course Competencies 3; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
2. Outline restorative procedures for decapitation and fractures. (Course Competencies 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
3. Formulate methods used to treat discolorations. (Course Competencies 3 & 7; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)

Unit #7 – Topic: Hair Restorations

Lab: Create hair restorations of the sideburn, temple, crown, eyebrow, eyelash, mustache, goatee and beard.

Preparation:

1. Attend class and laboratory and participate in class discussion.
2. Lecture and Lab: p. 141-145 & 185 (RA&S); p. 563-565 (551-554) (E:HT&P)

Objectives:

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

1. Demonstrate appropriate applications and techniques used in hair restorations. (Course Competencies 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
2. Analyze situations that require hair restoration and evaluate appropriate restorative techniques. (Course Competencies 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)

Unit #8: - Topics: Severed, Missing or Twisted Limbs and Bones
Penetrating and Perforating Wounds
Neoplasm/Tumor
Ulcers
Desquamation
Distentions

Preparation:

1. Attend class and participate in class discussions.
2. Lecture: p. 125-128 & Chapters 10e, 10f, 10g & 10i (RA&S)
p. 547 - 555 (535-545), 563-564 (551-552) (E:HT&P)
3. Online: "Distentions" "Wounds"

Objectives:

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

1. Outline restorative procedures for severed limbs. (Course Competencies 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
2. Formulate restorative treatments for wounds, neoplasms, tumors, ulcers, and desquamation. (Course Competencies 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
3. Evaluate the influence of distentions on surface form and determine restorative treatments. (Course Competencies 3; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)

Unit #9 – Topics: Hypodermic Tissue Building
Surface Stain Removers
Cosmetically Concealing Small and Large Discolorations
Tissue Preparation and Adaptation of Waxes
Large Cavity and Excision Restorations
Restorative Waxes
Skin Texture

Lab: Restore surface form to damaged masks using wax.
Recreate pores using a damp towel and a stipple brush.
Recreate a facial marking using a modeling instrument or ligature.

Preparation:

1. Attend class and laboratory and participate in class discussions.
2. Lecture and laboratory: Chapters 10e, 10h, and 7 (RA&S)
p. 529 (515-521), 540-541(529-530), 584-587 (585-588) (E:HT&P)
3. Online: “Hypodermic”, “Discolorations” & “Waxes”

Objectives:

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

1. Analyze hypodermic tissue building and its efficacy in restorative applications. (Course Competencies 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & E)
2. Discuss surface stain removers and their proper applications. (Course Competencies 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & E)
3. Differentiate appropriate cosmetic treatments for concealing small and large discolorations. (Course Competencies 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & E)
4. Determine required tissue preparation prior to wax applications. (Course Competencies 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & E)
5. Compare various types of restorative waxes and determine appropriate uses. (Course Competencies 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & E)
6. Demonstrate appropriate techniques for smoothing wax surfaces. (Course Competencies 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & E)
7. Create facial markings in a wax surface. (Course Competencies 3; Gen. Ed. Goals 1 & 3; Core Skills A & B)

8. Outline the appropriate procedures for large cavity and excision restorations. (Course Competencies 3; Gen. Ed. Goals 1 & 3; Core Skills A & B)

Unit #10 – Topics: Organ and Tissue Recovery
Sutures
Cosmetology
Complexion and Cosmetic Application

Preparation:

1. Attend class and participate in class discussions.
2. Lecture: Chapters 10n,10p and 11(RA&S); p.567-569 (557-559), 569-577(564-574)(E:HT&P)
3. Online: “Sutures”

Objectives:

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

1. Evaluate post-recovery restorative implications for organ and tissue donors. (Course Competencies 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
2. Correlate restorative sutures with appropriate applications. (Course Competencies 3; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
3. Distinguish complexion color applications and skin pigments, and their influence on natural and ornamental restorative treatments. (Course Competencies 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)

Unit #11 – Topics: Corrective Shaping
Shadowing and Highlighting
Warm Color Areas of the Face and Hands
Corrective Shaping of the Lips
Coloring of the Lips
Rouges and Rouging

Lab: Create highlights and shadows from a basic cosmetic medium.
Demonstrate the effect of basic pigments on a cosmetic medium.

Preparation:

1. Attend class and laboratory and participate in class discussions.
2. Lecture and Lab: p.175-177 & 187-192 (RA&S); p.571-572(567),577-587(574-584)(E:HT&P)

Objectives:

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

1. Investigate the impact of warm color areas, highlights, and shadows in cosmetic applications. (Course Competencies 3 & 7; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)

2. Create highlights and shadows from a basic cosmetic medium. (Course Competencies 3 & 7; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
3. Demonstrate the effect of basic pigments on a cosmetic medium. (Course Competencies 3 & 7; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
4. Formulate cosmetic applications that enhance or diminish facial features. (Course Competencies 3 & 7; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
5. Distinguish natural and ornamental rouging and its application respective to the decedent's age. (Course Competencies 3; Gen. Ed. Goals 1 & 3; Core Skills A & B)

Unit #12 – Topics: Color Theory
 Colors of the Spectrum
 Absorption and Reflection
 Chromatic and Achromatic Colors
 Dimensions of Color
 Pigment Theory
 Complements
 Visual Aspects of Color
 Juxtaposition
 Value and Hue Contrasts
 Eye Fatigue and After-image

Preparation:

1. Attend class and participate in class discussion.
2. Lecture: p. 207-214 (RA&S)
3. Online: "Color"

Objectives:

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

1. Identify the colors of the spectrum. (Course Competencies 7; Gen. Ed. Goal 1 & 3; Core Skill A & E)
2. Differentiate absorption and reflection and the resulting visible hues. (Course Competencies 7; Gen. Ed. Goal 1 & 3; Core Skill A, B & E)
3. Identify primary, secondary and tertiary hues, and distinguish their formation. (Course Competencies 7; Gen. Ed. Goal 1 & 3; Core Skill A, B & E)
4. Describe warm and cool hues and the influence of complementary hues. (Course Competencies 7; Gen. Ed. Goal 1 & 3; Core Skill A, B, D & E)
5. Distinguish chromatic, achromatic and monochromatic hues with the resulting tints, tones and shades. (Course Competencies 7; Gen. Ed. Goals 1 & 3; Core Skill A & E)
6. Analyze the dimensions of color and their influence on restorative procedures. (Course Competencies 7; Gen. Ed. Goals 1 & 3; Core Skills A & B)
7. Determine the psychological and physiological effects of specific hues. (Course Competencies 7; Gen. Ed. Goals 1 & 3; Core Skill A & E)
8. Correlate juxtaposition with achromatic and chromatic colors and values. (Course Competencies 7; Gen. Ed. Goals 1 & 3; Core Skill A)
9. Describe value contrasts, hue contrasts, and eye fatigue. (Course Competencies 7; Gen. Ed. Goals 1 & 3; Core Skill A)

Unit #13 – Topics: Color in Light
Influence of Natural Light on Hues
Types of Light
Dimensions of Color Illumination
Methods of Mixing Color Illumination
Effect of Color Illumination on an Object’s Color

Preparation:

1. Attend class and participate in class discussions.
2. Lecture: p. 214-215 & Chapter 14 (RA&S)
3. Online: “Light”

Objectives:

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

1. Describe the various types of light and their characteristics. (Course Competencies 8; Gen. Ed. Goals 1 & 3; Core Skill A & E)
2. Differentiate the dimensions of color illumination. (Course Competencies 8; Gen. Ed. Goals 1 & 3; Core Skill A & E)
3. Analyze the methods used for mixing color illumination. (Course Competencies 8; Gen. Ed. Goals 1 & 3; Core Skill A)
4. Discuss the effect of color illumination on an object’s color. (Course Competencies 8; Gen. Ed. Goals 1 & 3; Core Skills a & B)

Assessment of student learning:

Student learning will be assessed using examinations, tests, quizzes, research papers, case studies, and laboratory assignments. 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. Readings quizzes will be given and the lowest quiz grade will be dropped. Case studies will be completed in groups as well as individually on tests.

The students will complete a research paper based on a case study from their funeral home. The paper will provide a thorough case analysis and a description of all restorative treatments. The restorative treatments will be categorized into pre-embalming, embalming, and post-embalming time frames. A thorough analysis of treatments will be documented, including attention to what the student would have done differently. The student will also explain what they learned from the experience.

The lab component of this course will include the students modeling an ear, nose, mouth and eyes from wax using a photograph. The students will demonstrate hair restoration and cosmetic techniques using rubber masks. Plaster masks will be used as an opportunity for the students to make wax repairs to surface form. They will recreate facial markings in the wax.

The final grade will be determined as follows:

Quizzes	5%
Tests:	25%
Case Study:	5%
Midterm Exam:	30%
Final Exam:	35%

Lab: 1 percent will be deducted from the final course grade for each lab missed

.5 percent will be deducted from the final course grade for each lab that is not fully completed

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

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.

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.

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.