



COURSE OUTLINE

<u>FUN215</u> Course Number	<u>Funeral Service Law</u> Course Title
<u>3</u> Credits	<u>3/0</u> Hours: lecture/laboratory

Catalog description:

The course introduces the basic principles of law impacting the funeral service practitioner and the people he/she serves. Emphasis is placed on common law, state and federal statutes, rules and regulations of the New Jersey State Board of Mortuary Science and FTC compliance. Certain aspects of mortuary law such as cemetery law, burial standards, rights and wrongs concerning the body and burial and zoning restrictions are discussed.

Prerequisites: BUS107 and Enrollment in the Funeral Service Program

Corequisites: None

Required texts:

TITLE: Mortuary Law
AUTHOR: Stueve-Gilligan
PUBLISHER: Cincinnati College of Mortuary Science
EDITION: 10th 2003

Last revised: May 2008

Course coordinator: Robert C. Smith III; tel. 609-570-3472; smithr@mccc.edu

Supplemental:

TITLE: Statutes and Regulations of the NJ Board of Mortuary Science
PUBLISHER: State of New Jersey
EDITION: Current

Reference:

TITLE: The General Public's Guide to New Jersey Wills, Estates, Taxes and Planning
AUTHOR: Robert G. Saliba
PUBLISHER: RGS Press
EDITION: 9th

Other Learning Resources:

Each NJ registered intern should receive Statutes, Rules and Regulations from the NJ State Board of Mortuary Science. They can also be accessed from the NJ State Board website at: www.state.nj.us/lps/ca/mort/mortstat.pdf. Statutes from the Commonwealth of Pennsylvania can be accessed at: www.pacode.com. Delaware statutes can be accessed at: www.delcode.state.de.us.

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

Course Competencies/Goals:

The student will be able to:

- 1) analyze legal and ethical relationships, rights, duties, and liabilities between the funeral director, consumer, and decedent
- 2) describe the entities that formulate laws, rules, and regulations affecting funeral directors, funeral homes, and cemeteries
- 3) distinguish the legal, ethical, and professional responsibilities surrounding various methods of disposition
- 4) differentiate the various contracts used in funeral service and their appropriate use
- 5) evaluate legal issues regarding agency, bailment, and other business relationships
- 6) discuss the elements of estate planning and their legal implications for the consumer and funeral director

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 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

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 to Law
Purpose of Law
Historical Sources of Law
Contemporary Sources of Law
Classification and Organization of Written Laws
The Judicial Process

Preparation:

1. Attend class and participate in class discussions.
2. Online: “Sources of Law” and “Judicial Process”

Objectives:

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

1. Distinguish business law and funeral service law. (Course Competencies 2; Gen. Ed. Goal 1; Core Skill A)
2. Formulate the purpose of law in history and contemporary society. (Gen. Ed. Goals 1 & 7; Core Skills A and B)

3. Critique Common law, Canon law, Admiralty law, Talmudic law, Napoleonic code, and Roman law as historical sources of law. (Gen. Ed. Goals 1, 4 & 7; Core Skills A & B)
4. Evaluate the role of Case law, Administrative law, Constitutional law, Statutory law, Criminal law, and Civil law in contemporary society. (Course Competencies 2; Gen. Ed. Goals 1 & 4; Core Skills A, B & E)
5. Defend the system used to classify and organize written laws. (Course Competencies 2; Gen. Ed. Goals 1 & 4; Core Skills A, B, D, E & F)
6. Analyze the judicial process with respect to jurisdiction, court functions, judicial terminology, and court procedures. (Course Competencies 2; Gen. Ed. Goals 1 & 4; Core Skills A, B, D, E & F)

Unit #2 – Topics: Sources of Funeral Service Law
Disposition of the Dead
Legal Status of a Dead Body
Methods of Disposition
Cremation

Preparation:

1. Attend class and participate in class discussions.
2. Read Stueve Chapters 1 and 2.
3. Read Identification: An Essential Part of What We Do, *Mortuary Management*, October 2002.
4. Read Cremation section in the *Funeral Service Supplement*.
5. Online: “Burial at Sea”.

Objectives:

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

1. Synthesize State law, Case law, Common law, and Federal law as sources of funeral service law. (Course Competencies 2; Gen. Ed. Goals 1 & 7; Core Skills A, B & D)
2. Analyze the three important elements in the definition of a dead human body. (Gen. Ed. Goal 1; Core Skill A)
3. Differentiate the legal status of dead human body with respect to no property theory, property theory, and quasi-property theory. (Gen. Ed. Goals 1 & 7; Core Skills A & B)
4. Distinguish interment, entombment, burial at sea, donation to medical science, and preservation. (Course Competencies 3; Gen. Ed. Goals 1 & 4; Core Skills A, B & E)
5. Explain the Uniform Anatomical Gift Act. (Gen. Ed. Goals 1; Core Skill A)
6. Formulate the role of cremation as a mode of disposition and its impact on the legal, professional, and ethical responsibilities of the funeral service practitioner. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 9; Core Skills A, B, C,D & F)

Unit #3 – Topics: Right and Duty of Disposition
General Rule of Priority
Conflict
Rights of Parties Undertaking Disposition
Funeral Director with the Right of Disposition

Preparation:

1. Attend class and participate in class discussions.
2. Read Stueve Chapters 3 and 4.
3. Online: “Rights of Parties”

Objectives:

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

1. Distinguish primary and secondary right of disposition. (Gen. Ed. Goals 1 & 4; Core Skills A, B, E & F)
2. Evaluate the legal implications of the general rule of priority. (Course Competencies 1; Gen. Ed. Goals 1 & 4; Core Skills A, B, E & F)
3. Critique the factors that impact the general rule of priority. (Course Competencies 1; Gen. Ed. Goals 1 & 4; Core Skills A, B, E & F)
4. Formulate the funeral director’s legal, ethical, and professional responsibilities where the right of disposition is in question. (Course Competencies 1 & 3; Gen. Ed. Goals 1, 4 & 9; Core Skills A, B, C, E & F)
5. Synthesize the rights of the parties undertaking disposition with respect to right to custody of the body, and right to control the funeral. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 4; Core Skills A, B, D & E)
6. Differentiate actual and constructive custody. (Gen. Ed. Goal 1; Core Skill A)
7. Outline the rights of the party with primary right of control. (Course Competencies 1; Gen. Ed. Goals 1 & 4; Core Skills A & E)
8. Compare the rights of the funeral director with the right of disposition with their duty to the family. (Course Competencies 1; Gen. Ed. Goals 1 & 9; Core Skills A, B, C, D & F)

Unit #4 - Topics: Rights and Duties of the Funeral Director
 Sources of Duties
 Mental Anguish
 Negligence
 Contract Law
 Breach of Contract
 Third Party Contracts and Assignments
 Commercial Paper

Preparation:

1. Attend class and participate in class discussions.
2. Read Stueve Chapter 5
3. Online: “Contracts” and “Commercial Paper”

Objectives:

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

1. Correlate the sources of the funeral directors duties with their subsequent legal, ethical and professional obligations. (Course Competencies 1; Gen. Ed. Goals 1, 8 & 9; Core Skills A, B, C, D & F)
2. Differentiate mental anguish and negligence. (Gen. Ed. Goal 1; Core Skill A)
3. Outline exceptions to the physical impact rule. (Gen. Ed. Goal 1; Core Skill A)

4. Contrast intentional and accidental negligence. (Gen. Ed. Goal 1; Core Skill A)
5. Identify the four requirements for a valid contract. (Gen. Ed. Goals 1 & 4; Core Skills A & E)
6. Demonstrate an understanding of the various contracts used in funeral service and their appropriate applications. (Course Competencies 4; Gen. Ed. Goals 1 & 4; Core Skills A, B & E)
7. Outline suggestions for creating an enforceable contract. (Course Competencies 4; Gen. Ed. Goals 1 & 4; Core Skills A, B, D, E & F)
8. Discuss the purpose of the Statute of Frauds and its requirements. (Gen. Ed. Goals 1 & 4; Core Skills A & E)
9. Analyze the various conditions under which a contract can be terminated. (Gen. Ed. Goals 1 & 4; Core Skills A & E)
10. Distinguish the conditions that can result in a breach of contract. (Gen. Ed. Goals 1 & 4; Core Skills A & E)
11. Critique the various remedies available for breach of contract. (Gen. Ed. Goals 1 & 4; Core Skills A & E)
12. Explain the role of a third party beneficiary. (Gen. Ed. Goals 1 & 4; Core Skills A & E)
13. Differentiate between creditor beneficiary and donee beneficiary. (Gen. Ed. Goals 1 & 4; Core Skills A & E)
14. Explain the concept of assignment and the various parties involved. (Course Competencies 1; Gen. Ed. Goals 1 & 4; Core Skills A & E)
15. Describe the various forms of commercial paper that are used in today's society. (Gen. Ed. Goals 1 & 4; Core Skills A & E)
16. Outline the requirements of commercial paper. (Gen. Ed. Goals 1 & 4; Core Skills A & E)
17. Correlate methods of transferring commercial paper with the appropriate type of indorsements. (Gen. Ed. Goals 1 & 4; Core Skills A & E)

Unit #5 – Topics: Federal Trade Commission

- History
- Purpose
- Impact on Funeral Service
- The Funeral Rule
- Price Disclosures
- Pricing Methods
- Misrepresentations
- Price Lists
- Statement of Funeral Goods and Services Selected
- Embalming Requirements
- Retention of Documents
- State Exemptions

Preparation:

1. Attend class and participate in class discussion.
2. Read Stueve Chapter 14 and FTC Section in the Supplement.
3. Online: "FTC"

Objectives:

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

1. Describe the history, purpose, and structure of the Federal Trade Commission. (Course Competencies 2; Gen. Ed. Goals 1, 4 & 7; Core Skills A, B, D & E)
2. Correlate the history of the Federal Trade Commission with its impact on funeral service. (Course Competencies 2; Gen. Ed. Goals 1, 4 & 7; Core Skills A, B, D & E)
3. Analyze the various types of price disclosures mandated by the Funeral Rule. (Gen. Ed. Goal 1; Core Skill A)
4. Compare the various types of pricing methods available to funeral service. (Gen. Ed. Goal 1; Core Skill A)
5. Discuss the misrepresentations prohibited by the Funeral Rule. (Course Competencies 1; Gen. Ed. Goals 1 & 9; Core Skills A & C)
6. Formulate the requirements mandated by the Funeral Rule for the various price lists used in funeral service. (Gen. Ed. Goal 1; Core Skill A)
7. Explain the purpose of the Statement of Funeral Goods and Services Selected and its mandatory disclosures. (Gen. Ed. Goal 1; Core Skill A)
8. Critique the embalming requirements and provisions established in the Funeral Rule. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 9; Core Skills A, B & E)
9. Define the amount of time that documents must be retained as set forth in the Funeral Rule. (Gen. Ed. Goal 1; Core Skill A)
10. Explain the circumstances required for state exemptions to the Funeral Rule. (Gen. Ed. Goal 1; Core Skill A)

Unit #6 - Topics: Bailment
 Mutuum
 Private and Common Carriers
 Agency

Preparation:

1. Online: “Bailment” and “Agency”

Objectives:

Having completed the online assignments, the student will be able to:

1. Describe the bailment relationship, the parties involved, and the conditions that must be met. (Course Competencies 5; Gen. Ed. Goals 1 & 4; Core Skills A & D)
2. Analyze the types of relationships that exist in ordinary and extraordinary bailments. (Course Competencies 5; Gen. Ed. Goals 1 & 4; Core Skills A & D)
3. Differentiate mutuum from bailment. (Course Competencies 5; Gen. Ed. Goals 1 & 4; Core Skills A & D)
4. Distinguish between private and common carriers. (Course Competencies 5; Gen. Ed. Goal 1; Core Skill A)
5. Describe the agency relationship, the parties involved, and the conditions that must be met. (Course Competencies 5; Gen. Ed. Goals 1 & 4; Core Skills A & D)
6. Analyze the types of agency and their application in business. (Course Competencies 5; Gen. Ed. Goals 1 & 4; Core Skills A, B & D)
7. Evaluate the types of agents and principals with attention to their authority, duty, and liability. (Course Competencies 1 & 5; Gen. Ed. Goals 1, 4 & 9; Core Skills A, B, C & D)

8. Outline the duty and liability of the third party. (Course Competencies 5; Gen. Ed. Goals 1 & 4; Core Skills A & D)
9. Demonstrate the various ways that the agency relationship can be terminated and the subsequent notification of the third party. (Course Competencies 5; Gen. Ed. Goals 1 & 4; Core Skills A, B & D)

Unit #7 – Topics: Preneed
 Advance Directives
 Wills
 Probate and Administration of an Estate

Preparation:

1. Attend class and participate in class discussions.
2. Complete the preneed research and case study assignment.
3. Online: “ Wills”

Objectives:

Having completed the online assignment, preneed research paper, attended class and participated in class discussions, the student will be able to:

1. Explain the difference between a prearranged and a prefunded funeral. (Course Competencies 6; Gen. Ed. Goal 1; Core Skills A & D)
2. Demonstrate how guaranteed and nonguaranteed funeral goods and services can be explained to the client. (Course Competencies 1 & 6; Gen. Ed. Goals 1 & 9; Core Skills A, B, C, D & F)
3. Understand the difference between revocable and irrevocable prearrangements. (Course Competencies 6; Gen. Ed. Goal 1; Core Skills A & D)
4. Outline the various funding methods available to those who wish to prefund. (Course Competencies 6; Gen. Ed. Goal 1; Core Skills A & D)
5. Critique the qualifications of those who provide non-funded and prefunded prearrangements. (Gen. Ed. Goal 1; Core Skills A & D)
6. Contrast Supplement Security Income with Medicaid. (Course Competencies 2 & 6; Gen. Ed. Goal 1; Core Skill A)
7. Analyze the various types of advance directives available and the authority that they afford. (Course Competencies 6; Gen. Ed. Goals 1 & 4; Core Skills A & E)
8. Distinguish estate, will, and testament. (Course Competencies 6; Gen. Ed. Goals 1 & 4; Core Skills A & E)
9. Construct the requirements for a valid will and identify the parties involved. (Course Competencies 6; Gen. Ed. Goals 1 & 4; Core Skills A & E)
10. Differentiate the types of wills and the steps necessary to modify or change a will. (Course Competencies 6; Gen. Ed. Goals 1 & 4; Core Skills A & E)
11. Evaluate the responsibilities and liabilities of the parties involved in the administration of an estate. (Course Competencies 6; Gen. Ed. Goals 1 & 4; Core Skills A & E)
12. Demonstrate an understanding of legal terms specific to the administration process. (Course Competencies 6; Gen. Ed. Goals 1 & 4; Core Skills A & E)

Unit #8: - Topics: Co-ownership of Real Property
Insurance Policies
Gifts
Trusts
Intestate Succession
New Jersey Inheritance Taxes
Estate (Transfer) Tax
Personal Representatives
Estate's Liability for Funeral Expenses
Safety Deposit Boxes

Preparation:

1. Attend class and participate in class discussions.

Objectives:

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

1. Distinguish tenancy by the entirety, joint tenancy, and tenancy in common. (Gen. Ed. Goal 1; Core Skill A)
2. Explain the parties named in an insurance policy, and the steps necessary to secure a claim. (Course Competencies 6; Gen. Ed. Goal 1; Core Skill A)
3. Analyze the concept of "gifting" and its federal and state implications. (Course Competencies 6; Gen. Ed. Goal 1; Core Skill A)
4. Evaluate the purpose of a trust, the parties involved, and the reasons for its establishment. (Course Competencies 6; Gen. Ed. Goal 1; Core Skill A)
5. Compare the various ways that a trust can be managed. (Course Competencies 6; Gen. Ed. Goal 1; Core Skill A)
6. Describe intestate succession and the order of distribution enacted in New Jersey. (Course Competencies 6; Gen. Ed. Goal 1; Core Skill A)
7. Outline the criteria for New Jersey inheritance taxes, and their impact on classes of beneficiaries. (Course Competencies 6; Gen. Ed. Goal 1; Core Skill A)
8. Identify the current time-table for the estate tax. (Course Competencies 6; Gen. Ed. Goal 1; Core Skill A)
9. Define the role of executor or administrator and their subsequent duties and liabilities. (Course Competencies 5 & 6; Gen. Ed. Goal 1; Core Skill A)
10. Summarize the elements that determine the reasonableness of funeral expenses, and the liability of the will for payment. (Course Competencies 1 & 6; Gen. Ed. Goals 1 & 9; Core Skills A, B & C)
11. Discuss the implications of a person's death on their safety deposit box, and the duties of their personal representative. (Course Competencies 6; Gen. Ed. Goal 1; Core Skill A)

Unit #9 – Topics: Liability for Funeral Expenses
 Sources of Payment
 Estate and Liability
 State Liability

Preparation:

1. Read Stueve Chapter 6.
2. Online: “Liability”

Objectives:

Having completed the assigned reading and online assignment the student will be able to:

1. Illustrate sources of payment available to the funeral director. (Course Competencies 1; Gen. Ed. Goals 1 & 4; Core Skills A & E)
2. Explain the liability of the estate for the funeral bill as the primary obligor and the concept of its “reasonableness”. (Course Competencies 1 & 6; Gen. Ed. Goals 1, 4 & 9; Core Skills A, B, C & E)
3. Discuss the influence of common law on the liability for funeral expenses of a dependent. (Course Competencies 2; Gen. Ed. Goals 1, 4 & 7; Core Skills A & D)
4. Determine the liability of the person who enters into the contract with the funeral home. (Course Competencies 1; Gen. Ed. Goals 1 & 4; Core Skills A, B & E)
5. Appraise the liability of the state for the funeral bill. (Gen. Ed. Goals 1 & 4; Core Skills A & E)

Unit #10 – Topics: Cemeteries
 Disinterment
 Funeral Homes
 Americans with Disabilities Act
 How to Avoid Risk and Litigation

Preparation:

1. Attend class and participate in class discussions.
2. Read Stueve Chapters 8 and 9

Objectives:

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

1. Discuss the purpose of cemeteries. (Gen. Ed. Goal 1; Core Skill A)
2. Differentiate public and private cemeteries. (Course Competencies 2 & 3; Gen. Ed. Goals 1 & 8; Core Skill A)
3. Explain the regulations that govern the establishment and maintenance of cemeteries. (Course Competencies 2; Gen. Ed. Goals 1 & 8; Core Skill A)
4. Distinguish the regulations that a cemetery may impose on those who acquire burial or mausoleum space. (Course Competencies 2; Gen. Ed. Goals 1 & 8; Core Skills A)
5. Investigate criminal offenses as they relate to cemeteries. (Course Competencies 2; Gen. Ed. Goals 1, 7 & 8; Core Skills A & B)
6. Synthesize the rules and regulations that New Jersey has enacted regarding cemeteries. (Course Competencies 2; Gen. Ed. Goals 1, 8 & 9; Core Skills A, B & C)

7. Discuss disinterment with respect to reasons for authorization and factors used by the court to determine its necessity. (Course Competencies 2; Gen. Ed. Goals 1 & 9; Core Skills A, B & C)
8. Summarize the New Jersey statutes relevant to disinterment. (Course Competencies 2; Gen. Ed. Goal 1; Core Skill A)
9. Evaluate the licensing and regulation of funeral homes by municipal, state and federal governments. (Course Competencies 2; Gen. Ed. Goal 1; Core Skills A & B)
10. Outline the purpose of the American with Disabilities Act and its priority list. (Course Competencies 1 & 2; Gen. Ed. Goals 1 & 8; Core Skills A & B)
11. Critique the influence that today's consumer has on the funeral service industry. (Course Competencies 1 & 2; Gen. Ed. Goals 1, 8 & 9; Core Skills A, B & C)
12. Distinguish what a funeral home and its staff can do to lower its risk factors and avoid litigation. (Course Competencies 1, 3 & 5; Gen. Ed. Goals 1, 8 & 9; Core Skills A, B & C)

Assessment of student learning:

Student learning will be assessed using examinations, tests, quizzes, research papers, 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.

Test #1 will cover Units #1 and #2.

Test #2 will cover Units #1 - #4 with an emphasis on Units #3 and #4.

Midterm Examination will cover Units #1 - #4.

Test #3 will cover Units #5 and #6.

Test #4 will cover Units #5 - #8 with an emphasis on Units #7 and #8.

Final Examination will cover Units #1 - #10.

The students will complete a research paper regarding preneed. The paper will address the current environment for preneed, the various terms that are associated with this service, and an analysis of what they would do to change the current preneed laws. They will submit completed paperwork for someone who is applying for the SSI/Medicaid benefit. The paperwork must be state appropriate, and include all that would be necessary to set aside funds for the funeral.

The final grade will be determined as follows:

Tests:	35%
Midterm Exam:	25%
Final Exam:	30%
Research Paper:	10%

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 committed to supporting all students in their academic and co-curricular endeavors. Each semester, a significant number of students document disabilities, which may require learning, sight, hearing, manual, speech, or mobility accommodations to ensure access to academic and co-curricular activities. The college provides services and reasonable accommodations to all students who need and have a legal entitlement to such accommodations.

For more information regarding accommodations, you may visit the Office of Academic Support Services in FA129 or contact them at 609-570-3422 or urbanb@mccc.edu.

Academic Integrity Statement:

It is the student's responsibility to attend all of their classes. If they miss a class meeting for any reason, students are 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. It is expected that students be on time for all their classes. If students walk into a class after it has begun, it is expected that they choose a seat close to where they entered the room so that they do not disrupt the class meeting.

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 while someone is speaking 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.

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.