FUN247                      Principles of Embalming I

Course Number                   Course Title

3
Credits

3/0
Hours: lecture/laboratory

Catalog description:
Focus is on purpose of embalming and a review of historical background. Ethical and sanitary
considerations in the handling of human remains are stressed. Signs and tests of death, postmortem
changes in the body, and the basic procedures, instruments and equipment employed in embalming are
introduced.

Prerequisites:  Students must be enrolled in the Funeral Service Education curriculum.

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 Edition from 2006 can be used)

Last revised: Spring 2020

Course coordinator: Michael Daley; tel.: (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

Course Competencies/Goals:

The student will be able to:

1) analyze the advent and practice of embalming during the Egyptian, Anatomists and Modern periods
2) critique the legal obligations, social and performance standards that form the foundation of the funeral service profession
3) examine the basic objectives and classifications of embalming treatments
4) appraise protocols to minimize or eliminate biohazards for the embalmer and the environment
5) synthesize antemortem and postmortem changes with appropriate embalming treatments
6) analyze types and signs of death and explain tests that may be employed to prove that death has occurred
7) synthesize embalming analysis with appropriate vessel selection, injection pressure and rate of flow
8) appraise initial treatment of the body through primary disinfection, positioning, shaving and setting/posing features
9) critique various methods of vascular injection and correlate them with appropriate applications
10) explain the purpose of drainage and various methods and instruments that can be used to enhance it
11) synthesize the concepts of fluid dilution, distribution and diffusion with embalming efficacy
12) articulate the purpose of the UAGA and embalming considerations for organ and tissue donation
13) examine types of autopsy with respect to pre-embalming, embalming and post-embalming implications
14) critique embalming implications for the preparation of the stillborn, infant and child
15) critique appropriate protocols when preparing remains for identification or viewing, with or without embalming
16) evaluate specific considerations when shipping or receiving remains
17) articulate appropriate embalming protocols for preparation of obese bodies, those necessitated by disaster and removal of medical devices
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:** History of Embalming:
- Egyptian Period
- Anatomists Period
- Modern Period

**Preparation:**
1. Online: “History of Embalming”

**Objectives:**
Having completed the online module the student will be able to:

1. Synthesize Egyptian culture with their embalming practices. (Course Competency 1; Gen. Ed. Goals 1, 3 & 7; Core Skills A, B, D & E)
2. Analyze the contributions of Leonardo da Vinci during the Anatomists Period. (Course Competency 1; Gen. Ed. Goals 1, 3 & 7; Core Skills A, B, D & E)
3. Describe injection techniques of the 15th – 17th centuries and the contributions of Fredrick R. Ruysch, Dr. William Hunter and Jean Nicholas Gannal. (Course Competency 1; Gen. Ed. Goals 1, 3 & 7; Core Skills A, B, D & E)
4. Articulate the influence of the Civil War on embalming and the contributions of Dr. Thomas Holmes. (Course Competency 1; Gen. Ed. Goals 1, 3 & 7; Core Skills A, B, D & E)

**Unit #2** – Topics: Introduction to Embalming:
- Regulations
- Embalmer Preparedness
- Social and Psychological Performance Standards
- Universal Convictions
- The Ethical Performance Standard
- Notification of Death to Public Officials
- Objectives of Embalming
- Classifications of Embalming
- Accomplishments of Embalming

Preparation:
1. Attend class and participate in class discussions.
2. Chapter 1 and pages 32 - 34 (E:HT&P)

Objectives:
Having completed the assigned readings, attended class and participated in class discussion, the student will be able to:
1. Articulate the influence of Federal, State or local government laws and regulations on embalmers. (Course Competency 2; Gen. Ed. Goals 1; Core Skills A & D)
2. Examine the basic criteria that comprise the ethical foundation of the funeral service profession. (Course Competency 2; Gen. Ed. Goals 1 & 9; Core Skills A, B, C, D & F)
3. Synthesize the elements of the Ethical Performance Standard with respect to the multi-faceted responsibilities of the embalmer. (Course Competency 2; Gen. Ed. Goals 1 & 9; Core Skills A, B, C, D & F)
4. Examine the objectives of embalming: sanitation/disinfection, preservation and restoration. (Course Competency 3; Gen. Ed. Goals 1 & 3; Core Skills A, B, & D)
5. Compare and contrast vascular, cavity, hypodermic and surface embalming. (Course Competency 3; Gen. Ed. Goals 1 & 3; Core Skills A, B, & D)

**Unit #3** – Topics: Legal and Regulatory Considerations for the Embalmer:
- Authorization to Embalm
- Identification Procedures
- U.S. Department of Labor OSHA Rules

Preparation:
1. Online: “Legal and Regulatory Considerations”
2. Pages 18 – 27 and 62 (E:HT&P)

Objectives:
Having completed the online module, the student will be able to:
1. Examine the influence of The Funeral Rule on the actions and protocols of the embalmer. (Course Competency 4; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
2. Synthesize the requirements of the Hazard Communication Standard, Formaldehyde Standard and Bloodborne Pathogen Standard with specific protocols of the embalmer. (Course Competency 4; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)

Unit #4 - Topics:  
Sanitation:  
Protection for the Embalmer  
Environmental Protection  
Technical Orientation: Equipment and Instruments  
Supplies

Preparation:
1. Attend class and participate in class discussions.
2. Pages 92 - 107 (E:HT&P)

Objectives:
Having completed the assigned readings, attended class and participated in class discussion, the student will be able to:
1. Describe the purpose of postdeath sanitation and appropriate measures the embalmer must take for their protection. (Course Competency 4; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
2. Articulate specific embalmer protocols for environmental protection. (Course Competency 4; Gen. Ed. Goals 1 & 3; Core Skills A, B, & D)
3. Discuss equipment and instruments that embalmers use with respect to their purpose and appropriate applications. (Core Competency 4; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
4. Appraise the supplies necessitated by the embalming process with their appropriate applications. (Course Competency 4; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)

Unit #5 – Topics:  
Antemortem and Postmortem Changes:  
Agonal and Thermal Changes  
Circulatory and Moisture Changes  
Translocation of Microorganisms  
Postmortem Physical and Chemical Changes

Preparation:
1. Attend class and participate in class discussion.
2. Lecture: Chapter 5 (E: HT & P)

Objectives:
Having completed the assigned readings, attended class and participated in class discussions, the student will be able to:
1. Synthesize the categories of antemortem changes with the challenges that they create for the embalmer. (Course Competency 5; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & F)
2. Differentiate postmortem physical changes and articulate appropriate embalming protocols. (Course Competency 5; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & F)
3. Synthesize postmortem chemical changes with appropriate embalming treatments. (Course Competency 5; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & F)
4. Analyze the various types of decomposition and their influence on embalming protocols. (Course Competency 5; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & F)
5. Differentiate the signs and products of decomposition and determine appropriate embalming interventions. (Course Competency 5; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & F)
6. Distinguish intrinsic and extrinsic factors that influence decomposition. (Course Competency 5; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
7. Delineate the order of putrefaction of the body’s organs. (Course Competency 5; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)

**Unit #6 - Topics:**

Death:
Terms Associated with Death
Types of Death
Signs of Death
Tests for Death

**Preparation:**
1. Online: “Death”

**Objectives:**
Having completed the online module, the student will be able to:
1. Distinguish the terms moribund, apparent death, human remains and thanatology. (Course Competency 6; Gen. Ed. Goals 1 & 3; Core Skills A, D & E)
2. Compare and contrast death rattle, death struggle and cadaveric spasm. (Course Competency 6; Gen. Ed. Goals 1 & 3; Core Skills A, D & E)
3. Articulate the processes of somatic death and distinguish antemortem and postmortem cellular death. (Course Competency 6; Gen. Ed. Goals 1 & 3; Core Skills A, D & E)
4. Discuss signs of death, expert and inexpert tests for death. (Course Competency 6; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)

**Unit #7 – Topics:**

Embalming Analysis:
Pre-embalming, Embalming and Post-embalming Considerations
Receiving Embalmed Remains
Intrinsic and Extrinsic Factors

Selection of Vessels:
Primary Injection and Drainage Sites
Criteria for Artery and Vein Selection
Anatomical Guides, Limits and Incisions
Arteries of the Head and Neck
Arteries of the Trunk
Arteries of the Upper and Lower Extremities
Procedure for Raising Vessels

**Preparation:**
1. Online: “Embalming Analysis and Vessel Selection”
2. Chapters 9 & 10 (E:HT&P)
Objectives:
Having completed the online module, the student will be able to:

1. Articulate the importance of embalming analysis. (Course Competency 7; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
2. Synthesize pre-embalming, embalming and post-embalming considerations with appropriate treatments. (Course Competency 7; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
3. Examine specific treatments that may be necessary when receiving embalmed remains. (Course Competency 7; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
4. Distinguish intrinsic and extrinsic factors that can influence embalming protocols for maximum distribution, diffusion and preservation of tissue. (Course Competency 7; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
5. Articulate primary injection and drainage sites and criteria for artery and vein selection. (Course Competency 7; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
6. Distinguish anatomical guides, limits and appropriate incisions for arteries of the head, neck, trunk and extremities. (Course Competency 7; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
7. Discuss appropriate techniques and procedures for raising vessels. (Course Competency 7; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)

**Unit #8:** - Topics: Initial Treatment of the Body:
Primary Disinfection
Medical Dressings and Devices
Relieving/Reducing Rigor
Positioning the Body
Shaving
Setting/Posing the Features

Preparation:

1. Attend class and participate in class discussions.
2. Pages 211 - 231 (E: H, T & P)

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

1. Articulate measures that the embalmer should utilize when lifting and moving. (Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
2. Explore the treatments involved in the process of primary disinfection. (Course Competency 8; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
3. Describe appropriate measures for positioning the body and various challenges that may occur. (Course Competency 8; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
4. Articulate procedures used for shaving and treatment of razor burn. (Course Competency 8; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
5. Synthesize the various methods used for setting/posing the features with their appropriate applications. (Course Competency 8; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & F)
Unit #9 – Topics: Injection Pressure and Rate of Flow:
- Embalming Machine Pressures
- Factors Affecting Injection Pressure and Rate of Flow
- Ideal Injection Pressure and Rate of Flow

Preparation:
1. Online: “Injection Pressure and Rate of Flow”

Objectives:
Having completed the online module the student will be able to:
1. Differentiate “potential pressure”, “actual pressure” and “differential pressure”. (Course Competency 9; Gen. Ed. Goals 1 & 3; Core Skills A, D & E)
2. Articulate intravascular and extravascular conditions that influence appropriate injection pressure and rate of flow. (Course Competency 9; Gen. Ed. Goals 1 & 3; Core Skills A, D & E)
3. Explain the concepts of “ideal injection pressure” and “ideal rate of flow”. (Course Competency 9; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)

Unit #10 – Topics: Vascular Injection:
- Basic Injection Procedures
- Injection Apparatus

Preparation:
1. Attend class and participate in class discussions.
2. Chapter 9 and Pages 95 & 96 (E:HT&P)

Objectives:
Having completed the assigned readings, attended class and participated in class discussion, the student will be able to:
1. Examine the basic injection procedures of “one point”, “split”, “multi-point”, “restricted cervical” and “sectional” and synthesize their appropriate application. (Course Competency 9; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
2. Compare and contrast historical and contemporary injection apparatus. (Course Competency 9; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)

Unit #11 – Topics: Drainage:
- Displacement
- Contents
- Volume, Purpose and “Center” of Drainage
- Drainage Instruments and Methods
- Techniques for Improving Drainage

Preparation:
1. Online: “Drainage”
2. Chapter 12 (E:HT&P)
Objectives:
Having completed the online module, the student will be able to:

1. Explain the concept of “displacement” as it occurs during embalming. (Course Competency 10; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
2. Articulate the contents, volume and purpose of drainage. (Course Competency 10; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
3. Synthesize the alternate, intermittent and concurrent/continuous drainage methods with their appropriate applications. (Course Competency 10; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
4. Examine various techniques used to improve drainage and articulate appropriate applications. (Course Competency 10; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)

**Unit #12** – Topics: Organ and Tissue Donors:
UAGA
Organ, Tissue, Skin and Bone Donation

Preparation:
1. Online: “Organ and Tissue Donors”
2. Chapter 18 (E:HT&P)

Objectives:
Having completed the online module, the student will be able to:

1. Articulate the regulations associated with the UAGA. (Course Competency 12; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
2. Synthesize organ, skin, tissue and bone donation with associated embalming implications. (Course Competency 12; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
3. Examine the two treatment methods that can be used for bone donors. (Course Competency 12; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)

**Unit #13** – Topics: Fluid Dilution, Distribution and Diffusion:
Primary and Secondary Dilution
Signs of Fluid Distribution
Osmosis: Hypotonic, Isotonic and Hypertonic Solution
Pressure Filtration
Dialysis
Gravity Filtration
Signs of Fluid Diffusion

Preparation:
1. Attend class and participate in class discussions.
2. Pages 267 – 274 (E: HT & P)
Objectives:
Having completed the assigned readings, attended class and participated in class discussion, the student will be able to:

1. Compare and contrast the terms dilution, distribution and diffusion. (Course Competency 11; Gen. Ed. Goals 1 & 3; Core Skills A & D)
2. Explain the difference between primary and secondary dilution and the influence of “weak” and “too strong” embalming solutions on embalming efficacy. (Course Competency 11; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & F)
3. Articulate the “center of arterial distribution” and the influence of the “arch of the aorta”. (Course Competency 11; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & F)
4. Examine the signs of fluid distribution and how the embalmer uses them. (Course Competency 11; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & F)
5. Compare and contrast osmosis, pressure filtration and dialysis. (Course Competency 11; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
6. Articulate hypotonic, isotonic and hypertonic solution as it relates to the movement of embalming solution and explain the concept of osmotic pressure. (Course Competency 11; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & F)
7. Explain the process of pressure filtration and the influence of penetrating agents. (Course Competency 11; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & F)
8. Examine the process of dialysis and its influence on the diffusion of crystalloids and colloids. (Course Competency 11; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & F)
9. Synthesize the concept of gravity filtration with the movement of embalming solution. (Course Competency 11; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & F)
10. Differentiate various signs of fluid diffusion and their reliability for the embalmer. (Course Competency 11; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & F)

Unit #14 – Topics: Autopsy/Postmortem Examination:
General Embalming Considerations
Regional Autopsies: Cranial, Thoracic, Abdominal, Spinal
Exploratory and Partial Autopsy

Preparation:
1. Attend class and participate in class discussions.
2. Chapter 17 (E: HT & P)

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

1. Articulate the embalming considerations for the autopsied body. (Course Competency 13; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & F)
2. Synthesize cranial, thoracic, abdominal and spinal autopsies with specific pre-embalming, embalming and post-embalming considerations. (Course Competency 13; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & F)
3. Compare and contrast exploratory and partial autopsies. (Course Competency 13, Gen. Ed. Goals 1 & 3; Core Skills, A & D)
**Unit #15** – Topics: Preparation of the Stillborn, Infant and Child:
- General Considerations
- General Embalming Considerations
- Documentation and Embalming Analysis
- Positioning and Setting Features
- Vessel Selection (Unautopsied and Autopsied)
- Cavity/Viscera Treatment
- Supplemental Treatments

Preparation:
1. Online: “Preparation of the Stillborn, Infant and Child”
2. Chapter 16 (E: HT & P)

Objectives:
Having completed the online module, the student will be able to:
1. Synthesize general considerations of the infant and toddler with specific embalming implications. (Course Competency 14; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
2. Articulate proper positioning of the infant prior to embalming and specific considerations when setting features. (Course Competency 14; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
3. Critique vessel selection for the unautopsied and autopsied infant and supplemental treatments to ensure embalming efficacy. (Course Competency 14; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)

**Unit #16** – Topics: Preparation for Identification or Viewing Without Embalming
- Identification Procedure for Decomposed/Traumatized Body
- Preparation for Delayed Viewing
- Preparation for Shipping of Human Remains
- Preparation for Viewing of the “Shipped-In” Body

Preparation:
1. Attend class and participate in class discussions.
2. Pages 619-622 and Chapter 25 (E:HT & P)

Objectives:
Having completed the assigned readings, attended class and participated in class discussion, the student will be able to:
1. Articulate appropriate documentation and procedures necessary when preparing remains for identification or viewing with or without embalming. (Course Competency 15; Gen. Ed. Goals 1 & 3; Core Skills A, B, C & D)
2. Critique appropriate protocols when preparing decomposed or traumatized remains for identification. (Course Competency 15; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
3. Analyze the embalming, post-embalming and storage considerations when preparing remains for delayed viewing. (Course Competency 15, Gen. Ed. Goals 1 & 3; Core skills A, B & D)
4. Examine pre-embalming, embalming and post-embalming considerations when preparing remains for domestic or international shipping using a shipping case or casket. (Course Competency 16; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
5. Articulate the necessary protocol when preparing the “shipped-in” body for viewing. (Core Competency 16; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
**Unit #17** – Topics: Preparation of Obese Bodies
Embalming and Non-Embalming Considerations for Disaster Victims
Medical Devices

Preparation:
1. Attend class and participate in class discussions.
2. Pages 447 – 448, 45, 231 – 232 (E: HT & P)

Objectives:
Having completed the assigned readings, attended class and participated in class discussion, the student will be able to:
1. Synthesize preparation of the obese body with appropriate protocols for positioning, solution strength and quantity, arterial embalming procedures, hypodermic injection and cavity treatment. (Course Competency 17; Gen. Ed. Goals 1, 3 & 9; Core Skills A, B, C & D)
2. Articulate embalming and non-embalming considerations in the treatment of disaster victims. (Course Competency 17; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
3. Examine appropriate protocols for the documentation and removal of medical devices. (Course Competency 17; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)

**Assessment of student learning:**
Student learning will be assessed using examinations, tests, quizzes, 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. 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.

Students will work in groups and then present assigned case studies to the class. The instructor will create case studies that challenge each group to research specific pathologies. The student group will identify specific pre-embalming, embalming and post-embalming treatments to meet the embalming challenges that may be present. Each group will present its case study to the class and class discussion will include any additional treatments or concerns that may be considered.

The final grade will be determined as follows:

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<tr>
<th>Assessment</th>
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<tr>
<td>Quizzes</td>
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<td>Tests</td>
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<td>Case Study</td>
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<td>Midterm Exam</td>
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<td>Final Exam</td>
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**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.

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.