# Principles of Embalming II

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Credits</th>
<th>Course Title</th>
<th>Hours: lecture/laboratory</th>
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<tbody>
<tr>
<td>FUN 249</td>
<td>2</td>
<td>Principles of Embalming II</td>
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**Catalog description:**

A continuation of Principles of Embalming I. Consideration is given to: cavity treatment, types of embalming chemicals and their uses, common causes of embalming failure, discolorations, vascular difficulties, decomposition, dehydration, edema, and other specific embalming complications and difficulties.

**Prerequisites:** FUN 247  
**Corequisites:** FUN 295 or FUN 251

**Required texts:**

<table>
<thead>
<tr>
<th>TITLE</th>
<th>EMBALMING: HISTORY, THEORY AND PRACTICE</th>
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<tbody>
<tr>
<td>AUTHOR</td>
<td>ROBERT G. MAYER</td>
</tr>
<tr>
<td>PUBLISHER</td>
<td>MCGRAW HILL</td>
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<td>EDITION</td>
<td>5th 2012 (4th 2006)</td>
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</tbody>
</table>

**Last revised:** Spring 2019

**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 various types of embalming chemicals and their appropriate applications
2) critique OSHA regulations and their specific applications for the embalmer
3) synthesize the purpose of cavity embalming with the theories for immediate and delayed treatment
4) analyze the etiology of purge with appropriate treatments
5) synthesize various post-embalming treatments with their appropriate applications
6) appraise numerous sutures and articulate their appropriate applications
7) analyze antemortem and postmortem discolorations with respect to their etiology and articulate appropriate treatments
8) appraise intravascular and extravascular difficulties and determine appropriate embalming protocols
9) examine the role of moisture in embalming efficacy and articulate appropriate treatments for normal, dehydrated and edematous remains
10) synthesize the influence of chemotherapy and radiation on the embalming process
11) critique the presence of decomposition with predisposing conditions, embalming complications and appropriate embalming protocols
12) synthesize the presence of unnatural conditions with their appropriate embalming considerations and implications
13) examine embalming challenges that may occur when embalming the elderly and articulate appropriate treatments

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.

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: Embalming Chemicals:
- Types of Embalming Chemicals
- OSHA Hazard Communication Standard
- Dilution of Arterial Fluids
- Index
- Calculating the CV Formula
- “Like” Measures

Preparation:
1. Attend class and participate in class discussions.
2. Lecture: Chapters 6 & 7 (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 function and action of vascular/arterial preservatives. (Course Competencies 1; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
2. Describe the process of protein coagulation and the role of amino acids and amines in decomposition. (Course Competencies 11; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
3. Synthesize the pH of the body with HCHO Demand. (Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
4. Explain the classification of vascular/arterial preservatives with respect to index, general properties and presence or absence of dyes and coloring agents. (Course Competencies 1; Gen. Ed. Goals 1 & 3; Core Skills A,B & D)
5. Correlate the components of vascular/arterial preservatives with their chemical properties and applications. (Course Competencies 1; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
6. Distinguish supplemental fluids with their appropriate applications. (Course Competencies 1; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
7. Synthesize the purpose of cavity fluid with its various applications. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
8. Describe the variety of accessory embalming chemicals available and articulate their appropriate applications. (Course Competencies 1; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)

9. Differentiate special purpose fluids with respect to their specific applications. (Course Competencies 1; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)

10. Analyze the elements of the OSHA Hazard Communication Standard and its implications for the embalmer. (Course Competencies 2; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)

11. Compare and contrast primary and secondary dilution of arterial fluids. (Gen. Ed. Goals 1 & 3; Core Skill A,B & D)

12. Define “index” as it applies to strong, medium and weak emblamin. (Gen. Ed. Goals 1 & 3; Core Skills A, B & D)

Unit #2 – Topics: Cavity Treatment/Cavity Embalming:
- Purpose and Two-Step Process
- Theories for Cavity Treatment
- Order of Aspiration Treatment
- Abdominal Anatomical/Topographical Regions
- Trocar Guides
- Aspiration and Injection Equipment
- Trocar Technique for Aspiration
- Cavity Fluid Injection
- Supplemental Aspiration
- Thoracic/Abdominal/Pelvic Cavities
- Treatment of Trocar Puncture
- Direct Incision Method

Preparation:
1. Online: “Cavity Treatment”
2. Chapter 14 (E:HT&P)

Objectives:
Having completed the online module, the student will be able to:
1. Synthesize the purpose of cavity embalming with its two-step process and immediate or delayed applications. (Course Competencies 3; Gen. Ed. Goals 1 & 3; Core Skills A,B, D & E)
2. Examine the order of aspiration treatment and special considerations when aspirating during the embalming. (Course Competencies 3; Gen. Ed. Goals 1& 3; Core Skills A, B, D & E)
3. Compare and contrast the “Nine Region Plan” and the “Four Region Plan”. (Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
4. Differentiate trocar guides with their intended targets and the recommended order and technique of aspiration. (Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
5. Articulate equipment and instruments used for aspiration and injection. (Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
6. Describe supplemental aspiration treatments and their appropriate applications. (Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
7. Differentiate the structures of the thoracic, abdominal and pelvic cavities. (Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
8. Describe the direct incision method of cavity treatment. (Course Competencies 3; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
**Unit #3** – Topics: Purge:
- Development of Pressure
- Predisposing Conditions
- Types of Purge
- Pre-embalming Purge Treatment
- Embalming Purge Treatment
- Post-embalming and Post-cavity Embalming Purge Treatment

**Preparation:**
1. Online: “Purge”
2. Chapter 24 (E:HT&P)

**Objectives:**
Having completed the online module, the student will be able to:
1. Describe how pressure can develop due to gas, visceral expansion, arterial solutions, ascites and hydrothorax. (Course Competencies 4; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
2. Critique predisposing conditions for purge. (Course Competencies 4; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
3. Compare and contrast the various types of purge and their etiologies. (Course Competencies 4; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
4. Analyze pre-embalming, embalming, post-embalming and post-cavity embalming purge treatments. (Course Competencies 4; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)

**Unit #4** - Topics: Sutures:
- Methods of Closure
- Equipment Needed for Suturing
- Specific Sutures: Bridge, Baseball, Worm, Draw, Intradermal, Whip, Lock and Basket-weave
- Punctures
- Adhesives

**Preparation:**
1. Online: “Sutures”
2. Chapter 15 (E:HT&P)

**Objectives:**
Having completed the online module, the student will be able to:
1. Analyze and discuss general recommendations to prepare incisions for closure. (Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
2. Describe the equipment needed for suturing. (Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
3. Describe specific sutures and articulate their appropriate applications. (Core Competencies 6; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
4. Discuss the appropriate use of adhesives. (Course Competencies 6; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
Unit #5 – Topics: Post-Embalming Treatments:
Treatment of Areas Lacking Distribution and Diffusion
Arterial Injection Through Secondary Injection Point
Surface Embalming (External and Internal)
Hypodermic Embalming
Removal of Body-Invasive Devices
Washing and Inspection of the Body
Treatment of Ulcerations, Lesions and Discolorations
Treatment of Purge
Treatment of Distention
Resetting and Gluing the Features
Plastic Garments
Documentation and Shipping Preparation
Monitoring Remains Until Disposition
Terminal Disinfection of Equipment and Embalmer

Preparation:
1. Attend class and participate in class discussion.
2. Lecture: Chapter 15 (E: HT & P)

Objectives:
Having completed the assigned readings, attended class and participated in class discussions, the student will be able to:
1. Synthesize post-embalming treatments for areas lacking distribution and diffusion with their appropriate applications. (Course Competencies 5; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & F)
2. Explain how to remove and treat intravenous invasive devices, pacemakers and defibrillators, and surgical drains. (Course Competencies 5; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
3. Articulate the appropriate treatment of colostomies. (Course Competencies 5; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
4. Appraise the importance of washing and inspecting the body post-embalming. (Course Competencies 5; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
5. Distinguish post-embalming treatments for ulcerations, lesions and discolorations. (Course Competencies 5; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
6. Articulate appropriate treatments for anal, mouth and nasal purge. (Course Competencies 5; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
7. Compare and contrast treatments for various types of edema. (Course Competencies 5; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
8. Describe appropriate treatments for correcting facial features post-embalming. (Course Competencies 5; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
9. Explain appropriate applications for plastic garments and how they should be applied. (Course Competencies 5; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
10. Examine protocols when shipping remains including appropriate documentation. (Course Competencies 5; Gen. Ed. Goals 1, 3 & 9; Core Skills A, B, C & D)
11. Correlate post-embalming concerns when monitoring remains until disposition with appropriate preventive and corrective treatments. (Course Competencies 5; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
12. Describe steps necessary for terminal disinfection of equipment and the embalmer. (Gen. Ed. Goals 1 & 3; Core Skills A & D)

Unit #6 - Topics: Discolorations
Antemortem and Postmortem Discolorations
Blood Discolorations
Extravascular Antemortem and Postmortem Discolorations
Embalming Considerations for Intravascular and Extravascular Blood Discolorations
Pharmaceutical Discolorations
Pathological Discolorations
Surface Discoloring Agents
Embalming Chemicals and Discolorations
Decomposition Discolorations
Skin Lesions

Preparation:
1. Online: “Discolorations”
2. Chapter 20 (E: HT&P)

Objectives:
Having completed the online module, the student will be able to:
1. Describe how discolorations are classified. (Course Competencies 7; Gen. Ed. Goals 1 & 3; Core Skills A, D & E)
2. Synthesize antemortem and postmortem extravascular discolorations with their appropriate embalming treatments. (Course Competencies 7 & 8; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
3. Synthesize antemortem and postmortem intravascular discolorations with their appropriate embalming treatments. (Course Competencies 7 & 8; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
4. Compare and contrast antemortem and postmortem discolorations and articulate their appropriate embalming treatments. (Course Competencies 7; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
5. Distinguish pharmaceutical and pathological discolorations with respect to their etiology and appropriate embalming treatments. (Course Competencies 7; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
6. Examine surface discoloring agents and various mechanical and chemical methods of removal. (Course Competencies 7; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
7. Identify the influence of embalming chemicals on antemortem discolorations. (Course Competencies 7; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
8. Examine the progressive color change that is associated with discolorations due to decomposition. (Course Competencies 7; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
9. Articulate discolorations that occur due to skin lesions and describe appropriate treatments. (Course Competencies 7; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
Unit #7 – Topic: Vascular Difficulties:
Arteriosclerosis
Aortic Aneurysm
Congestive Heart Failure
Arterial and Venous Coagula
Diabetes
Embalming Treatments for Intravascular Difficulties
Extravascular Difficulties
Sources of Extravascular Resistance

Preparation:
1. Online: “Vascular Difficulties”
2. Chapter 22 (E:HT&P)

Objectives:
Having completed the online module, the student will be able to:
1. Synthesize the pathology of arteriosclerosis with appropriate embalming treatments. (Course Competencies 8; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
2. Articulate the influence of an aortic aneurysm on distribution and diffusion and discuss appropriate embalming procedures. (Course Competencies 8; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
3. Distinguish embalming recommendations for a decedent who died of congestive heart failure. (Course Competencies 8; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
4. Discuss the influence of arterial and venous coagula on embalming outcomes and provide embalming recommendations. (Course Competencies 8; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
5. Examine diabetes and its influence on the vasculature and offer appropriate embalming interventions. (Course Competencies 8; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
6. Articulate general embalming treatments for intravascular difficulties. (Course Competencies 8; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
7. Synthesize sources of extravascular resistance with appropriate embalming treatments. (Course Competencies 8; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)

Unit #8 - Topics: Moisture Considerations
Dehydration
Edema
Anasarca

Preparation:
1. Attend class and participate in class discussions.
2. Pages 410 – 417 (E: H, T & P)
Objectives:
Having completed the assigned readings, attended class and participated in class discussions, the student will be able to:

1. Compare and contrast normal body moisture with dehydration and edema. (Course Competencies 9; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
2. Examine embalming treatments and techniques to maintain appropriate moisture content in tissues. (Course Competencies 9; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
3. Synthesize antemortem and postmortem dehydration with appropriate pre-embalming, embalming and post-embalming treatments. (Course Competencies 9; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
4. Examine the classifications of edema and the influence of location on embalming interventions. (Course Competencies 9; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
5. Synthesize the challenge with anasarca with appropriate embalming and post-embalming treatments. (Course Competencies 9; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)

Unit #9 – Topics: Chemotherapy and Radiation:
- Multiple-agent Chemotherapy
- Effect of Drugs on Embalming Chemicals
- Physiological Effect of Drugs
- Cytotoxic and Antimetabolite Drugs
- Radioactive Isotopes

Preparation:
1. Online: “Chemotherapy and Radiation”
2. Chapter 23 (E: H, T & P)

Objectives:
Having completed the assigned readings and online module the student will be able to:

1. Examine the influence of “multiple-agent” chemotherapy on embalming. (Course Competencies 10; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
2. Differentiate minor and major changes to the tissue and vasculature as a result of chemotherapy. (Course Competencies 10; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
3. Articulate factors responsible for the inactivation of embalming chemicals as a result of chemotherapy. (Course Competencies 10; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
4. Synthesize the action of cytotoxic and antimetabolite drugs with appropriate embalming interventions. (Course Competencies 10; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
5. Explain general considerations for the embalmer if the decedent died shortly after receiving a large internal therapeutic dose of a radioactive isotope. (Course Competencies 10; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
6. Distinguish embalming precautions for the embalmer with respect to protection, time of exposure and distance when the remains have “safe” radiation levels. (Course Competencies 10; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
Unit #10 – Topics: Decomposition:
- Predisposing Conditions
- Embalming Complications
- Embalming Chemicals
- Embalming Protocol
- Advanced Decomposition

Preparation:
1. Online: “Decomposition”
2. Pages 371 – 373 (E:HT&P)

Objectives:
Having completed the assigned readings and online module, the student will be able to:
1. Distinguish conditions that may predispose a decedent to having significant decomposition. (Course Competencies 11; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
2. Articulate specific embalming complications that are related to decomposition. (Course Competencies 11; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
3. Examine embalming protocols including embalming chemicals that are required when decomposition is a concern. (Course Competencies 1 & 11; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
4. Outline the specific order of steps for a six-point and restricted cervical injection. (Course Competencies 11; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
5. Synthesize injection pressure, rate of flow and supplemental treatments with their appropriate applications for decomposition. (Course Competencies 11; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
6. Evaluate specific challenges and appropriate treatments when embalming cases with advanced decomposition. (Course Competencies 11; Gen. Ed. Goals 1 & 3; Core skills A, B, D & E)

Unit #11 – Topics: Embalming Unnatural Conditions:
- Paralysis
- Malignancies
- Hanging and Strangulation
- Burns
- Facial Trauma
- Poisons

Preparation:
1. Online: “Embalming Unnatural Conditions”

Objectives:
Having completed the online module, the student will be able to:
1. Synthesize the pathology of paralysis and malignancies with appropriate embalming treatments. (Course Competencies 12; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
2. Examine the various embalming challenges that can arise when death was the result of hanging and strangulation. (Course Competencies 12; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
3. Articulate the systemic and local effects of various types of burns and their influence on embalming protocols. (Course Competencies 12; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)

4. Distinguish appropriate embalming treatments for facial trauma when the skin is intact or broken. (Course Competencies 12; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)

5. Differentiate the influence of poisons on the body with appropriate embalming treatments. (Course Competencies 12; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)

**Unit #12** – Topics: Embalming the Elderly:
- Arthritis
- Arteriosclerosis
- Decubitus Ulcers
- Amputations
- Aneurysm
- Senile Purpura

Preparation:
1. Online: “Embalming the Elderly”

Objectives:
Having completed the online module, the student will be able to:
1. Explain how arthritic conditions in the elderly can influence positioning, vessel selection and mouth closure. (Course Competencies 13; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
2. Synthesize the pathology of arteriosclerosis with the presence of decubitus ulcers, aneurysms and amputations in the elderly. (Course Competencies 13; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
3. Examine the etiology of senile purpura and identify appropriate embalming protocols for this condition. (Course Competencies 13; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)

**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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<th>Component</th>
<th>Percentage</th>
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<td>5%</td>
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<tr>
<td>Midterm Exam</td>
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<tr>
<td>Final Exam</td>
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**NOTE:** A minimum “C” grade is required to pass this course.
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.