**NEW PROGRAM INVESTMENT PROPOSAL:**

**ASSOCIATE OF SCIENCE – FUNERAL SERVICE EDUCATION**

1255.00 – Mortuary Science Preparation for burial, embalming, cremating, and other methods of disposition in conformity with legal requirements, and the conduct of funerals.

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**Overview:** The Funeral Service Profession is a growing field that connects all people. It is a broad field that offers a multitude of opportunities for entry level positions and career growth. Market research indicates that the number of deaths is on the rise and is out growing practitioner availability. Currently, there are only two on-campus options available in California that offer American Board of Funeral Service Education (the accrediting body of Funeral Service Programs, here after called ABFSE) accredited curriculum. The course work covers a broad spectrum and ranges from core disciplines such as Biology and Anatomy to Management, Law and Psychology. Successful students place into funeral homes as Funeral Arrangers, Embalmers, Funeral Directors, Funeral Attendants, Funeral Home Management, Morgue Attendants, Crematorium attendants, and anatomical specimen preparation technicians. Some students will path toward Forensics, and work with the Coroner’s Office as an autopsy technician. Additionally, the Funeral Service career placement is a setting that offers professional and personal growth. Many funeral homes will offer tuition reimbursement, offering the potential to continue education. The Bay area does not currently have a Funeral Service Education program. The nearest campus is American River College, 125 miles from Cañada College.

 **Product Summary:**  Our solution is an on-campus two-and-a-half year Associate of Science in Funeral Service Education. Over the course of five semesters and two summers, students will take 78.5 units to meet all local GE requirements and the required curriculum of the American Board of Funeral Service Education. To meet clinical graduation requirements the program will house a functioning funeral home with a chapel, embalming laboratory and two classrooms. This functional funeral home will serve the underrepresented population and function to serve families who cannot afford a funeral service for a deceased loved one. This effort will be coordinated with the local County Coroner who disposes of indigent remains. Additionally, funeral directing and embalming clinical requirements will be met at off campus internship sites. This will allow students to build a resume, network and gain real world experience.

The required curriculum is quite dynamic. Courses will include Embalming, Funeral Directing, Chemistry, Public Speaking/Communications, Pathology, Microbiology, Restorative Art, Funeral Service Merchandising and Marketing, Accounting, Management and Psychology of Funeral Service.

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| **Funeral Service Education Curriculum Proposal****Market/Competitive Assessment**The target market for this program is people seeking entry level positions in the funeral industry. Students who enroll in this program will be able to sit the National Board Exam, a requirement by the state of California for licensure as an embalmer. Successful students will also be able to sit state examinations for the California Funeral Director’s license.The job market is expanding. According to a recent EMSI Data Set there will be over 737 new openings in the funeral service field by 2023. The data set was for a 12-county region in the Bay Area. Currently in California there are only two Funeral Service Programs. One in Sacramento, CA (124 miles away from Cañada College), the other in Cypress, CA (a distance of 386 miles from Cañada College). This limited number of options clearly will not support the job market demand of the bay area. While Distance Education options are available, they come at a premium that is often outside the financial means of the student. Currently, Bay Area students either relocate to Southern California or commute to Sacramento twice a week. The 2018 Annual Report supplied by the American Board of Funeral Service Education indicated that there were 102 new enrollees in California for the year. The on-base Funeral Service Education programs indicate a total of 82 new enrollees (66/Cypress College and 16/American River College). This data suggests the possible need for a funeral service education program in Northern California/ the Bay Area. The additional 20 students are enrolled in online courses.Jobs 2018 – 2023 (EMSI)

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2018 | 2023 | 2018-2023 Change | 2018-2023% Change | 2018-2023Replacement jobs | 2018-2023Openings | Annual Openings |
| Funeral Service Manager | 164 | 178 | 14 | 3% | 59 | 74 | 15 |
| Embalmer | 62 | 64 | 2 | 5% | 47 | 51 | 10 |
| Funeral Attendant | 452 | 475 | 23 | 5% | 347 | 381 | 76 |
| Morticians, Undertakers, and Funeral Directors | 325 | 341 | 16 | **6%** | 203 | 231 | 46 |
|  | 1,002 | **1,058** | **56** | 9% | **656** | **737** | **147** |

Mean Annual Income (According to Bureau of Labor Statistics)Funeral Director – $56,300Embalmer – $46,640\*The Bureau of Labor Statistics lists California as one of the states with the highest employment rates for the Death Care ServicesLocal Industry Hirers of Funeral Directors and Embalmers: Funeral homes, Hospitals, Universities, Funeral related vendors, GovernmentDuties of Funeral Service Workers:* Offer counseling and comfort to the families of the decedent
* Provide options for funeral service types
* Arrange for the transportation of the deceased to the funeral home
* Prepare the remains for the funeral service
* File and documents associated with death

Post Funeral Service PhaseFuneral Service education is broad and covers many disciplines. Upon leaving the Funeral Service Industry people have continued education or entered into the following fields:* Biology
* Forensics
* Psychology
* Counseling
* Law

*\*This list is not exhaustive*Job Prospects for Funeral Service Workers:According to collegegrad.com the job prospects for funeral service workers is expected to be good overall. Opportunities should be particularly favorable for those who are licensed as both a funeral director and embalmer, for those willing to relocate and for certified crematory operators. Overall employment in funeral service is projected to grow five (5) percent in the next ten years. Demand for funeral service workers will stem from deaths in the aging population.**Quotes***“The job market for funeral directors is expected to grow by 3.8% between 2016 and 2026”*Careerexplorer.com*“In the coming decades as baby boomers hit old age, the annual death rate will climb from 8.3 per 1,000 people to day to 10.2 by 2050 in America…the dead-body business is seen as highly predictable, uncorrelated with other industries, inflation-linked, low risk and high margin”*The Economist**Key Competition**Currently, there are 57 ABFSE accredited Funeral Service Education programs nationwide, two of which are located in California. Both of the schools in California are part of the California Community College System. Out of state, online option are available to learners as well. Two such example schools are listed with out of state unit costs.* [[[American](https://developers.google.com/machine-learning/crash-course/ml-intro) River College](http://www.arc.losrios.edu/ARC_Majors/Health_And_Education/Funeral_Service.htm)](http://www.arc.losrios.edu/ARC_Majors/Health_And_Education/Funeral_Service.htm) – Sacramento, CA
	+ Limited online offerings
	+ The program is designed to meet the ABFSE graduation requirements
	+ $46/unit ($3,105 for 67.5 units of total major course work)
* [Cypress College](https://www.cypresscollege.edu/academics/divisions-special-programs/health-science/mortuary-science/) – Cypress California
	+ Limited online offerings
	+ The program is designed to meet the ABFSE graduation requirements
	+ $46/unit ($2,300 for 50 units of total major course work)
* [Pittsburg Institute of Mortuary Science](https://pims.edu/) – Pittsburg, Pennsylvania
	+ Online program
	+ The program is designed to meet the ABFSE graduation requirements
	+ $310/unit ($31,610 ASB Degree total fees)
* [Arapaho Community College](https://www.arapahoe.edu/departments-and-programs/a-z-programs/mortuary-science) – Littleton, Colorado
	+ Online program
	+ The program is designed to meet the ABFSE graduation requirements
	+ $401.25/unit ($15,648.75 for 39 units of total major course work)
* *Cañada College (proposed cost)*
	+ *Limited online offerings (prerequisite courses)*
	+ *The program is designed to meet the ABFSE graduation requirements*
	+ *$46/unit ($3,105 for 67.5 units of total major course work)*

**Enrollment Model** The program would enroll up to 25 students (accreditation mandate 25:1 lab) and run one cohort a year with a new cohort starting every Fall term. The first year would accommodate 25 enrollees, subsequent years 50 total students. Should the need to accommodate more students arise the course offerings could be reevaluated to accommodate the need.

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| --- | --- | --- | --- | --- |
|   | Year 1 |   | Year 2 |   |
| Semester | Fall | Spring  | Fall | Spring |
| Cohort 1 | 25 |   |   |   |
| Cohort 2 |   |   | 25 |   |
| Total | 25 |   | 50 |   |

**Required Courses FSE A.S. Track:**The ABFSE has a detailed curriculum requirement. If we model our curriculum after what has been approved by ABFSE at American River College, we will need to develop 13 courses in the FSE discipline, one in Chemistry, and one in Psychology. The remaining coursework is already being offered at Cañada: one course each in accounting, biology, business, and communication.**First Year****Semester 1 (Fall)**

| Program FTEF | Course | Title | New | Unit | Local GE Area |
| --- | --- | --- | --- | --- | --- |
|  | BIOL 100 or 130 | Human Biology | Exists | 3 |  |
|  | ENGL 100 | Reading & Composition | Exists | 3 | A2Writing Competency |
|  | COMM 110 or 130 | Public Speaking /Interpersonal Communication | Exists | 3 | A1 |
|  | BUS 201 | Business Law | Exists | 3 |  |
| **0.13** | FSE #01 | Intro to Funeral Services | **NEW** | 2 |  |
|  | *Elective* | *any PE course* | Exists | *1* | *PE* |
| **0.13** | **TOTAL** |  |  | **15** |  |

**Semester 2 (Spring)**

| Program FTEF | Course | Title | New | Unit | Local GE Area |
| --- | --- | --- | --- | --- | --- |
|  | BIOL 250 | Human Anatomy | Exists | 4 | B2 |
|  | MATH 120 | Intermediate Algebra | Exists | 5 | Math Competency |
| **0.20** | FSE #02 | Funeral Service Law & Ethics | **NEW** | 3 |  |
|  | *Elective**PHIL 300* | *Intro to World Religions* | Exists | *3* | *C2; course is only* *needed if Restorative Art does not satisfy area C1* |
| **0.20** | **TOTAL** |  |  | **15** |  |

**Semester 3 (Summer)**

| Program FTEF | Course | Title | New | Unit | Local GE Area |
| --- | --- | --- | --- | --- | --- |
|  | CHEM #01 | Chemistry for Funeral Services | **NEW** | 4 | B1 proposed (GE classification is not necessary) |
| **0** | **TOTAL** |  |  | **4** |  |

**Second Year****Semester 4 (Fall)**

| Program FTEF | Course | Title | New | Unit | Local GE Area |
| --- | --- | --- | --- | --- | --- |
| **0.29** | FSE #03 | Funeral Directing I 2u LEC, 1u LAB | **NEW** | 3 |  |
| **0.13** | FSE #04 | Pathology for Funeral Service | **NEW** | 2 |  |
| **0.20** | FSE #05 | Funeral Service Management | **NEW** | 3 |  |
| **0.20** | FSE #06 | Microbiology for Funeral Services | **NEW** | 3 |  |
| NEEDS | PSYC #01 | Psychology of Death and Dying | **NEW** | 3 | D proposed |
| **0.82** | **TOTAL** |  |  | **14** |  |

**Semester 5 (Spring)**

| Program FTEF | Course | Title | NEW | Unit | Local GE Area |
| --- | --- | --- | --- | --- | --- |
| **0.29** | FSE #07 | Funeral Directing II 2u LEC, 1u LAB | **NEW** | 3 |  |
| **0.20** | FSE #08 | Merchandising for Funeral Services | **NEW** | 3 |  |
| **0.36** | FSE #09 | Embalming I3u LEC, 1u LAB | **NEW** | 4 |  |
|  | ACTG 100 | Accounting | Exists | 3 |  |
|  | *Elective* | *any PE course* | Exists | *1* | *PE* |
| **0.85** | **TOTAL** |  |  | **14** |  |

**Semester 6 (Summer)**

| Program FTEF | Course | Title | NEW | Unit | Local GE Area |
| --- | --- | --- | --- | --- | --- |
|  | *Elective**COMM 150* | *Intercultural Communication* | Exists | *3* | *(D)* *Ethnic studies* |
| **0** | **TOTAL** |  |  | **3** |  |

**Third Year****Semester 7 (Fall)**

| Program FTEF | Course | Title | New | Unit | Local GE Area |
| --- | --- | --- | --- | --- | --- |
| **0.28** | FSE #10 | Restorative Art3u LEC, 0.5u LAB | **NEW** | 3.5 | C1 proposed |
| **0.71** | FSE #11 |  Internship1u LEC, 4u LAB0.63 if 0.7 clinic or 0.71 if 0.8 lab | **NEW** | 5 |  |
| **0.13** | FSE #12 | Embalming II | **NEW** | 2 |  |
| **0.20** | FSE #13 | Counseling for Funeral Services | **NEW** | 3 |  |
| **1.32** | **TOTAL** |  |  | **13.5** |  |

**Staffing**We recommend we start with 1 temporary FT faculty director using Strong Workforce funding. We estimate this will cost **$$,$$$.** This person will be responsible for coordinating the program (supplies, wet lab, program recruitment, etc) and teaching the courses. Then, as needed we will hire an adjunct faculty also using Strong Workforce funding. **FSE Certificate** In addition to the A.S. degree a Certificate degree could be offered at Cañada College. Courses offered would be tailored to the person who was seeking a position as a Funeral Attendant, or other support system to the Funeral Director.**Required Courses FSE Certificate Track:**

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|   | Curriculum | Pre-Requisite |
| FSRV100 | Introduction to Funeral Service Practice | - |
| FSRV 110 | Communication Skills for the Funeral Assistant | FSRV100 |
| FSRV 125 | Funeral Service Practice and Procedures | FSRV100 |
| FSRV 120 | Funeral Service Operations | FSRV100 |
| FSRV 126 | Funeral Service Practice and Procedures II | FSRV 125 |

**Advisory Board:**The ABFSE Accreditation Standards indicate that an Advisory Board be formed to provide guidance to the program and keep the program relevant to current trends in the field of funeral service. Listed below are people with their title that have committed to the Cañada College Funeral Service Education Program during both the structuring and maintenance period should the program proposal move forward. The group is diverse geographically and professionally. It should be noted that all respondents were excited to hear of the potential program and strongly felt the need for a Funeral Service Education Program in the Bay Area. 1. Hal Wilkes – Manager, Christy Vault
	1. Thursday 03.14.2019 11:00
	2. 415.317.0837
	3. halwilkes7@aol.com
2. Claudette Delva – Technician, UCSF Willed Body Program
	1. 03.12.2019 10:30
	2. 415.476.2419
	3. Claudette.delvablanco@ucsf.edu

*“As an ARC Student I had to commute 2 hours one way several times a week from the Bay Area.”*1. Andrew Corson – Director, UCSF Willed Body Program
	1. 415.476.4218
2. Steven Muller – Mortuary Manager, Duggan’s Serra Funeral Home
	1. 650-255-8387
	2. Sm509@aol.com

*“An employee at my funeral home could not commute to ARC and had to obtain his education from an online program the costs were very high”*1. Maria Chavez – Manager, Darling & Fischer Memorial Chapel
	1. Maria.chavez@darlingfischer.com
	2. 408.489.7733

*“I worked in Los Gatos and had to commute to Sacramento for my education, a school in the Bay Area would have been a great option!”*1. Sandra Jones – Owner, Jones Mortuary Palo Alto
	1. imoverjoyed@att.net
	2. 650.776.1189

**Advisory Board Questions*** Has there been any major changes in the MS space, if there has what is driving the change?
* If you could make one modification to the program you graduated from what change would it be?
* Do you believe there should be a third MS degree program in California?
* Inside of your organizations what are some of the job titles you hire for and what are the starting salaries?
* What is the typical career path for someone with an MS AA degree?
* If a student has a criminal record are there any restrictions to hiring them inside of your organizations?\
* What is increase in salary that a “licensed mortician” would have over a person who learned by “on the job training”?
* What are your projections for the next 5 years regarding the number of licensed MS techs in the Bay area should colleges should train.
* Cañada College could build a ***strictly workforce program* WITHOUT** the general education courses. This would be quicker and cheaper for students, but they would not receive an Associates of Science. How important is it for career advancement, salary placement and competitiveness for employment to receive an AS degree?
* At a minimum, the program will combine lecture, on-campus laboratory, and off-campus clinical experiences. The off-campus labs experiences include work-based learning in morgues and funeral homes***. How will your company support the off-campus learning experiences?***
* Cañada College have the option to make this program a hybrid format. This might be especially attractive to your current employees. What are your thoughts on this format? The labs and the clinical training would be face to face
* What is something you have been Googling related to your position or role?

**Instructors**Program Director (required for accreditation) and instructors will be identified as needed.**Appendix 1: Minimum Qualifications of Faculty**According to the Academic Senate’s Discipline List, faculty in Funeral Services (Mortuary Sciences) must have any associate’s degree and at least six years of professional experience or a bachelor’s degree and at least two years of professional experience. The ABFSE maintains higher and more specific standards described below.Program DirectorThe director must meet all of the following standards at the time of accreditation candidacy: (a) a full-time employee of the college, (b) a graduate of an ABFSE accredited program, (c) a valid license to practice as a funeral service professional, (d) a bachelor’s degree, and (e) a master’s degree within 5 years of initial appointment.Full- or part-time FacultyAll faculty must have: (a) a bachelor’s degree, (b) a master’s degree within 5 years of initial appointment, and (c) sufficient specialized education or experience in the subjects to enable proper instruction to be provided. In addition to above degree requirements, faculty in specific areas must be meet the following criteria: * a qualified faculty member in embalming is one who holds a valid license that entitles him/her to practice embalming in the state in which he/she is teaching, who has had sufficient specialized training and at least one year of experience as an embalmer, and who has graduated from an institution of funeral service education accredited by the American Board or its predecessor or, for programs outside the U.S., has graduated from a post-secondary funeral service program equivalent to ABFSE-accredited programs;
* a qualified faculty member in mortuary management is one who has graduated from an institution of funeral service education accredited by the American Board or its predecessor or, for programs outside the U.S., from a post-secondary funeral service program equivalent to ABFSE accredited programs, holds a funeral director’s license, or its legal equivalent, and has had sufficient specialized training and experience in funeral service practice to enable him/her to give proper instruction;
* a qualified faculty member in restorative art is one who has graduated from an institution of funeral service education accredited by the American Board or its predecessor, or for programs outside the U.S., from a post-secondary funeral service program equivalent to ABFSE accredited programs;
* all personnel serving as off-campus preceptors must be licensed as Funeral Directors, Embalmers, or both, and, after January 1, 1989, embalming preceptors must be graduates of ABFSE accredited programs or, for programs outside the U.S., graduates of a post-secondary funeral service program equivalent to ABFSE accredited programs

Laboratory assistants, Clinical Instructors and PreceptorsThese positions must serve under the direct supervision of a qualified faculty member.Staffing ImpactStudent-teacher ratios must be available for review and must not exceed 30:1 overall in the funeral service program, no more than 25:1 headcount for laboratory sessions, and 5:1 headcount for each clinical embalming case. No instructor may supervise more than 3 embalming cases at any one time.**Other Business Considerations**Currently, Damon de la Cruz, PhD would like to build the curriculum.

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| 1. Alignment with college mission and master plan
 | Educational Master Plan Goal 1: Student Completion/Success – The A.S. degree in FSE will provide a 2-3 year pathway for students to enter the local workforce with training that meets local demand. The program will employ the cohort-based model that has proven itself effective in promoting student retention and success. Educational Master Plan Goal 2: Community Connections – The FSE program will provide students with clinical placements/internships with local employers. These relationships will transform local employers into partners with the college in the education and development of their future workers. Through the learning activities of these clinical placements students themselves will be involved in providing services to members of our community. In the future, the college may choose to offer funeral services on campus for low-income community members who cannot afford such services through the local marketplace. |
| 1. Ability of the college to meet external accreditation requirements
 | The ABFSE requirements of the do not appear to present any barriers or roadblocks. Accreditation typically requires 2 years and will be completed prior to the first cohort’s graduation. |
| 1. Impact on equity
 | Provides workforce training for employment in a stable services sector with a median hourly wage of $21. |
| 1. Potential for articulation with 4-year
 | Cypress College offers a bachelor degree in FSE under the CCC pilot project. The only bachelor degree-granting institutions who are accredited by the ABFSE are located out-of-state in Illinois, Indiana, Massachusetts, Minnesota, Michigan, New York, Ohio, and Oklahoma.  |
| 1. Potential impact on, or competition with other district/regional programs
 | American River College, located in Sacramento, serves all of northern California while Cypress College, located in Orange County, serves all of southern California. Both CCCs offer associate’s degrees in FSE. There are no programs in the Bay Area. |
| 1. Labor market and other data
 | Based on all available data, there appears to be an undersupply of Funeral Service workers compared to the demand for this cluster of occupations in the Bay region and in the Mid-Peninsula sub-region (San Francisco and San Mateo Counties.) There is a projected annual gap of about 148 students in the Bay region and 42 students in the Mid-Peninsula Sub-Region.See complete LMI data report for more information. |
| 1. Student demand and enrollment projections: impact on FTES, Load
 | Comparable Enrollment:The 3-year average enrollment at American River College is 40 students total with 30 of those being new students. The 3-year average enrollment at Cypress College is 117 total students with 60 of those being new students.Cohorts of students, will have to start small ~10-14 and grow based on job market and clinical placements. Eventual target is 25 students/cohort with a total of up to 50 students (new and continuing) in the program per year.Load at maximal enrollment for a 3-unit course is 375, for a 4- unit course with lab 416. |
| 1. Projections of student success, persistence, and completion
 | Projected to be similar to other FSE programs in the CCC:The 3-year average graduation rate at American River College is 85% with 94% gaining employment in Funeral Services. Student success on national boards is 69% for arts and 91% for science.The 3-year average graduation rate at Cypress College is 56% with 71% gaining employment in Funeral Services. Student success on national boards is 89% for arts and 94% for science. |
| 1. Identification of which division will house the program
 | Science & Technology Division – the FSE program involves coursework in multiple disciplines but has core content in the sciences: anatomy, chemistry, microbiology and pathology. FSE is alternatively referred to as “mortuary science” which further justifies placement in the science division. |
| 1. Impact on existing academic and student support services
 | FSE program is not likely to exceed 25 students annually and so is not expected to have a major impact on student support services. The FSE program does involve embalming labs which require the use and disposal of chemicals. These activities will impact the biological and physical science laboratory technicians. |
| 1. Impact on other academic programs including the allocation of FTEF resources
 | Students would be required to take already existing courses in accounting, biology, business, and communications. One new course will be developed in chemistry and one in psychology. Approximately 12 new FSE courses will be developed and offered on an annual basis. These will require ~2 FTEF instructional faculty dedicated to FSE: one FT program director/instructor plus 1-1.3 FTEF adjunct faculty. Anticipated FTEF distribution is as follows: 1.87-2.27 fall semester; 1.05-1.13 spring semester; 0-0.33 summer. |
| 1. Impact on instructional spaces
 | Lab space is required and could be located in the vacated anatomy lab 18-221 and cadaver lab 18-221A. |
| 1. Space requirements for support staff
 | The FSE program would require up to 2 faculty offices. If the Program is able to utilize existing laboratory technicians, no additional spaces will be needed for classified staff. |
| 1. Impact on marketing and outreach
 | Opportunities: the FSE program will be the only in the Bay AreaCost: need to market to general population |
| 1. Funding for curriculum development
 | Will be provided by SWP. Estimated $$ |
| 1. Funding for instructional equipment
 | Will be provided by SWP. Estimated $$ |
| 1. Funding and space for personnel
 | Funding for faculty will be provided by SWP for # years. Estimated $$ |
| 1. Terms of college subsidy for potentially low-enrolled courses: minimum enrollments identified
 | Requesting a 5-year pilot; commitment to run courses with at least 10 students/cohort during the duration of the pilot |

**Core Courses**: (20 Funeral Service Education courses required for completion in addition to English, Math and general education requirements) Below are examples of four different courses selected from the core curriculum idea. This will continue to be worked with our advisory board and through collaboration we will decide how to structure the course outlines at detail level in preparation for gaining academic approval of the courses. **Program Eligibility*** Students must achieve a grade of "C" or better in the Introduction to Funeral

Service Education course in order to apply to the Funeral Service Education Program* Students with a grade less than "C" in the Introduction to Funeral Service

Education course must retake the course.* Students must maintain a minimum grade of "C" in all courses attempted in order to

progress in the Funeral Service Education Program.**Introduction to Funeral Service: 2 units**Offerings will be online an on-base.This course is a survey of the history of the funeral service industry and a comprehensiveoverview of the field of funeral service. Emphasis is on the role and skills of the funeralservice practitioner. The course provides insight into the funeral service industry and thecareer opportunities available. Field trips may be requiredUpon completion of this course, the students will be able to:* Differentiate between historical funeral practices and contemporary funeral

service* Explain the development of the funeral service profession
* Describe inter-professional relationships and responsibilities in funeral service
* Evaluate the basic role of the funeral service practitioner in society
* Compose a list of various career opportunities related to funeral service

 Required Text:* Habenstein, R. W., and Lamers, W. M. (2006). The History of American Funeral Directing. (7th Ed). Burton & Mayer, Inc. Printers.
* Roach, M (2003). Stiff: Curious Lives of Human Cadavers. Norton

 Recommended Readings:* Aries, Phillippe (1974). Western Attitude Toward Death from Middle Ages to the Present.
* John Hopkins University Press, Baltimore, MD.
* Mayer, Robert G. (2012). Embalming: History, Theory, & Practice (5th edition). Appleton & Lange, Stamford, Connecticut.
* Noss, John B. Man's Religions. MacMillan Publishing Co., Inc., New York, 5th edition.
* Habenstein, R. W., Lamers, W. M., (1974). Funeral Customs the World Over. Bulfin

Printers, Inc.* Martin, Edward L. (1977). The Psychology of Funeral Service. Martin, Grand Junction,

Colorado.* Toynbee, J.M.C. (1971). Death and Burial in the Roman World. Cornell University Press, Ithica, New York.

 Evaluation of Student Progress:* Quizzes
* Discussion board entries
* Research Projects
* Comprehensive Examinations
* Comprehensive Final Examination

Assessments may consist of multiple choice, true/false, matching, fill in and some essay or short answer questions. Teaching Methods and Lecture Resources:* Textbook assigned readings
* Online Discussion
* Online Audiovisual
* Field trips

Course Designer: Damon de la Cruz Ph.D. Associate Professor, Cypress CollegeMortuary Science Department**Embalming I (3 units):** This course introduces the phenomenon of death and the human body. It includes theprocesses of preservation, restoration, and sanitation in treating the dead human body. This course is designed to familiarize the mortuary science student with the nature of chemicals utilized in the mortuary setting, and to provide a qualitative understanding of the chemical aspects of tissue decomposition and preservation. Embalming of protein and the effects relative to the blood, body pigments and tissue staining are a primary emphasis of the course.Field trips may be required.Upon completion of the course, the student shall be able to:* Define the concepts of sanitation, disinfection, temporary preservation, and

restoration pertaining to embalming* Identify personal and environmental protective measures used in embalming
* Explain the proper disposal of blood, body fluids, and contaminated materials
* Compare the use of embalming instruments, equipment, and sundries
* Describe embalming techniques and procedures
* List those conditions whereby notification of death to public officials is required
* Demonstrate the handling, treatment, and disposition of the dead human body
* Explain how the disposition of the dead human body meets the needs of the

survivors Evaluation of Student Progress:* Comprehensive exams
* Cumulative Final Exam
* Quizzes
* Case Reports/ Fluid Building Project
* Professionalism

Assessments may consist of multiple choice, true/false, matching, fill in and some essay or short answer questions.Teaching Methods and Lecture Resources:* Textbook assigned readings
* Online Discussion
* Online Audiovisual
* Field trips

 Required Text:* Mayer, R.G. 2005 Embalming, History, Theory and Practice 5th Edition. McGraw-Hill
* Essential Anatomy: 3D anatomy engine, http://completeanatomy.3d4medical.com/

(if you do not have the computer hardware to support this software please use therecommended text)Recommended Text:* Kapit, W. & Elson, L. (2001) The Anatomy Coloring Book 4th Edition. Pearson Education

Course Designer: Damon de la Cruz Ph.D. Associate Professor, Cypress CollegeMortuary Science Department**Pathology for Funeral Services (3 units)**This course offers a study of pathological disease conditions and how they affect various parts of the body. Conditions that relate to or affect the embalming or restorative art process areemphasized.Upon completion of the course, the student shall be able to:* Identify and prioritize pathological conditions that require special procedures in the transfer, handling, preparation and disposal of dead human bodies
* Identify and prioritize etiological factors that require special procedures in the transfer, handling, preparation and disposition of dead human bodies
* Describe diseases and related terminology and how they affect system of the human body
* Choose the correct terminology when communicating with members of the medical community
* Explain the benefits of the postmortem examination

 Evaluation of Student Progress:* Comprehensive exams
* Cumulative Final Exam
* Quizzes
* Case Reports/ Fluid Building Project
* Professionalism

Teaching Methods and Lecture Resources:* Textbook assigned readings
* Online Discussion
* Online Audiovisual
* Field trips

Assessments may consist of multiple choice, true/false, matching, fill in and some essay or short answer questions. Required Text* Mullins, David F. (2006) Pathology and Microbiology for Mortuary Science, 1st Edition. New York: Delmar

Recommended Texts:* Moore, K., Agur, A., Dalley, A; Essential Clinical Anatomy, 4th Editions, Lippincott Willimas & Wilkins 2011
* Mullvihill, Zelman, Holdaway, Tompary, Raymond; Human Disease a Systemic Approach Pearson Prentice-
* Hall 2006
* Professional Training Schools;Pathology for Funeral Service. Professional Training Schools 2002

Course Designer: Damon de la Cruz Ph.D. Associate Professor, Cypress CollegeMortuary Science Department **Funeral Service Education Capstone (5 ACUs):** This course provides an opportunity to apply classroom instruction in funeral serviceeducation to real-world practice in the community, interns participate in an off-site labexperience program and approved off-campus preceptor sites. Students are responsible for the fees associated with this exam.Prerequisites: Successful completion of prior FSE coursework.Upon completion of the course, the student shall be able to:* Embalm a minimum of ten (10) dead human bodies under the direct supervision of a laboratory instructor.
* Organize five (5) arrangement conferences (mock or real) and the direction of a minimum of five (5) mock ceremonies
* Record participation in preparation procedures
* Prepare pertinent documents including death certificates, disposition permits,

newspaper notices, and government benefit forms.* Demonstrate use of health and safety measures in the preparation room
* Choose business attire relevant for the funeral home setting
* Demonstrate professionalism in funeral service

Evaluation of Student Progress* Each student will be evaluated during his/her laboratory period. Students must

actively participate during each laboratory period. Evaluation for completelaboratory credit will include attendance, proper attire including PPEs, followingof laboratory protocol, and disinfection/ maintenance of the lab at the completionof the period.* Thirteen examinations covering subject areas found on the National Board
* Examination and California State Board Examination
* Professionalism
* Documentation regarding internship

 Evaluation of Student Progress:* Comprehensive program exams
* Arts pNBE (practice National Board Exam)
* Sciences pNBE (practice National Board Exam)
* National Board Examination
* Case Reports/ Documentation
* Professionalism

Teaching Methods and Lecture Resources:* Textbook assigned readings
* Online Discussion
* Online Audiovisual
* Field trips

Assessments may consist of multiple choice, true/false, matching, fill in and some essay or short answer questions. 1. Laboratory Rules
	1. Under no circumstances may cadaver material be removed from the laboratory
	2. Photographs may not be taken in the laboratory
	3. Only authorized persons are allowed entrance into the laboratory. Children

family and friends are not allowed in the laboratory under any circumstances* 1. All students who wish to enter the lab must have documentation of receiving

the Hepatitis B vaccination series or at a minimum the first two (2) shots in theseries. Failure to provide documentation will result in denial to the laboratory. A signed declination of the vaccination will be accepted.* 1. There shall be no smoking, use of tobacco products, eating, drinking, or

chewing of gum within the laboratory setting.* 1. It is expected that all persons within the laboratory setting will maintain a

professional demeanor and maintain proper respect for the deceased humanremains. It is to be further expected that this professional attitude will bemaintained outside of the laboratory setting, no discussion of the content ofthe laboratory can be made in any public setting such as general classrooms,or public areas such as restaurants. Report of such information of the program may result in dismissal from the program.* 1. The laboratory is considered a sacred place and will be treated accordingly. This means that there will be no horseplay, jousting with instruments, inappropriate comments or language. This is a ZERO tolerance policy. Any student not observing this policy will be dismissed, with no credit earned for the entire lab period.
	2. It is the responsibility of each assigned lab group to follow all directions of the clinical instructor as well as to maintain a clean environment within which to work.
1. Laboratory Environment
	1. The laboratory is to be maintained in a clean and orderly manner so that it remains a safe area throughout the laboratory time.
	2. Laboratory Rules to Minimize Hazards
		1. Upon arrival to the laboratory assignment each person should change out of his/her clothes. Scrubs (no street clothes) and closed toed shoes with non-skid soles (tennis shoes, rubber clogs, rubber boots) should be worn with proper protective equipment. Socks must be worn with shoes. This includes ALL of the following:
			1. Disposable gown or lab coat
			2. Head cover
			3. Mouth and eye protection (mask)
			4. Shoe covers
			5. Gloves (double gloved)

These are to be worn at ALL times within the laboratory setting until the conclusion of the laboratory. Failure to wear the required safety material will result in removal from the laboratory session without credit being given and no option for a make-up session within the laboratory setting. It is also recommended that no cosmetics be worn in the lab, as these may cause discomfort in the eyes during the lab period.1. Laboratory Experience

Each student is required to actively participate in the arterial and cavity embalming of at least ten (10) dead human bodies under the supervision of the clinical lab instructor. This is a requirement under standard six of the American Board of Funeral Service Education Curriculum Guidelines and must be completed in order to graduate from the American River College Funeral Service Education Program. Course Designer: Damon de la Cruz Ph.D. Associate Professor, Cypress CollegeMortuary Science Department  |

**Learners:** The Funeral Service Education Degree will be for people seeking entry level positions within the funeral industry. The two main job titles will be people who are Funeral Directors and Embalmers.

The mean annual wage for Funeral Directors $56,300. Embalmers earn $45,040, as a mean annual wage. Data obtained from the Bureau of Labor Statistics, 2017

**Strategic Alignment**

* Address the anticipated demand for funeral service practitioners.
* Provides entry level opportunities to career enhancers who want to develop a career in the human services field.
* Funeral Service Education, Embalming and Funeral Directing, are a skillset for entry level job placement in funeral service. In addition to funeral related courses core classes will include Management, Accounting and other course that will support professional growth in the funeral service field.
* There is an estimated demand of 656 replacement jobs for funeral service practitioners in the bay area by 2023. There is an anticipated 147 annual job openings in the Bay Area. Data obtained from EMSI report May 2019

### **Course Outline**

### **American River College**

### **Los Rios Community College District**

### **Section 1: Curriculum Cycle Information**

|  |  |
| --- | --- |
| [**Course:**](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/history.cgi?course_id=1087154&script=print_outline.cgi) | FSE 300: Introduction to Funeral Service |
| **Formerly:** | *FSE 100: Introduction to Funeral Service* |
| **Outline Status:** | Catalog |
| **Last Full Review:** | Aug 30, 2012 |
| **Last Curriculum Action:** | Oct 02, 2012 |
| **Effective Date:** | Jun 01, 2013 |
| **Official:** | Yes |

### **Section 2: Basic Course Information**

|  |  |
| --- | --- |
| **Identifier:** | FSE 300 |
| **Title:** | Introduction to Funeral Service |
| **Units:** | 2.00 |
| **Prerequisite:** | None. |
| **Advisory:** | ENGWR 300 (*College Composition*), ENGWR 480 (*Honors College Composition*), or ESLW 340 (*Advanced Composition*) |
| **Hours:** | 36 hours lecture |
| **Description:** | This course is a survey of the history of the funeral service industry and a comprehensive overview of the field of funeral service. Emphasis is on the role and skills of the funeral service practitioner. The course provides insight into the funeral service industry and the career opportunities available. Field trips may be required. |
|  | *[ Courses embedded in catalog description: None.]* |

### **Section 3: Learning Outcomes and Objectives**

*Upon completion of this course, the student will be able to:*

* differentiate between historical funeral practices and contemporary funeral service
* explain the development of the funeral service profession
* describe inter-professional relationships and responsibilities in funeral service
* evaluate the basic role of the funeral service practitioner in society
* compose a list of various career opportunities related to funeral service

### **Section 4: Course Topics**

*The topics for this course are typically allocated as follows:*

|  |  |
| --- | --- |
| **Lec** | **Topic** |
| 1 | Introduction to the history of funeral service: the history of funeral service as a record of responses to changing social and ethical demands |
| 3 | Death across history and cultures: the announcement of a death the care of the dead the method of disposition ceremony or rituals memorialization |
| 2 | History of embalming: ancient (Egyptian) processes early Hebrew processes early Greek processes early Roman processes early Christian processes early Scandinavian processes modern embalming individuals in history of embalming |
| 5 | Historical social analysis: the ancient religious and cultural beliefs of the Egyptians, Hebrews, Greeks, Romans, early Christians, and early Scandinavians early beliefs about cremation and burial with regard to the soul |
| 3.5 | The Medieval Period: the society and the Church response to the plagues the effect of plagues on burial practices the change in religious and scientific viewpoints the Purgatorial doctrine wakes cemeteries death criers general living conditions and the family unit |
| 2.5 | The sociology of change: agriculture industrialization urbanization changes in size and function of family changes in funeralization neo-local residence and immigration |
| 3 | Historical analysis: the American Colonial Period and beyond Christianity in the colonies, New England and Virginia the effect of American Protestantism on funeralization the expansion west secularization of funerals changes in transportation |
| 3 | Early American undertaking: those who lay out the dead tradesmen embalmers municipal officers changes in embalming and growing public awareness the pattern of 19th century funerals |
| 3 | Funeral service as a developing profession: other options regarding family location, transportation, and increases in disposable income changes in religious attitudes the development of the casket and chemical industries the rise of chemical companies and early mortuary science "educators" the development of funeral transportation to the modern funeral coach |
| 4 | Twentieth Century changes in American families: increased role of professional funeral directors the rise of professional associations the role of the professional associations the increased quality of funeral service education the development of licensing and state and national board exams |
| 4 | Contemporary funeral service: opportunities and challenges of 21st century funeral service regulatory environment of funeral service role and responsibility of practitioner to society career opportunities within funeral service career opportunities in allied professions forensic pathology (medico-legal): coroner or medical examiner jurisdiction responsibilities qualifications inquest types of death with medico-legal potential injury or death by violence sudden and/or unexpected death health/welfare/safety agencies, medical litigation, determination of jurisdiction |
| 2 | Final exam |
|  |  |
| **36** | **Total Hours** |

### **Section 5: Instructional Delivery Modalities**

*This course may be taught using the following instructional delivery modalities:*

* In-Person
* Internet/Online

### **Section 6: Instruction Methods and In-class Activities**

***In-Person Delivery Modality***

Lecture, discussion, group work, role-playing, field trips, and media presentations.

***Internet/Online Delivery Modality***

Lecture, discussion boards, group work, role-playing, field trips, and media presentations.

### **Section 7: Typical Homework Assignments**

***In-Person Delivery Modality***

Example #1:

Research a historical method of preservation and prepare a 5-minute presentation.

Example #2:

Write a two- to three-page research paper emphasizing the similarities and differences between the role of the early American undertaker and the modern day funeral director and/or embalmer.

***Internet/Online Delivery Modality***

Example #1:

Research a historical method of preservation and prepare a 5-minute presentation.

Example #2:

Write a two- to three-page research paper emphasizing the similarities and differences between the role of the early American undertaker and the modern day funeral director and/or embalmer.

### **Section 8: Evaluation and Assessment Methods**

***In-Person Delivery Modality***

Examinations, assigned research projects, writing assignments that demonstrate reflection on readings, and oral presentations

***Internet/Online Delivery Modality***

Examinations, assigned research projects, writing assignments that demonstrate reflection on readings, and oral presentations

### **Section 9: Allocation of Instructional Time (Distance Education)**

|  |  |
| --- | --- |
| ***Internet/Online Delivery Modality****For this modality, the course's 36 instructional hours are typically allocated as follows:* |  |
| **Hours** | **Type** |
| 16 | Course Web Pages |
| 11 | Asynchronous Online Communication |
| 9 | Online Assessment Activities |
|  |  |
| **36** | **Total Hours** |

### **Section 10: Regular Instructional Contact (Distance Education)**

|  |  |
| --- | --- |
| ***Internet/Online Delivery Modality****For this modality, the minimum number of instructional contacts**a single student may typically expect to have with the professor are:* |  |
| **Number of Contacts** | **Type of Contact** |
| 29 | *Other:* The instructor will use a variety of online communication methods for a total of 29 contacts. |
|  |  |
| **29** | **Total Contacts** |

### **Section 11: Representative List of Textbooks**

* Haberstein, R. W., and Lamers, W. M. (2011). *The History of American Funeral Directing* (7th ed.). Burton & Mayer, Inc. [ISBN: 9789607446008]

### **Section 12: Additional Course Information**

|  |  |
| --- | --- |
| **Faculty Discipline(s):** | Mortuary Science |
| **Short Title for Transcripts:** | Intro to Funeral Service |
| **Type of Grading:** | Letter Grade |
| **Times Taken for Credit:** | This course may be taken 1 time for credit. |
| **Enrollment Family:** | Not Part of a Family |
| **Cross-listed Courses:** | None. |
| **Taxonomy of Programs (TOP) Code:** | 1255.00 *(Mortuary Science)* |
| **Student Accountability Model (SAM) Code:** | D *(Possibly Occupational)* |

### **Section 13: Advisory Justification**

|  |  |
| --- | --- |
| **Advisory:** | *ENGWR 300, ENGWR 480, or ESLW 340* |
| **Justification:** | *ENGWR 300: College Composition*The following ENGWR 300 advisory skills are recommended in order to be successful in the course:* assess complex texts for audience, purpose, tone, and development.
* evaluate arguments for logical consistencies and fallacies.
* synthesize concepts and evidence from complex texts and sources.
* compose effective transfer-level essays.
* incorporate a variety of rhetorical strategies.
* integrate sources using appropriate citation and formatting standards.
* construct grammatically correct sentences employing a variety of structures and transfer-level diction.

*ENGWR 480: Honors College Composition*The following ENGWR 480 advisory skills are recommended in order to be successful in the course:* evaluate one full-length volume of non-fiction for style, tone, and content
* compose carefully reasoned essays, using various rhetorical strategies
* research informational resources to gather information
* apply complex critical thinking skills by defining issues; gathering, analyzing, evaluating, and synthesizing ideas; and developing conclusions
* evaluate sources
* collaborate in presenting responses, analyses, and evaluations of reading and writing assignments
* organize and present individual project results

*ESLW 340: Advanced Composition*The following ESLW 340 advisory skills are recommended in order to be successful in the course:* evaluate a variety of complex reading selections by critically analyzing, critiquing, and responding to readings both in-class and outside of class.
* synthesize information by paraphrasing, quoting, and summarizing readings to integrate outside sources into writing.
* formulate and support conclusions by using a variety of rhetorical modes to prove or show a point and purpose to a specific audience.
* write clear, well-developed essays on academic topics.
* demonstrate a mastery of English writing style, grammar, vocabulary, and mechanics by revising, proofreading and editing writing effectively.
* discriminate between and apply Modern Language Association (MLA) and American Psychological Association (APA) documentation format appropriately by using library resources, including a variety of reference works, in the preparation of a fully documented research paper.
 |

### **Section 14: Relationship to College Programs**

|  |  |
| --- | --- |
| **Need/Purpose for the Course:** | This course content is required by the American Board of Funeral Service Education as part of the American River College Funeral Service Education Program. |
| **Degrees and****Certificates:** | [Funeral Service Education (A.S. Degree)](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/print_program.cgi?program_id=47130) |
| **Prerequisite To:** | FSE 310 |
| **Corequisite To:** | BIOL 103 |
| **Advisory To:** | None. |

### **Section 15: Relationship to Transfer Institutions**

|  |  |
| --- | --- |
| **CSU Transfer:** | *Approved: Jun 01, 2013* |

### **Section 16: Digital Signatures**

|  |  |
| --- | --- |
| **Faculty Initiator:** | [Aron Davis](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1026900&from=1488012) |
| **Department/Subject:** | FSE |
| **Department Vote:** |

|  |  |
| --- | --- |
| *Yes:* | 1 |
| *No:* | 0 |
| *Abstain:* | 0 |
|  |  |
| *Total:* | 1 |

 |
| **Department Chair/****Designated Contact:** | [Aron Davis](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1026900&from=1488012) (**Signed:** Nov 10, 2011) |
| **Librarian:** |  |
| **Division Dean:** | [Steven Boyd](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1240462&from=1488012) (**Signed:** Sep 28, 2011) |
| **CRC Contact:** | [Cori Burns](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=0452132&from=1488012) (**Signed:** Sep 28, 2011) |
| **FLC Contact:** | [Kristi Church](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=0002164&from=1488012) (**Signed:** Sep 29, 2011) |
| **SCC Contact:** | [Carillon Larson](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=0004377&from=1488012) (**Signed:** Oct 03, 2011) |

### **Course Outline**

### **American River College**

### **Los Rios Community College District**

### **Section 1: Curriculum Cycle Information**

|  |  |
| --- | --- |
| [**Course:**](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/history.cgi?course_id=1092408&script=print_outline.cgi) | FSE 310: Funeral Directing I |
| **Outline Status:** | Catalog |
| **Last Full Review:** | Aug 30, 2012 |
| **Last Curriculum Action:** | Dec 04, 2012 |
| **Effective Date:** | Jun 01, 2013 |
| **Official:** | Yes |

### **Section 2: Basic Course Information**

|  |  |
| --- | --- |
| **Identifier:** | FSE 310 |
| **Title:** | Funeral Directing I |
| **Units:** | 2.00 |
| **Prerequisite:** | FSE 300 (*Introduction to Funeral Service*) with a grade of "C" or better |
| **Corequisite:** | CHEM 130 (*Chemistry for Funeral Service*) and FSE 320 (*Funeral Service Law and Ethics*) |
| **Enrollment****Limitation:** | Acceptance into the Funeral Service Education Program |
| **Hours:** | 36 hours lecture |
| **Description:** | This course introduces the general practices of funeral directing. It focuses on the sociological phenomena that affect all the elements of funeral service including cultural differences, family structures, and factors of change that relate to funeralization. It also includes notification of death, transfer and disposition of bodies, arrangement conferences, pre-planned funerals, and post-arrangement follow-up. Field trips may be required. |
|  | *[ Courses embedded in catalog description: None.]* |

### **Section 3: Learning Outcomes and Objectives**

*Upon completion of this course, the student will be able to:*

* describe the application and purpose of sociology in funeral service
* explain the role of the funeral director in adapting funeral services to a culturally diverse population
* recognize the family governing systems found in American society
* compare the different types of family structure
* investigate the changing social factors that affect American funeral rites and the families that are being served
* prioritize the responsibilities of the funeral director
* calculate the time frames in which the services of a funeral director are typically provided (i.e. pre-need, at-need, and post arrangement follow-up)
* demonstrate proper telephone etiquette and protocol
* appraise and demonstrate the correct procedures and equipment needed for human body transportation in home, institutional and field locations
* apply communication skills necessary to meet with a family in the arrangement conference
* collect the data necessary to complete a death certificate, disposition permit, social security and veterans benefit forms
* distinguish between pre-planned and pre-funded funerals
* identify federal, state, and local regulations and specific forms used for disposition of human bodies
* integrate vocabulary associated with funeral service into day-to-day practices in the funeral home

### **Section 4: Course Topics**

*The topics for this course are typically allocated as follows:*

|  |  |
| --- | --- |
| **Lec** | **Topic** |
| 1 | The image of the American Funeral Director: appearance, grooming, attire |
| 2 | Introduction to sociology of funeral service: definition of terms; application and purpose of sociology in funeral service; American funeral rites as related to family structure  |
| 2 | Socialization and enculturation: individual and society; primary groups; direct and indirect learning; language, ethnicity, and religion  |
| 2 | Social and economic change: social organization from hunter-gatherers to post-modern; family governance types; movement away from joint family structure; how modern society affects the family  |
| 2 | Social factors which affect American funeral rites: economic, social stratification, geographic, family structure, religion, government, educational level, and ethnicity  |
| 2 | Changes in American funeral rites in the 20th century: increase in presence of funeral homes; increased responsibility placed on funeral director; cost focused on services rather than casket; influence of increased mobility of Americans; changes in forms of disposition; influence of changes in organized religion; influence of migration and immigration  |
| 2 | Notification of death: proper telephone procedures, information to be obtained, documentation  |
| 2 | Transfer of body: home or institution; proper equipment, number and behavior of personnel  |
| 4 | Arrangement conference: establishing rapport, presenting options, information to be gathered  |
| 1 | General types of ceremonies: traditional, non-traditional, adaptive, humanistic, memorial service |
| 1 | Types of disposition: burial, cremation, alkaline hydrolysis, entombment, anatomical donation, burial at sea  |
| 2 | Death notices and obituaries: definitions, differences in local, cultural customs  |
| 3 | Death certificates: purpose, importance, gathering accurate data, interviewing client sensitively  |
| 2 | Disposition permits: definition, purpose, differences in various jurisdictions  |
| 2 | Proper preparation and protocol for the shipping of human bodies: domestic and international  |
| 1 | Government benefits: veterans and social security benefits  |
| 2 | Pre-planned funerals: types of pre-planning vs. pre-funding vehicles, risks and benefits  |
| 1 | Post funeral follow-up/aftercare: types, risks and benefits  |
| 2 | Final exam |
|  |  |
| **36** | **Total Hours** |

### **Section 5: Instructional Delivery Modalities**

*This course may be taught using the following instructional delivery modalities:*

* In-Person
* Internet/Online

### **Section 6: Instruction Methods and In-class Activities**

***In-Person Delivery Modality***

Lecture, discussion, group work, role-playing, hands-on demonstrations, media presentations, and field trips.

***Internet/Online Delivery Modality***

Lecture, discussion, group work, role-playing, hands-on demonstrations, media presentations, and field trips.

### **Section 7: Typical Homework Assignments**

***In-Person Delivery Modality***

Example #1:

Select at least two funeral homes to visit, prepare questions, and then investigate the duties of the funeral home owner, funeral director, embalmer, and other personnel involved in the funeral service industry. Write a two-page summary of your investigation.

Example #2:

Prepare the necessary documents that are completed in the funeral process and submit them to the instructor.

***Internet/Online Delivery Modality***

Example #1:

Select at least two funeral homes to visit, prepare questions, and then investigate the duties of the funeral home owner, funeral director, embalmer, and other personnel involved in the funeral service industry. Write a two-page summary of your investigation.

Example #2:

Prepare the necessary documents that are completed in the funeral process and submit them to the instructor.

### **Section 8: Evaluation and Assessment Methods**

***In-Person Delivery Modality***

Exams, exercises that explore social awareness of students, writing assignments on obituaries and presenting options, role playing exercises on client interviews, transfer of human remains, and oral presentations on types of ceremonies.

***Internet/Online Delivery Modality***

Exams, exercises that explore social awareness of students, writing assignments on obituaries and presenting options, role playing exercises on client interviews, transfer of human remains, and oral presentations on types of ceremonies.

### **Section 9: Allocation of Instructional Time (Distance Education)**

|  |  |
| --- | --- |
| ***Internet/Online Delivery Modality****For this modality, the course's 36 instructional hours are typically allocated as follows:* |  |
| **Hours** | **Type** |
| 16 | Course Web Pages |
| 4 | Synchronous Online Communication |
| 9 | Asynchronous Online Communication |
| 7 | Online Assessment Activities |
|  |  |
| **36** | **Total Hours** |

### **Section 10: Regular Instructional Contact (Distance Education)**

|  |  |
| --- | --- |
| ***Internet/Online Delivery Modality****For this modality, the minimum number of instructional contacts**a single student may typically expect to have with the professor are:* |  |
| **Number of Contacts** | **Type of Contact** |
| 20 | *Other:* The instructor will use a variety of online communication methods for a total of 20 contacts. |
|  |  |
| **20** | **Total Contacts** |

### **Section 11: Representative List of Textbooks**

* Klicker, R. L. (2007). *Funeral Directing & Funeral Service Management* (2nd ed.). Thanos Institute. [ISBN: 978-0-96479674-4]
* Professional Training Schools (2002). *Sociology for Funeral Service* (3rd ed.). Professional Training Schools, Inc. [ISBN: None Available]
* Professional Training Schools (1994). *Mortuary Administration & Funeral Management.* Professional Training Schools, Inc. [ISBN: None Available]
* Habenstein, R W, and Lamers, W M (2011). *The History of American Funeral Directing* (7th ed.). NFDA. [ISBN: 9789607446008]

|  |  |
| --- | --- |
| **Supplementary Requirements:** | Supplied by Instructor |

### **Section 12: Additional Course Information**

|  |  |
| --- | --- |
| **Faculty Discipline(s):** | Mortuary Science |
| **Short Title for Transcripts:** | Funeral Directing I |
| **Type of Grading:** | Letter Grade |
| **Times Taken for Credit:** | This course may be taken 1 time for credit. |
| **Enrollment Family:** | Not Part of a Family |
| **Cross-listed Courses:** | None. |
| **Taxonomy of Programs (TOP) Code:** | 1255.00 *(Mortuary Science)* |
| **Student Accountability Model (SAM) Code:** | C *(Clearly Occupational)* |

### **Section 13: Prerequisite Justification**

|  |  |
| --- | --- |
| **Prerequisite:** | *FSE 300 with a grade of "C" or better* |
| **Justification:** | *FSE 300: Introduction to Funeral Service*The following FSE 300 prerequisite skills are needed in order to be successful in the course:* differentiate between historical funeral practices and contemporary funeral service
* explain the development of the funeral service profession
* describe inter-professional relationships and responsibilities in funeral service
* evaluate the basic role of the funeral service practitioner in society
* compose a list of various career opportunities related to funeral service
 |

### **Section 14: Corequisite Justification**

|  |  |
| --- | --- |
| **Corequisite:** | *CHEM 130 and FSE 320* |
| **Justification:** | *CHEM 130: Chemistry for Funeral Service*The following CHEM 130 corequisite skills are needed in order to be successful in the course:* describe selected facts of general chemistry as a basis for studying organic and biochemistry.
* explain the essential characteristics of autolysis, hydrolysis, fermentation, and putrefication in the area of chemistry of decomposition.
* identify the characteristic features of solutions, suspensions, emulsions, and the processes of diffusion as they relate to the embalming process.
* describe the characteristic features of organic compounds.
* compare the characteristics of carbohydrates, lipids, and proteins in the area of basic biochemistry.
* describe representative chemicals in embalming fluids (arterial, cavity, and accessory) and give their respective functions.
* list the potentially harmful chemicals used in the preparation room and the precautions to be taken with each.

*FSE 320: Funeral Service Law and Ethics*The following FSE 320 corequisite skills are needed in order to be successful in the course:* distinguish among a tort, crime, and breach of contract pertaining to the funeral business
* critique ethics relating to funeral service
* explain the difference between legal and ethical issues within the funeral business
* recommend a standard of ethical behavior with examples of personal and professional conduct
* integrate vocabulary terms associated with ethical issues and practices in the funeral service industry
* confirm the characteristics of a valid and enforceable funeral contract, negotiable instruments, bailment, and agency relationships
* explain the Uniform Commercial Code (UCC) regarding the sale of goods (i.e. caskets, outer burial containers)
* compare the basic forms of funeral business organizations
* evaluate the legal relationships, rights, duties, and liabilities among the funeral director, the dead body, and the consumer
* explain laws and regulations pertaining to funeral service
* assess legal issues in funeral service in order to avoid liability
* complete the documents that are required in funeral service process
* predict situations when professional services are required for death planning and estate administration
 |

### **Section 15: Enrollment Limitation Justification**

|  |  |
| --- | --- |
| **Enrollment Limitation:** | *Acceptance into the Funeral Service Education Program* |
| **Justification:** | *Other:*Standard 10 of the Manual on Accreditation for the American Board of Funeral Service Education. Manual states the acceptance and continuation criteria for a student in the program. |

### **Section 16: Relationship to College Programs**

|  |  |
| --- | --- |
| **Need/Purpose for the Course:** | This course content is required by the American Board of Funeral Service Education as part of the American River College Funeral Service Education Program. |
| **Degrees and****Certificates:** | [Funeral Service Education (A.S. Degree)](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/print_program.cgi?program_id=47130) |
| **Prerequisite To:** | FSE 312 and 330 |
| **Corequisite To:** | FSE 320 |
| **Advisory To:** | None. |

### **Section 17: Relationship to Transfer Institutions**

|  |  |
| --- | --- |
| **CSU Transfer:** | *Approved: Jun 01, 2013* |

### **Section 18: Digital Signatures**

|  |  |
| --- | --- |
| **Faculty Initiator:** | [Aron Davis](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1026900&from=1488012) |
| **Department/Subject:** | FSE |
| **Department Vote:** |

|  |  |
| --- | --- |
| *Yes:* | 1 |
| *No:* | 0 |
| *Abstain:* | 0 |
|  |  |
| *Total:* | 1 |

 |
| **Department Chair/****Designated Contact:** | [Aron Davis](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1026900&from=1488012) (**Signed:** Nov 09, 2012) |
| **Librarian:** |  |
| **Division Dean:** | [Steven Boyd](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1240462&from=1488012) (**Signed:** Nov 09, 2012) |
| **CRC Contact:** | [Michael Lawlor](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=0001758&from=1488012) (**Signed:** Nov 18, 2012) |
| **FLC Contact:** | [Kevin Pipkin](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1066230&from=1488012) (**Signed:** Nov 09, 2012) |
| **SCC Contact:** | [Carillon Larson](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=0004377&from=1488012) (**Signed:** Dec 01, 2012) |

### **Course Outline**

### **American River College**

### **Los Rios Community College District**

### **Section 1: Curriculum Cycle Information**

|  |  |
| --- | --- |
| [**Course:**](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/history.cgi?course_id=1092406&script=print_outline.cgi) | FSE 312: Funeral Directing II |
| **Outline Status:** | Catalog |
| **Last Full Review:** | Aug 30, 2012 |
| **Last Curriculum Action:** | Dec 04, 2012 |
| **Effective Date:** | Jun 01, 2013 |
| **Official:** | Yes |

### **Section 2: Basic Course Information**

|  |  |
| --- | --- |
| **Identifier:** | FSE 312 |
| **Title:** | Funeral Directing II |
| **Units:** | 2.00 |
| **Prerequisite:** | FSE 310 (*Funeral Directing I*) and 320 (*Funeral Service Law and Ethics*) with grades of "C" or better |
| **Corequisite:** | BIOL 130 (*Microbiology for Funeral Services*), FSE 330 (*Merchandising in the Funeral Service Industry*), and FSE 340 (*Pathology for Funeral Service*) |
| **Hours:** | 36 hours lecture |
| **Description:** | This course introduces the basic philosophies of a cross-section of religious and ethnic funeral practices and the role of the funeral practitioner in directing each type. Also included are procedures for fraternal, military, and celebrity funerals. Field trips may be required. |
|  | *[ Courses embedded in catalog description: None.]* |

### **Section 3: Learning Outcomes and Objectives**

*Upon completion of this course, the student will be able to:*

* compare and contrast a cross-section of American religious customs
* identify characteristics of adaptive and humanistic ceremonies
* distinguish characteristics of funeral preferences of different ethnic groups
* arrange fraternal and military funeral services
* describe procedures for celebrity funerals
* apply vocabulary used in funeral service
* set up and conduct various funeral services
* compare and contrast the disposition options of human remains

### **Section 4: Course Topics**

*The topics for this course are typically allocated as follows:*

|  |  |
| --- | --- |
| **Lec** | **Topic** |
| 2 | General introduction to religion and funeral ceremonies: reverence for sacred objects and clergy; importance of dignity, decorum, and attention to detail; disposition options, including burial, cremation, and donation  |
| 1 | Overview: importance of the study of cultures, ethnic groups, and religion for funeral directing; importance of recognizing diversity; danger of stereotyping  |
| 2 | Overview: general culture, theology, and funeral ceremony practices for the following religious and ethnic groups  |
| 1 | African-American culture and funeral practices; disposition of remains  |
| 2 | Jewish culture, religious and funeral practices; disposition of remains  |
| 2 | Islamic culture, religious and funeral practices; disposition of remains  |
| 1 | Orthodox culture, religious and funeral practices; disposition of remains  |
| 2 | Roman Catholic religious and funeral practices; disposition of remains  |
| 2 | Protestant religious and funeral practices: liturgical and non-liturgical rites |
| 2 | Church of Christ, Assembly of God, Jehovah Witness, Mennonite, Christian Missionary Alliance, Society of Friends (Quaker), and modes of disposition |
| 2 | Church of Jesus Christ of Latter-day Saints (Mormon) culture, religious and funeral rites; Christian Science (Church of Christ Scientist) culture, religious and funeral rite, and modes of disposition  |
| 2 | Episcopal, Presbyterian, Lutheran Baptist and Methodist funeral rites and modes of disposition |
| 2 | Buddhist culture, religious and funeral practices; disposition of remains  |
| 2 | Hindu culture, religious and funeral practices, cremation ceremonies |
| 2 | Sikh culture, religious and funeral practices, cremation ceremonies  |
| 1 | Hmong culture, religious and funeral practices; disposition of remains  |
| 2 | Fraternal groups: examples of types: conduct entire service vs. participate with other officiate  |
| 2 | Military funerals: members of full funeral detail; procedures for active duty personnel; flag folding; presentation of flag; playing of Taps electronically  |
| 2 | Celebrity funerals: coordination with civic officials, clergy; media relations; protecting privacy of survivors; logistics of ceremony, procession; security  |
| 2 | Final exam |
|  |  |
| **36** | **Total Hours** |

### **Section 5: Instructional Delivery Modalities**

*This course may be taught using the following instructional delivery modalities:*

* In-Person
* Internet/Online

### **Section 6: Instruction Methods and In-class Activities**

***In-Person Delivery Modality***

Discussions, media presentations, guest speakers, field trips

***Internet/Online Delivery Modality***

Discussions, media presentations, guest speakers, field trips

### **Section 7: Typical Homework Assignments**

***In-Person Delivery Modality***

Example #1:

Read chapter 1 in your Funeral Rites and Practices textbook. Answer questions 1 - 4 on page 12.

Example #2:

Write a two-page paper on a Native American culture's funeral rites. This can be any Native American culture, such as the Iroquois or the Navajo. This paper must follow APA guidelines.

***Internet/Online Delivery Modality***

Example #1:

Read chapter 1 in your Funeral Rites and Practices textbook. Answer questions 1 - 4 on page 12.

Example #2:

Write a two-page paper on a Native American culture's funeral rites. This can be any Native American culture, such as the Iroquois or the Navajo. This paper must follow APA guidelines.

### **Section 8: Evaluation and Assessment Methods**

***In-Person Delivery Modality***

Exams, small group work, role-playing, demonstrating proper death rite practices, written research papers, and field trips.

***Internet/Online Delivery Modality***

Exams, small group work, role-playing, demonstrating proper death rite practices, written research papers, and field trips.

### **Section 9: Allocation of Instructional Time (Distance Education)**

|  |  |
| --- | --- |
| ***Internet/Online Delivery Modality****For this modality, the course's 36 instructional hours are typically allocated as follows:* |  |
| **Hours** | **Type** |
| 18 | Course Web Pages |
| 2 | Synchronous Online Communication |
| 8 | Asynchronous Online Communication |
| 8 | Online Assessment Activities |
|  |  |
| **36** | **Total Hours** |

### **Section 10: Regular Instructional Contact (Distance Education)**

|  |  |
| --- | --- |
| ***Internet/Online Delivery Modality****For this modality, the minimum number of instructional contacts**a single student may typically expect to have with the professor are:* |  |
| **Number of Contacts** | **Type of Contact** |
| 20 | *Other:* The instructor will use a variety of types of contacts, such as email, discussion boards, telephone, and distribution lists, for a total of 20 contacts, to be divided among the modalities as chosen by the instructor. |
|  |  |
| **20** | **Total Contacts** |

### **Section 11: Representative List of Textbooks**

* *Outline: Types of Funerals and Ceremonies.* (1994). National Association of Colleges of Mortuary Science, Professional Training Schools. [ISBN: None available]
* *Funeral Rights and Customs.* (2004). Professional Training Schools, Inc. [ISBN: None available]

### **Section 12: Additional Course Information**

|  |  |
| --- | --- |
| **Faculty Discipline(s):** | Mortuary Science |
| **Short Title for Transcripts:** | Funeral Directing II |
| **Type of Grading:** | Letter Grade |
| **Times Taken for Credit:** | This course may be taken 1 time for credit. |
| **Enrollment Family:** | Not Part of a Family |
| **Cross-listed Courses:** | None. |
| **Taxonomy of Programs (TOP) Code:** | 1255.00 *(Mortuary Science)* |
| **Student Accountability Model (SAM) Code:** | C *(Clearly Occupational)* |

### **Section 13: Prerequisite Justification**

|  |  |
| --- | --- |
| **Prerequisite:** | *FSE 310 and 320 with grades of "C" or better* |
| **Justification:** | *FSE 310: Funeral Directing I*The following FSE 310 prerequisite skills are needed in order to be successful in the course:* describe the application and purpose of sociology in funeral service
* apply communication skills necessary to meet with a family in the arrangement conference
* collect the data necessary to complete a death certificate, disposition permit, social security and veterans benefit forms
* distinguish between pre-planned and pre-funded funerals
* identify federal, state, and local regulations and specific forms used for disposition of human bodies
* integrate vocabulary associated with funeral service into day-to-day practices in the funeral home
* explain the role of the funeral director in adapting funeral services to a culturally diverse population
* recognize the family governing systems found in American society
* compare the different types of family structure
* investigate the changing social factors that affect American funeral rites and the families that are being served
* calculate the time frames in which the services of a funeral director are typically provided (i.e. pre-need, at-need, and post arrangement follow-up)
* demonstrate proper telephone etiquette and protocol
* appraise and demonstrate the correct procedures and equipment needed for human body transportation in home, institutional and field locations

*FSE 320: Funeral Service Law and Ethics*The following FSE 320 prerequisite skills are needed in order to be successful in the course:* recommend a standard of ethical behavior with examples of personal and professional conduct
* integrate vocabulary terms associated with ethical issues and practices in the funeral service industry
* confirm the characteristics of a valid and enforceable funeral contract, negotiable instruments, bailment, and agency relationships
* explain the Uniform Commercial Code (UCC) regarding the sale of goods (i.e. caskets, outer burial containers)
* evaluate the legal relationships, rights, duties, and liabilities among the funeral director, the dead body, and the consumer
* explain laws and regulations pertaining to funeral service
* assess legal issues in funeral service in order to avoid liability
* complete the documents that are required in funeral service process
* predict situations when professional services are required for death planning and estate administration
 |

### **Section 14: Corequisite Justification**

|  |  |
| --- | --- |
| **Corequisite:** | *BIOL 130, FSE 330, and FSE 340* |
| **Justification:** | *BIOL 130: Microbiology for Funeral Services*The following BIOL 130 corequisite skills are needed in order to be successful in the course:* assess the effect of environmental disinfection and decontamination procedures
* diagram the methods of transmission of infectious disease
* evaluate control against infectious disease

*FSE 330: Merchandising in the Funeral Service Industry*The following FSE 330 corequisite skills are needed in order to be successful in the course:* apply knowledge of merchandising to communicate with colleagues, sales representatives, and the public
* describe the component parts of funeral merchandise, including materials used, styles, finishes, dimension, and functions of products
* calculate prices for professional service and merchandise
* evaluate the services and merchandise provided by the funeral director
* plan and present product information to the public

*FSE 340: Pathology for Funeral Service*The following FSE 340 corequisite skills are needed in order to be successful in the course:* identify and prioritize pathological conditions that require special procedures in the transfer, handling, preparation, and disposition of dead human bodies
* identify and prioritize etiological factors that require special procedures in the transfer, handling, preparation, and disposition of dead human bodies
* describe diseases and related terminology and how they affect systems of the human body
* choose the correct terminology when communicating with members of the medical community, allied professionals, and survivors
* explain the benefits derived from postmortem examination
 |

### **Section 15: Relationship to College Programs**

|  |  |
| --- | --- |
| **Need/Purpose for the Course:** | This course content is required by the American Board of Funeral Service Education as part of the American River College Funeral Service Education Program. |
| **Degrees and****Certificates:** | [Funeral Service Education (A.S. Degree)](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/print_program.cgi?program_id=47130) |
| **Prerequisite To:** | FSE 297 |
| **Corequisite To:** | FSE 330 and 340 |
| **Advisory To:** | None. |

### **Section 16: Relationship to Transfer Institutions**

|  |  |
| --- | --- |
| **CSU Transfer:** | *Approved: Jun 01, 2013* |

### **Section 17: Digital Signatures**

|  |  |
| --- | --- |
| **Faculty Initiator:** | [Aron Davis](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1026900&from=1488012) |
| **Department/Subject:** | FSE |
| **Department Vote:** |

|  |  |
| --- | --- |
| *Yes:* | 1 |
| *No:* | 0 |
| *Abstain:* | 0 |
|  |  |
| *Total:* | 1 |

 |
| **Department Chair/****Designated Contact:** | [Aron Davis](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1026900&from=1488012) (**Signed:** Nov 09, 2012) |
| **Librarian:** |  |
| **Division Dean:** | [Steven Boyd](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1240462&from=1488012) (**Signed:** Nov 09, 2012) |
| **CRC Contact:** | [Michael Lawlor](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=0001758&from=1488012) (**Signed:** Nov 18, 2012) |
| **FLC Contact:** | [Kevin Pipkin](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1066230&from=1488012) (**Signed:** Nov 09, 2012) |
| **SCC Contact:** | [Carillon Larson](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=0004377&from=1488012) (**Signed:** Dec 01, 2012) |

### **Course Outline**

### **American River College**

### **Los Rios Community College District**

### **Section 1: Curriculum Cycle Information**

|  |  |
| --- | --- |
| [**Course:**](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/history.cgi?course_id=1092410&script=print_outline.cgi) | FSE 320: Funeral Service Law and Ethics |
| **Outline Status:** | Catalog |
| **Last Full Review:** | Aug 30, 2012 |
| **Last Curriculum Action:** | Dec 04, 2012 |
| **Effective Date:** | Jun 01, 2013 |
| **Official:** | Yes |

### **Section 2: Basic Course Information**

|  |  |
| --- | --- |
| **Identifier:** | FSE 320 |
| **Title:** | Funeral Service Law and Ethics |
| **Units:** | 3.00 |
| **Prerequisite:** | None. |
| **Corequisite:** | CHEM 130 (*Chemistry for Funeral Service*) and FSE 310 (*Funeral Directing I*) |
| **Enrollment****Limitation:** | Acceptance into the Funeral Service Education Program. |
| **Hours:** | 54 hours lecture |
| **Description:** | This course introduces law and the judicial system as they pertain to the funeral industry. Topics include sources of law, the legal status of the dead human body, the duty of burial, rights to control funeral arrangements and final disposition, liability for funeral expenses, torts involving the dead human body and the funeral director, wills, estates, probate, cemeteries, crematories, and state and federal laws and regulations. Personal and professional ethics that guide decisions and actions in the proper treatment of the dead are also included. |
|  | *[ Courses embedded in catalog description: None.]* |

### **Section 3: Learning Outcomes and Objectives**

*Upon completion of this course, the student will be able to:*

* distinguish among a tort, crime, and breach of contract pertaining to the funeral business
* confirm the characteristics of a valid and enforceable funeral contract, negotiable instruments, bailment, and agency relationships
* explain the Uniform Commercial Code (UCC) regarding the sale of goods (i.e. caskets, outer burial containers)
* compare the basic forms of funeral business organizations
* evaluate the legal relationships, rights, duties, and liabilities among the funeral director, the dead body, and the consumer
* explain laws and regulations pertaining to funeral service
* assess legal issues in funeral service in order to avoid liability
* complete the documents that are required in funeral service process
* predict situations when professional services are required for death planning and estate administration
* critique ethics relating to funeral service
* explain the difference between legal and ethical issues within the funeral business
* recommend a standard of ethical behavior with examples of personal and professional conduct
* integrate vocabulary terms associated with ethical issues and practices in the funeral service industry

### **Section 4: Course Topics**

*The topics for this course are typically allocated as follows:*

|  |  |
| --- | --- |
| **Lec** | **Topic** |
| 3 | Introduction: mortuary law defined sources of U.S. law judicial process - types of courts involved in funeral service cases |
| 3 | Disposition of the dead: sources of law administrative agencies definition of the dead human body |
| 2 | Rights of various parties: property and property rights of the dead human body duty of decent disposition |
| 3 | Right to control disposition: distinction between right and duty primary right - decedent's wishes versus legal next of kin secondary right - government custody issues liability for expenses |
| 3 | Funeral contracts: classifications decedent's estate |
| 2 | Torts: invasion of rights mutilation wrongful withholding funeral procession funeral establishment |
| 1 | Mental anguish |
| 3 | Funeral establishment: restrictions regulations |
| 3 | Qualifications of the funeral director: state licensing laws grounds for revocation, suspension of license requirements for conducting funerals and for funeral establishments regulatory agency procedures reciprocity/endorsement |
| 3 | Cemeteries: classification location regulations and sale of plots |
| 3 | Disinterment/exhumation: public interest private reasons |
| 3 | Probate: wills intestacy administration of the estate additional estate and health care documents |
| 3 | Wage and hour laws Federal employment law  |
| 3 | Occupational Safety and Health Act (OSHA)  |
| 3 | Federal Trade Commission (FTC) Funeral Rule  |
| 3 | Credit and collections of funeral contracts Universal Commercial Code Truth-in-Advertising; Truth-in-Lending Fair Credit Reporting |
| 3 | Social change and the need for professional ethics in funeral service: theories of ethics differences between ethics and law Kohlberg's theory of moral development |
| 3 | Ethics in client service: the ethical basis of running a business the role of continuing professional education community relationships pre-need ethics ethics regarding treatment of the body ethics regarding confidentially and records post-need ethics |
| 1 | Publicity, public relations, and truth in advertising |
| 1 | Professional relationships: colleagues the medical establishment clergy |
| 2 | Final exam |
|  |  |
| **54** | **Total Hours** |

### **Section 5: Instructional Delivery Modalities**

*This course may be taught using the following instructional delivery modalities:*

* In-Person
* Internet/Online

### **Section 6: Instruction Methods and In-class Activities**

***In-Person Delivery Modality***

Lecture, class discussion, small-group activities, oral presentations, guest speakers, and media presentations

***Internet/Online Delivery Modality***

Lecture, class discussion, small-group activities, oral presentations, guest speakers, and media presentations

### **Section 7: Typical Homework Assignments**

***In-Person Delivery Modality***

Example #1:

Research a legal action brought against a funeral home within the past ten years involving a funeral director, embalmer, funeral home, or cemetery. Write a short brief about the case and be prepared to present the case to the class.

Example #2:

Read ethics cases 1 - 10 in the text and write a short response to each case.

***Internet/Online Delivery Modality***

Example #1:

Research a legal action brought against a funeral home within the past ten years involving a funeral director, embalmer, funeral home, or cemetery. Write a short brief about the case and laws that were broken.

Example #2:

Read ethics cases 1 - 10 in the text and write a short response to each case.

### **Section 8: Evaluation and Assessment Methods**

***In-Person Delivery Modality***

Exams, quizzes, research paper, group presentations, and role playing

***Internet/Online Delivery Modality***

Exams, quizzes, research paper, group presentations, and role playing

### **Section 9: Allocation of Instructional Time (Distance Education)**

|  |  |
| --- | --- |
| ***Internet/Online Delivery Modality****For this modality, the course's 54 instructional hours are typically allocated as follows:* |  |
| **Hours** | **Type** |
| 29 | Course Web Pages |
| 17 | Asynchronous Online Communication |
| 8 | Online Assessment Activities |
|  |  |
| **54** | **Total Hours** |

### **Section 10: Regular Instructional Contact (Distance Education)**

|  |  |
| --- | --- |
| ***Internet/Online Delivery Modality****For this modality, the minimum number of instructional contacts**a single student may typically expect to have with the professor are:* |  |
| **Number of Contacts** | **Type of Contact** |
| 18 | *Other:* The instructor will use a variety of online communication methods for a total of 18 contacts. |
|  |  |
| **18** | **Total Contacts** |

### **Section 11: Representative List of Textbooks**

* Gilligan, T. S., and Stueve, T. H. (2003). *Mortuary Law* (10th ed.). T.S. Cincinnati Foundation for Mortuary Education. [ISBN: 1-883031-02-8]
* Funeral Ethics Association (2003). *Expanding Funeral Ethics: An Ethics Case Study Course.* Funeral Ethics Association. [ISBN: None Available]
* Ashcroft, J. E. (2010). *Law for Business* (17th ed.). Thomason South-Western. [ISBN: 978-0324829242]

### **Section 12: Additional Course Information**

|  |  |
| --- | --- |
| **Faculty Discipline(s):** | Mortuary Science |
| **Short Title for Transcripts:** | Funeral Service Law and Ethics |
| **Type of Grading:** | Letter Grade |
| **Times Taken for Credit:** | This course may be taken 1 time for credit. |
| **Enrollment Family:** | Not Part of a Family |
| **Cross-listed Courses:** | None. |
| **Taxonomy of Programs (TOP) Code:** | 1255.00 *(Mortuary Science)* |
| **Student Accountability Model (SAM) Code:** | C *(Clearly Occupational)* |

### **Section 13: Corequisite Justification**

|  |  |
| --- | --- |
| **Corequisite:** | *CHEM 130 and FSE 310* |
| **Justification:** | *CHEM 130: Chemistry for Funeral Service*The following CHEM 130 corequisite skills are needed in order to be successful in the course:* explain the essential characteristics of autolysis, hydrolysis, fermentation, and putrefication in the area of chemistry of decomposition.
* identify the characteristic features of solutions, suspensions, emulsions, and the processes of diffusion as they relate to the embalming process.
* describe representative chemicals in embalming fluids (arterial, cavity, and accessory) and give their respective functions.
* list the potentially harmful chemicals used in the preparation room and the precautions to be taken with each.

*FSE 310: Funeral Directing I*The following FSE 310 corequisite skills are needed in order to be successful in the course:* apply communication skills necessary to meet with a family in the arrangement conference
* collect the data necessary to complete a death certificate, disposition permit, social security and veterans benefit forms
* distinguish between pre-planned and pre-funded funerals
* identify federal, state, and local regulations and specific forms used for disposition of human bodies
* integrate vocabulary associated with funeral service into day-to-day practices in the funeral home
* explain the role of the funeral director in adapting funeral services to a culturally diverse population
* calculate the time frames in which the services of a funeral director are typically provided (i.e. pre-need, at-need, and post arrangement follow-up)
 |

### **Section 14: Enrollment Limitation Justification**

|  |  |
| --- | --- |
| **Enrollment Limitation:** | *Acceptance into the Funeral Service Education Program.* |
| **Justification:** | *Other:*Standard 10 of the Manual on Accreditation for the American Board of Funeral Service Education describes the acceptance criteria for a student in the program. |

### **Section 15: Relationship to College Programs**

|  |  |
| --- | --- |
| **Need/Purpose for the Course:** | This course content is required by the American Board of Funeral Service Education as part of the American River College Funeral Service Education Program. |
| **Degrees and****Certificates:** | [Funeral Service Education (A.S. Degree)](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/print_program.cgi?program_id=47130) |
| **Prerequisite To:** | FSE 312 and 330 |
| **Corequisite To:** | FSE 310 |
| **Advisory To:** | None. |

### **Section 16: Relationship to Transfer Institutions**

|  |  |
| --- | --- |
| **CSU Transfer:** | *Approved: Jun 01, 2013* |

### **Section 17: Digital Signatures**

|  |  |
| --- | --- |
| **Faculty Initiator:** | [Aron Davis](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1026900&from=1488012) |
| **Department/Subject:** | FSE |
| **Department Vote:** |

|  |  |
| --- | --- |
| *Yes:* | 1 |
| *No:* | 0 |
| *Abstain:* | 0 |
|  |  |
| *Total:* | 1 |

 |
| **Department Chair/****Designated Contact:** | [Aron Davis](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1026900&from=1488012) (**Signed:** Nov 09, 2012) |
| **Librarian:** |  |
| **Division Dean:** | [Steven Boyd](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1240462&from=1488012) (**Signed:** Nov 09, 2012) |
| **CRC Contact:** | [Michael Lawlor](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=0001758&from=1488012) (**Signed:** Nov 18, 2012) |
| **FLC Contact:** | [Kevin Pipkin](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1066230&from=1488012) (**Signed:** Nov 09, 2012) |
| **SCC Contact:** | [Carillon Larson](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=0004377&from=1488012) (**Signed:** Dec 01, 2012) |

### **Course Outline**

### **American River College**

### **Los Rios Community College District**

### **Section 1: Curriculum Cycle Information**

|  |  |
| --- | --- |
| [**Course:**](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/history.cgi?course_id=1092410&script=print_outline.cgi) | FSE 320: Funeral Service Law and Ethics |
| **Outline Status:** | Catalog |
| **Last Full Review:** | Aug 30, 2012 |
| **Last Curriculum Action:** | Dec 04, 2012 |
| **Effective Date:** | Jun 01, 2013 |
| **Official:** | Yes |

### **Section 2: Basic Course Information**

|  |  |
| --- | --- |
| **Identifier:** | FSE 320 |
| **Title:** | Funeral Service Law and Ethics |
| **Units:** | 3.00 |
| **Prerequisite:** | None. |
| **Corequisite:** | CHEM 130 (*Chemistry for Funeral Service*) and FSE 310 (*Funeral Directing I*) |
| **Enrollment****Limitation:** | Acceptance into the Funeral Service Education Program. |
| **Hours:** | 54 hours lecture |
| **Description:** | This course introduces law and the judicial system as they pertain to the funeral industry. Topics include sources of law, the legal status of the dead human body, the duty of burial, rights to control funeral arrangements and final disposition, liability for funeral expenses, torts involving the dead human body and the funeral director, wills, estates, probate, cemeteries, crematories, and state and federal laws and regulations. Personal and professional ethics that guide decisions and actions in the proper treatment of the dead are also included. |
|  | *[ Courses embedded in catalog description: None.]* |

### **Section 3: Learning Outcomes and Objectives**

*Upon completion of this course, the student will be able to:*

* distinguish among a tort, crime, and breach of contract pertaining to the funeral business
* confirm the characteristics of a valid and enforceable funeral contract, negotiable instruments, bailment, and agency relationships
* explain the Uniform Commercial Code (UCC) regarding the sale of goods (i.e. caskets, outer burial containers)
* compare the basic forms of funeral business organizations
* evaluate the legal relationships, rights, duties, and liabilities among the funeral director, the dead body, and the consumer
* explain laws and regulations pertaining to funeral service
* assess legal issues in funeral service in order to avoid liability
* complete the documents that are required in funeral service process
* predict situations when professional services are required for death planning and estate administration
* critique ethics relating to funeral service
* explain the difference between legal and ethical issues within the funeral business
* recommend a standard of ethical behavior with examples of personal and professional conduct
* integrate vocabulary terms associated with ethical issues and practices in the funeral service industry

### **Section 4: Course Topics**

*The topics for this course are typically allocated as follows:*

|  |  |
| --- | --- |
| **Lec** | **Topic** |
| 3 | Introduction: mortuary law defined sources of U.S. law judicial process - types of courts involved in funeral service cases |
| 3 | Disposition of the dead: sources of law administrative agencies definition of the dead human body |
| 2 | Rights of various parties: property and property rights of the dead human body duty of decent disposition |
| 3 | Right to control disposition: distinction between right and duty primary right - decedent's wishes versus legal next of kin secondary right - government custody issues liability for expenses |
| 3 | Funeral contracts: classifications decedent's estate |
| 2 | Torts: invasion of rights mutilation wrongful withholding funeral procession funeral establishment |
| 1 | Mental anguish |
| 3 | Funeral establishment: restrictions regulations |
| 3 | Qualifications of the funeral director: state licensing laws grounds for revocation, suspension of license requirements for conducting funerals and for funeral establishments regulatory agency procedures reciprocity/endorsement |
| 3 | Cemeteries: classification location regulations and sale of plots |
| 3 | Disinterment/exhumation: public interest private reasons |
| 3 | Probate: wills intestacy administration of the estate additional estate and health care documents |
| 3 | Wage and hour laws Federal employment law  |
| 3 | Occupational Safety and Health Act (OSHA)  |
| 3 | Federal Trade Commission (FTC) Funeral Rule  |
| 3 | Credit and collections of funeral contracts Universal Commercial Code Truth-in-Advertising; Truth-in-Lending Fair Credit Reporting |
| 3 | Social change and the need for professional ethics in funeral service: theories of ethics differences between ethics and law Kohlberg's theory of moral development |
| 3 | Ethics in client service: the ethical basis of running a business the role of continuing professional education community relationships pre-need ethics ethics regarding treatment of the body ethics regarding confidentially and records post-need ethics |
| 1 | Publicity, public relations, and truth in advertising |
| 1 | Professional relationships: colleagues the medical establishment clergy |
| 2 | Final exam |
|  |  |
| **54** | **Total Hours** |

### **Section 5: Instructional Delivery Modalities**

*This course may be taught using the following instructional delivery modalities:*

* In-Person
* Internet/Online

### **Section 6: Instruction Methods and In-class Activities**

***In-Person Delivery Modality***

Lecture, class discussion, small-group activities, oral presentations, guest speakers, and media presentations

***Internet/Online Delivery Modality***

Lecture, class discussion, small-group activities, oral presentations, guest speakers, and media presentations

### **Section 7: Typical Homework Assignments**

***In-Person Delivery Modality***

Example #1:

Research a legal action brought against a funeral home within the past ten years involving a funeral director, embalmer, funeral home, or cemetery. Write a short brief about the case and be prepared to present the case to the class.

Example #2:

Read ethics cases 1 - 10 in the text and write a short response to each case.

***Internet/Online Delivery Modality***

Example #1:

Research a legal action brought against a funeral home within the past ten years involving a funeral director, embalmer, funeral home, or cemetery. Write a short brief about the case and laws that were broken.

Example #2:

Read ethics cases 1 - 10 in the text and write a short response to each case.

### **Section 8: Evaluation and Assessment Methods**

***In-Person Delivery Modality***

Exams, quizzes, research paper, group presentations, and role playing

***Internet/Online Delivery Modality***

Exams, quizzes, research paper, group presentations, and role playing

### **Section 9: Allocation of Instructional Time (Distance Education)**

|  |  |
| --- | --- |
| ***Internet/Online Delivery Modality****For this modality, the course's 54 instructional hours are typically allocated as follows:* |  |
| **Hours** | **Type** |
| 29 | Course Web Pages |
| 17 | Asynchronous Online Communication |
| 8 | Online Assessment Activities |
|  |  |
| **54** | **Total Hours** |

### **Section 10: Regular Instructional Contact (Distance Education)**

|  |  |
| --- | --- |
| ***Internet/Online Delivery Modality****For this modality, the minimum number of instructional contacts**a single student may typically expect to have with the professor are:* |  |
| **Number of Contacts** | **Type of Contact** |
| 18 | *Other:* The instructor will use a variety of online communication methods for a total of 18 contacts. |
|  |  |
| **18** | **Total Contacts** |

### **Section 11: Representative List of Textbooks**

* Gilligan, T. S., and Stueve, T. H. (2003). *Mortuary Law* (10th ed.). T.S. Cincinnati Foundation for Mortuary Education. [ISBN: 1-883031-02-8]
* Funeral Ethics Association (2003). *Expanding Funeral Ethics: An Ethics Case Study Course.* Funeral Ethics Association. [ISBN: None Available]
* Ashcroft, J. E. (2010). *Law for Business* (17th ed.). Thomason South-Western. [ISBN: 978-0324829242]

### **Section 12: Additional Course Information**

|  |  |
| --- | --- |
| **Faculty Discipline(s):** | Mortuary Science |
| **Short Title for Transcripts:** | Funeral Service Law and Ethics |
| **Type of Grading:** | Letter Grade |
| **Times Taken for Credit:** | This course may be taken 1 time for credit. |
| **Enrollment Family:** | Not Part of a Family |
| **Cross-listed Courses:** | None. |
| **Taxonomy of Programs (TOP) Code:** | 1255.00 *(Mortuary Science)* |
| **Student Accountability Model (SAM) Code:** | C *(Clearly Occupational)* |

### **Section 13: Corequisite Justification**

|  |  |
| --- | --- |
| **Corequisite:** | *CHEM 130 and FSE 310* |
| **Justification:** | *CHEM 130: Chemistry for Funeral Service*The following CHEM 130 corequisite skills are needed in order to be successful in the course:* explain the essential characteristics of autolysis, hydrolysis, fermentation, and putrefication in the area of chemistry of decomposition.
* identify the characteristic features of solutions, suspensions, emulsions, and the processes of diffusion as they relate to the embalming process.
* describe representative chemicals in embalming fluids (arterial, cavity, and accessory) and give their respective functions.
* list the potentially harmful chemicals used in the preparation room and the precautions to be taken with each.

*FSE 310: Funeral Directing I*The following FSE 310 corequisite skills are needed in order to be successful in the course:* apply communication skills necessary to meet with a family in the arrangement conference
* collect the data necessary to complete a death certificate, disposition permit, social security and veterans benefit forms
* distinguish between pre-planned and pre-funded funerals
* identify federal, state, and local regulations and specific forms used for disposition of human bodies
* integrate vocabulary associated with funeral service into day-to-day practices in the funeral home
* explain the role of the funeral director in adapting funeral services to a culturally diverse population
* calculate the time frames in which the services of a funeral director are typically provided (i.e. pre-need, at-need, and post arrangement follow-up)
 |

### **Section 14: Enrollment Limitation Justification**

|  |  |
| --- | --- |
| **Enrollment Limitation:** | *Acceptance into the Funeral Service Education Program.* |
| **Justification:** | *Other:*Standard 10 of the Manual on Accreditation for the American Board of Funeral Service Education describes the acceptance criteria for a student in the program. |

### **Section 15: Relationship to College Programs**

|  |  |
| --- | --- |
| **Need/Purpose for the Course:** | This course content is required by the American Board of Funeral Service Education as part of the American River College Funeral Service Education Program. |
| **Degrees and****Certificates:** | [Funeral Service Education (A.S. Degree)](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/print_program.cgi?program_id=47130) |
| **Prerequisite To:** | FSE 312 and 330 |
| **Corequisite To:** | FSE 310 |
| **Advisory To:** | None. |

### **Section 16: Relationship to Transfer Institutions**

|  |  |
| --- | --- |
| **CSU Transfer:** | *Approved: Jun 01, 2013* |

### **Section 17: Digital Signatures**

|  |  |
| --- | --- |
| **Faculty Initiator:** | [Aron Davis](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1026900&from=1488012) |
| **Department/Subject:** | FSE |
| **Department Vote:** |

|  |  |
| --- | --- |
| *Yes:* | 1 |
| *No:* | 0 |
| *Abstain:* | 0 |
|  |  |
| *Total:* | 1 |

 |
| **Department Chair/****Designated Contact:** | [Aron Davis](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1026900&from=1488012) (**Signed:** Nov 09, 2012) |
| **Librarian:** |  |
| **Division Dean:** | [Steven Boyd](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1240462&from=1488012) (**Signed:** Nov 09, 2012) |
| **CRC Contact:** | [Michael Lawlor](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=0001758&from=1488012) (**Signed:** Nov 18, 2012) |
| **FLC Contact:** | [Kevin Pipkin](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1066230&from=1488012) (**Signed:** Nov 09, 2012) |
| **SCC Contact:** | [Carillon Larson](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=0004377&from=1488012) (**Signed:** Dec 01, 2012) |

### **Course Outline**

### **American River College**

### **Los Rios Community College District**

### **Section 1: Curriculum Cycle Information**

|  |  |
| --- | --- |
| [**Course:**](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/history.cgi?course_id=1092405&script=print_outline.cgi) | FSE 330: Merchandising in the Funeral Service Industry |
| **Outline Status:** | Catalog |
| **Last Full Review:** | Aug 30, 2012 |
| **Last Curriculum Action:** | Dec 04, 2012 |
| **Effective Date:** | Jun 01, 2014 |
| **Official:** | Yes |

### **Section 2: Basic Course Information**

|  |  |
| --- | --- |
| **Identifier:** | FSE 330 |
| **Title:** | Merchandising in the Funeral Service Industry |
| **Units:** | 3.00 |
| **Prerequisite:** | FSE 310 (*Funeral Directing I*) and 320 (*Funeral Service Law and Ethics*) with grades of "C" or better |
| **Corequisite:** | BIOL 130 (*Microbiology for Funeral Services*), FSE 312 (*Funeral Directing II*), and FSE 340 (*Pathology for Funeral Service*) |
| **Hours:** | 54 hours lecture |
| **Description:** | This course introduces merchandising as it applies to the funeral service profession. The curriculum is divided into two main sections. The first covers construction and features of caskets, outer burial containers, and other funeral-related products. The second section examines methods of pricing, display, presentation, and control of funeral merchandise. Field trips may be required. |
|  | *[ Courses embedded in catalog description: None.]* |

### **Section 3: Learning Outcomes and Objectives**

*Upon completion of this course, the student will be able to:*

* apply knowledge of merchandising to communicate with colleagues, sales representatives, and the public
* describe the component parts of funeral merchandise, including materials used, styles, finishes, dimension, and functions of products
* assess new products and potential innovations for their appropriateness for actual practice
* compare and contrast historical pricing methods
* calculate prices for professional service and merchandise
* evaluate the services and merchandise provided by the funeral director
* plan and present product information to the public
* assess the various methods of merchandise display
* identify the components of funeral merchandise

### **Section 4: Course Topics**

*The topics for this course are typically allocated as follows:*

|  |  |
| --- | --- |
| **Lec** | **Topic** |
| 6 | Introduction: purposes of merchandising; components of sound merchandising plan; importance of attention to financial matters for success in small business  |
| 2 | Dangers facing funeral industry  |
| 2 | Opportunities facing funeral industry  |
| 3 | Attitudes of public toward funeral directors |
| 2 | Construction materials: types, comparative values  |
| 2 | Casket component parts: body, top, handles, corners, construction hardware  |
| 1 | Casket interior styles  |
| 1 | Fabrics: interior and exterior  |
| 1 | Exterior finishes  |
| 2 | Cuts: opening styles  |
| 2 | Shell designs/body styles  |
| 1 | Closure methods: sealing and non-sealing  |
| 2 | Casket sizes: average adult, oversize, children's  |
| 1 | Outer burial containers, transfer containers, alternative containers  |
| 1 | Urns: types, construction materials, pricing, display  |
| 1 | Memorial products: print materials, register books, memorial folders, acknowledgement cards  |
| 1 | Cemetery merchandise and property  |
| 1 | Flowers  |
| 1 | Sundry items: burial garments, crucifixes, crosses, jewelry, undergarments  |
| 1 | Cremation merchandise  |
| 2 | Historical pricing methods  |
| 4 | Budgeting  |
| 6 | Pricing formulas: graduated recovery method, straight-line method, zero-end method, percentage method  |
| 3 | Merchandise sales, selection room design  |
| 2 | Buying  |
| 1 | Inventory control  |
| 2 | Final exam |
|  |  |
| **54** | **Total Hours** |

### **Section 5: Instructional Delivery Modalities**

*This course may be taught using the following instructional delivery modalities:*

* In-Person
* Internet/Online

### **Section 6: Instruction Methods and In-class Activities**

***In-Person Delivery Modality***

Lecture, discussion, role playing, presentations, small group work, demonstrations, guest presenters, quizzes and exams, field trips

***Internet/Online Delivery Modality***

Lecture, discussion, role playing, presentations, small group work, demonstrations, guest presenters, quizzes and exams, field trips

### **Section 7: Typical Homework Assignments**

***In-Person Delivery Modality***

Example #1:

Read Chapter 1 and answer the review questions at the end of the chapter.

Example #2:

Prepare for a role playing merchandising situation in where you must demonstrate your acquired knowledge about a chosen item of merchandise (caskets, urns, sundry items, etc.)

***Internet/Online Delivery Modality***

Example #1:

Read Chapter 1 and answer the review questions at the end of the chapter.

Example #2:

Design a selection room given 1200 square feet. Include information on merchandise, lighting, pricing, traffic flow, and other merchandising controls.

### **Section 8: Evaluation and Assessment Methods**

***In-Person Delivery Modality***

Exams, quizzes, research papers, participation in class discussions and projects, role playing, group problem solving

***Internet/Online Delivery Modality***

Exams, quizzes, research papers, participation in class discussions and projects, role playing, group problem solving

### **Section 9: Allocation of Instructional Time (Distance Education)**

|  |  |
| --- | --- |
| ***Internet/Online Delivery Modality****For this modality, the course's 54 instructional hours are typically allocated as follows:* |  |
| **Hours** | **Type** |
| 20 | Course Web Pages |
| 28 | Asynchronous Online Communication |
| 6 | Online Assessment Activities |
|  |  |
| **54** | **Total Hours** |

### **Section 10: Regular Instructional Contact (Distance Education)**

|  |  |
| --- | --- |
| ***Internet/Online Delivery Modality****For this modality, the minimum number of instructional contacts**a single student may typically expect to have with the professor are:* |  |
| **Number of Contacts** | **Type of Contact** |
| 19 | *Other:* The instructor will use a variety of online communication methods for a total of 19 contacts. |
|  |  |
| **19** | **Total Contacts** |

### **Section 11: Representative List of Textbooks**

* DeArmond, P. R. (2003). *Funeral Service Merchandising: An Introductory Text for Students.* The Cincinnati Foundation for Mortuary Education. [ISBN: No ISBN]
* Habenstein, R. W., and Lamers, W. M. (2010). *The History of American Funeral Directing* (7th ed.). Burton and Mayer Inc. [ISBN: 0-9607446-0-6]

### **Section 12: Additional Course Information**

|  |  |
| --- | --- |
| **Faculty Discipline(s):** | Mortuary Science |
| **Short Title for Transcripts:** | Merchndsing in Funeral Service |
| **Type of Grading:** | Letter Grade |
| **Times Taken for Credit:** | This course may be taken 1 time for credit. |
| **Enrollment Family:** | Not Part of a Family |
| **Cross-listed Courses:** | None. |
| **Taxonomy of Programs (TOP) Code:** | 1255.00 *(Mortuary Science)* |
| **Student Accountability Model (SAM) Code:** | C *(Clearly Occupational)* |

### **Section 13: Prerequisite Justification**

|  |  |
| --- | --- |
| **Prerequisite:** | *FSE 310 and 320 with grades of "C" or better* |
| **Justification:** | *FSE 310: Funeral Directing I*The following FSE 310 prerequisite skills are needed in order to be successful in the course:* identify federal, state, and local regulations and specific forms used for disposition of human bodies
* integrate vocabulary associated with funeral service into day-to-day practices in the funeral home
* explain the role of the funeral director in adapting funeral services to a culturally diverse population
* investigate the changing social factors that affect American funeral rites and the families that are being served

*FSE 320: Funeral Service Law and Ethics*The following FSE 320 prerequisite skills are needed in order to be successful in the course:* integrate vocabulary terms associated with ethical issues and practices in the funeral service industry
* confirm the characteristics of a valid and enforceable funeral contract, negotiable instruments, bailment, and agency relationships
* explain the Uniform Commercial Code (UCC) regarding the sale of goods (i.e. caskets, outer burial containers)
* compare the basic forms of funeral business organizations
* evaluate the legal relationships, rights, duties, and liabilities among the funeral director, the dead body, and the consumer
* explain laws and regulations pertaining to funeral service
* assess legal issues in funeral service in order to avoid liability
* complete the documents that are required in funeral service process
 |

### **Section 14: Corequisite Justification**

|  |  |
| --- | --- |
| **Corequisite:** | *BIOL 130, FSE 312, and FSE 340* |
| **Justification:** | *BIOL 130: Microbiology for Funeral Services*The following BIOL 130 corequisite skills are needed in order to be successful in the course:* assess the effect of environmental disinfection and decontamination procedures

*FSE 312: Funeral Directing II*The following FSE 312 corequisite skills are needed in order to be successful in the course:* compare and contrast a cross-section of American religious customs
* apply vocabulary used in funeral service
* set up and conduct various funeral services
* compare and contrast the disposition options of human remains

*FSE 340: Pathology for Funeral Service*The following FSE 340 corequisite skills are needed in order to be successful in the course:* identify and prioritize pathological conditions that require special procedures in the transfer, handling, preparation, and disposition of dead human bodies
* identify and prioritize etiological factors that require special procedures in the transfer, handling, preparation, and disposition of dead human bodies
* describe diseases and related terminology and how they affect systems of the human body
* choose the correct terminology when communicating with members of the medical community, allied professionals, and survivors
* explain the benefits derived from postmortem examination
 |

### **Section 15: Relationship to College Programs**

|  |  |
| --- | --- |
| **Need/Purpose for the Course:** | This course content is required by the American Board of Funeral Service Education as part of the American River College Funeral Service Education Program. |
| **Degrees and****Certificates:** | [Funeral Service Education (A.S. Degree)](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/print_program.cgi?program_id=47130) |
| **Prerequisite To:** | None. |
| **Corequisite To:** | FSE 312 and 340 |
| **Advisory To:** | None. |

### **Section 16: Relationship to Transfer Institutions**

|  |  |
| --- | --- |
| **CSU Transfer:** | *Approved: Jun 01, 2013* |

### **Section 17: Digital Signatures**

|  |  |
| --- | --- |
| **Faculty Initiator:** | [Aron Davis](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1026900&from=1488012) |
| **Department/Subject:** | FSE |
| **Department Vote:** |

|  |  |
| --- | --- |
| *Yes:* | 1 |
| *No:* | 0 |
| *Abstain:* | 0 |
|  |  |
| *Total:* | 1 |

 |
| **Department Chair/****Designated Contact:** | [Aron Davis](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1026900&from=1488012) (**Signed:** Nov 09, 2012) |
| **Librarian:** |  |
| **Division Dean:** | [Steven Boyd](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1240462&from=1488012) (**Signed:** Nov 09, 2012) |
| **CRC Contact:** | [Michael Lawlor](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=0001758&from=1488012) (**Signed:** Nov 18, 2012) |
| **FLC Contact:** | [Kevin Pipkin](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1066230&from=1488012) (**Signed:** Nov 09, 2012) |
| **SCC Contact:** | [Carillon Larson](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=0004377&from=1488012) (**Signed:** Dec 01, 2012) |

### **Course Outline**

### **American River College**

### **Los Rios Community College District**

### **Section 1: Curriculum Cycle Information**

|  |  |
| --- | --- |
| [**Course:**](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/history.cgi?course_id=1092404&script=print_outline.cgi) | FSE 335: Funeral Service Management |
| **Outline Status:** | Catalog |
| **Last Full Review:** | Aug 30, 2012 |
| **Last Curriculum Action:** | Dec 04, 2012 |
| **Effective Date:** | Jun 01, 2013 |
| **Official:** | Yes |

### **Section 2: Basic Course Information**

|  |  |
| --- | --- |
| **Identifier:** | FSE 335 |
| **Title:** | Funeral Service Management |
| **Units:** | 3.00 |
| **Prerequisite:** | ACCT 101 (*Fundamentals of College Accounting*) or 301 (*Financial Accounting*) with a grade of "C" or better |
| **Corequisite:** | FSE 350 (*Restorative Art*) and 360 (*Embalming I*) |
| **Hours:** | 54 hours lecture |
| **Description:** | This course introduces the basic principles of management as they apply to the practice of the funeral profession. The role and function of an effective manager are explored. Emphasis is placed on the management functions of planning, organizing, motivating, directing, and controlling. Specific areas of funeral service practice and managerial guidelines for those areas are covered. Additionally, management theory as it relates to funeral service practice is addressed. Field trips may be required. |
|  | *[ Courses embedded in catalog description: None.]* |

### **Section 3: Learning Outcomes and Objectives**

*Upon completion of this course, the student will be able to:*

* identify the goals and objectives of funeral service management
* describe management functions as they relate to funeral service practice
* recommend contemporary concepts of funeral service management as they relate to client families and community, staff members, and professional associates
* differentiate the five areas of management and discuss the significant aspects of each
* prepare a set of operational procedures specific to funeral service
* create a set of procedures related to disaster management
* analyze future trends in thevfuneral service business and in funeral service practice
* define and discuss the role of funeral service businesses in the economy
* assess the risks involved with operating a small funeral service business
* identify ways in which odds for success in small funeral service businesses can be improved
* evaluate human resource requirements for success in funeral service businesses
* explain the factors involved in buying a funeral service business
* explain how credit and collections programs are managed in funeral service businesses
* assess methods of estimating capital needs and types of financing available for funeral service businesses
* describe areas of risk management areas in funeral service and types of insurance
* design a set of marketing tools for a funeral service business
* identify and use the components of computer hardware and software
* use and assess funeral management software

### **Section 4: Course Topics**

*The topics for this course are typically allocated as follows:*

|  |  |
| --- | --- |
| **Lec** | **Topic** |
| 3 | Orientation: dual role of funeral service manager; funeral service business or profession; goals of funeral service management; traditional versus contemporary philosophies of management  |
| 6 | Funeral management software: account creation, data entry, accounts receivable, vital statistics |
| 3 | Future trends in funeral service: population and death projections; changes in the American family structure; religion and the clergy; changes in forms of ceremony and disposition; changes in merchandise and services; changes in regulatory environment including licensing; changes in labor force; impact of acquisition companies; increase in pre-need arrangements  |
| 3 | Contemporary concepts applied: overview of importance of funeral service learning to utilize generally accepted management principles; review of evolution of funeral service education; analysis of current trends in funeral service management  |
| 4 | Areas of management applied: inclusions and considerations for each of the following areas as viewed by funeral service manager: human resources, financial, marketing, facilities, operations  |
| 3 | Disaster management: role of funeral service personnel; types of disasters; general concerns that arise relative to disasters; federal, state, and local concerns regarding jurisdiction and financial considerations  |
| 3 | Role of small business in U.S.: entrepreneurship; growth of small business segment; family business opportunities and risks  |
| 2 | Problems and risks of small business in U.S.: entrepreneurship; growth of small business segment; family business opportunities and risks  |
| 2 | Acquisition: consideration in buying an existing business versus starting a new one; transition of management structure  |
| 4 | Marketing: market analysis and research; market segmentation and niche marketing; customer service focus; consumer behavior and marketing strategies  |
| 3 | Finance: sources of financing; financial planning; cash flow management; cost analysis  |
| 4 | Location: site selection and location decision making; physical plant layout; location and the business plan  |
| 2 | Advertising and promotion: promotion and the communication process; personal selling techniques; advertising considerations, sales promotion, publicity and public relations  |
| 2 | Credit and collections: importance of having a collections plan; effect of granting credit on cash flow; examples of collections plans  |
| 3 | Risk management and insurance: defining and classifying risk; methods of managing risk; types of insurance  |
| 5 | Human resource management: recruiting, selecting, training and development; motivating, compensation; evaluation; discipline and termination; resume and job interview preparation  |
| 2 | Final exam |
|  |  |
| **54** | **Total Hours** |

### **Section 5: Instructional Delivery Modalities**

*This course may be taught using the following instructional delivery modalities:*

* In-Person
* Internet/Online

### **Section 6: Instruction Methods and In-class Activities**

***In-Person Delivery Modality***

Lecture, discussion, small group work, media, guest speakers

***Internet/Online Delivery Modality***

Lecture, discussion, small group work, media, guest speakers

### **Section 7: Typical Homework Assignments**

***In-Person Delivery Modality***

Example #1:

Collect three different marketing tools, analyze them, and prepare a 10 minute presentation to be given in class about the strengths and weaknesses of the tools.

Example #2:

Read chapter 7 in the required textbook, complete discussion questions and submit as an email attachment.

***Internet/Online Delivery Modality***

Example #1:

Locate three different funeral service related web sites. Write a two- to three-page paper analyzing the sites to determine the strengths and weaknesses of the sites with regards to marketing, effectiveness and meeting future trends.

Example #2:

Read chapter 7 in the required textbook, complete discussion questions and submit as an email attachment.

### **Section 8: Evaluation and Assessment Methods**

***In-Person Delivery Modality***

Exams and quizzes, research projects on current small business management practices, participation in class discussion

***Internet/Online Delivery Modality***

Exams and quizzes, research projects on current small business management practices, participation in class discussion boards

### **Section 9: Allocation of Instructional Time (Distance Education)**

|  |  |
| --- | --- |
| ***Internet/Online Delivery Modality****For this modality, the course's 54 instructional hours are typically allocated as follows:* |  |
| **Hours** | **Type** |
| 20 | Course Web Pages |
| 5 | Textbook-Centered Web Site |
| 6 | Synchronous Online Communication |
| 15 | Asynchronous Online Communication |
| 8 | Online Assessment Activities |
|  |  |
| **54** | **Total Hours** |

### **Section 10: Regular Instructional Contact (Distance Education)**

|  |  |
| --- | --- |
| ***Internet/Online Delivery Modality****For this modality, the minimum number of instructional contacts**a single student may typically expect to have with the professor are:* |  |
| **Number of Contacts** | **Type of Contact** |
| 16 | *Other:* The instructor will use a variety of types of contacts, such as email, discussion boards, telephone, and distribution lists, for a total of 16 contacts, to be divided among the modalities as chosen by the instructor. |
|  |  |
| **16** | **Total Contacts** |

### **Section 11: Representative List of Textbooks**

* Longnecker, J. G., Moore, C. W., Petty, J. W., and Palich, L. P. (2010). *Small Business Management: An Entrepreneurial Emphasis* (15th ed.). Thomson South-Western Publishing Co. [ISBN: 0324827830]
* Klicker, R. L. (2007). *Funeral Directing and Funeral Service Management* (2nd ed.). Thanos Institute. [ISBN: 09647967-1-6]

### **Section 12: Additional Course Information**

|  |  |
| --- | --- |
| **Faculty Discipline(s):** | Mortuary Science |
| **Short Title for Transcripts:** | Funeral Service Management |
| **Type of Grading:** | Letter Grade |
| **Times Taken for Credit:** | This course may be taken 1 time for credit. |
| **Enrollment Family:** | Not Part of a Family |
| **Cross-listed Courses:** | None. |
| **Taxonomy of Programs (TOP) Code:** | 1255.00 *(Mortuary Science)* |
| **Student Accountability Model (SAM) Code:** | C *(Clearly Occupational)* |

### **Section 13: Prerequisite Justification**

|  |  |
| --- | --- |
| **Prerequisite:** | *ACCT 101 or 301 with a grade of "C" or better* |
| **Justification:** | *ACCT 101: Fundamentals of College Accounting*The following ACCT 101 prerequisite skills are needed in order to be successful in the course:* define and list the functions of accounting
* analyze and record daily transactions in the general journal and post to general and subsidiary ledgers
* record adjusting and closing entries
* prepare an income statement, statement of owners equity and balance sheet for service and merchandising businesses
* prepare a payroll register and make appropriate journal entries
* construct a bank reconciliation and record the entries necessary to update the accounts
* compute basic financial ratios and explain their meaning

*ACCT 301: Financial Accounting*The following ACCT 301 prerequisite skills are needed in order to be successful in the course:* define the nature and purpose of accounting and explain its function in business.
* apply the concepts and principles underlying accounting procedures.
* analyze, classify, and record business transactions.
* summarize and report the results of business transactions in financial statements.
* assess financial statements.
* compute financial ratios and use the ratios along with financial statements to evaluate businesses and make business decisions.

*ACCT 481: Honors Financial Accounting*The following ACCT 481 prerequisite skills are needed in order to be successful in the course:* define the nature and purpose of accounting and explain its function in business.
* cite regulators of accounting and explain the hierarchy and relationship among them.
* analyze, classify, and record business transactions.
* summarize and report the results of business transactions in financial statements.
* use financial statement analysis tools to assess, compare, and contrast financial statements, evaluate businesses, and make business decisions.
* identify and analyze transaction cycles, related internal controls, and evaluate the use of accounting systems in reporting results in financial statements.
* examine the role of ethics and fraud in financial reporting.
 |

### **Section 14: Corequisite Justification**

|  |  |
| --- | --- |
| **Corequisite:** | *FSE 350 and 360* |
| **Justification:** | *FSE 350: Restorative Art*The following FSE 350 corequisite skills are needed in order to be successful in the course:* describe procedures to obtain written permission to perform any restorative procedure
* relate specified types of restoration to the correct embalming procedure
* explain how bone structures and muscles influence surface form and expression

*FSE 360: Embalming I*The following FSE 360 corequisite skills are needed in order to be successful in the course:* define the concepts of sanitation, disinfection, temporary preservation, and restoration pertaining to embalming
* identify personal and environmental protective measures used in embalming
* explain the proper disposal of blood, body fluids, and contaminated materials
* describe embalming techniques and procedures
* list those conditions whereby notification of death to public officials is required
* demonstrate the handling, treatment, and disposition of the dead human body
* explain how the disposition of the dead human body meets the needs of the survivors
 |

### **Section 15: Relationship to College Programs**

|  |  |
| --- | --- |
| **Need/Purpose for the Course:** | This course content is required by the American Board of Funeral Service Education as part of the American River College Funeral Service Education Program. |
| **Degrees and****Certificates:** | [Funeral Service Education (A.S. Degree)](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/print_program.cgi?program_id=47130) |
| **Prerequisite To:** | FSE 370 |
| **Corequisite To:** | FSE 360 |
| **Advisory To:** | None. |

### **Section 16: Relationship to Transfer Institutions**

|  |  |
| --- | --- |
| **CSU Transfer:** | *Approved: Jun 01, 2013* |

### **Section 17: Digital Signatures**

|  |  |
| --- | --- |
| **Faculty Initiator:** | [Aron Davis](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1026900&from=1488012) |
| **Department/Subject:** | FSE |
| **Department Vote:** |

|  |  |
| --- | --- |
| *Yes:* | 1 |
| *No:* | 0 |
| *Abstain:* | 0 |
|  |  |
| *Total:* | 1 |

 |
| **Department Chair/****Designated Contact:** | [Aron Davis](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1026900&from=1488012) (**Signed:** Nov 09, 2012) |
| **Librarian:** |  |
| **Division Dean:** | [Steven Boyd](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1240462&from=1488012) (**Signed:** Nov 09, 2012) |
| **CRC Contact:** | [Michael Lawlor](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=0001758&from=1488012) (**Signed:** Nov 18, 2012) |
| **FLC Contact:** | [Kevin Pipkin](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1066230&from=1488012) (**Signed:** Nov 09, 2012) |
| **SCC Contact:** | [Carillon Larson](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=0004377&from=1488012) (**Signed:** Dec 01, 2012) |

### **Course Outline**

### **American River College**

### **Los Rios Community College District**

### **Section 1: Curriculum Cycle Information**

|  |  |
| --- | --- |
| [**Course:**](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/history.cgi?course_id=1092407&script=print_outline.cgi) | FSE 340: Pathology for Funeral Service |
| **Outline Status:** | Catalog |
| **Last Full Review:** | Aug 30, 2012 |
| **Last Curriculum Action:** | Dec 04, 2012 |
| **Effective Date:** | Jun 01, 2013 |
| **Official:** | Yes |

### **Section 2: Basic Course Information**

|  |  |
| --- | --- |
| **Identifier:** | FSE 340 |
| **Title:** | Pathology for Funeral Service |
| **Units:** | 2.00 |
| **Prerequisite:** | CHEM 130 (*Chemistry for Funeral Service*) or 305 (*Introduction to Chemistry*) with a grade of "C" or better |
| **Corequisite:** | BIOL 130 (*Microbiology for Funeral Services*), BIOL 440 (*General Microbiology*), FSE 312 (*Funeral Directing II*), or FSE 330 (*Merchandising in the Funeral Service Industry*) |
| **Hours:** | 36 hours lecture |
| **Description:** | This course offers a study of pathological disease conditions and how they affect various parts of the body. Particular conditions that relate to or affect the embalming or restorative art process are emphasized. |
|  | *[ Courses embedded in catalog description: None.]* |

### **Section 3: Learning Outcomes and Objectives**

*Upon completion of this course, the student will be able to:*

* identify and prioritize pathological conditions that require special procedures in the transfer, handling, preparation, and disposition of dead human bodies
* identify and prioritize etiological factors that require special procedures in the transfer, handling, preparation, and disposition of dead human bodies
* describe diseases and related terminology and how they affect systems of the human body
* choose the correct terminology when communicating with members of the medical community, allied professionals, and survivors
* explain the benefits derived from postmortem examination

### **Section 4: Course Topics**

*The topics for this course are typically allocated as follows:*

|  |  |
| --- | --- |
| **Lec** | **Topic** |
| 1 | Orientation: pathology defined categories of pathology importance of autopsy |
| 1 | Nature of disease: doctrine of cellular pathology Virchow Theory functional disease (structural disease) organic disease defined  |
| 1 | Terminology pertaining to diagnosis and etiology |
| 1 | Predisposing conditions: definition factors causes  |
| 1 | Cellular reaction to injury: degenerative infiltration necrosis  |
| 1 | Atrophy and hypertrophy: definitions  |
| 1 | Structural abnormalities: described and discussed |
| 1 | Fluids: physiological pathological active passive  |
| 1 | Obstructions: thrombosis and their changes embolism types and causes  |
| 1 | Hemorrhage and postmortem conditions  |
| 2 | Neoplasms (tumors): definition physiological differences  |
| 2 | Malignant neoplasms: characteristics  |
| 2 | Diseases of blood, blood vessels, and heart  |
| 2 | Diseases of digestive system  |
| 2 | Digestive system: genetic developmental  |
| 2 | Respiratory system: various diagnoses anatomical landmarks |
| 2 | Urinary system: various disease states pathophysiology  |
| 2 | Nervous system: disorders  |
| 2 | Female reproductive system: inflammatory and/or degenerative diseases  |
| 1 | Male reproductive system: inflammatory and/or degenerative diseases  |
| 1 | Bones and joints: inflammatory and/or degenerative diseases  |
| 2 | Endocrine glands: pathology defined  |
| 1 | Integumentary system: inflammatory and/or diseases |
| 1 | Lymphatic system: inflammation and/or degeneration  |
| 2 | Final exam |
|  |  |
| **36** | **Total Hours** |

### **Section 5: Instructional Delivery Modalities**

*This course may be taught using the following instructional delivery modalities:*

* In-Person
* Internet/Online

### **Section 6: Instruction Methods and In-class Activities**

***In-Person Delivery Modality***

Lecture, discussion, group work, and media presentations

***Internet/Online Delivery Modality***

Lecture, discussion, group work, and media presentations

### **Section 7: Typical Homework Assignments**

***In-Person Delivery Modality***

Example #1:

Research a disease discussed in the textbook. Prepare a display board of the disease and the challenges the medical conditions have on the preparation process.

Example #2:

In one page, describe the impact that the conditions of gangrene have on the preparation process.

***Internet/Online Delivery Modality***

Example #1:

Research a disease discussed in the textbook. Prepare a display board of the disease and the challenges the medical conditions have on the preparation process.

Example #2:

In one page, describe the impact that the conditions of gangrene have on the preparation process.

### **Section 8: Evaluation and Assessment Methods**

***In-Person Delivery Modality***

Exams, oral presentation, and written research assignment

***Internet/Online Delivery Modality***

Exams, oral presentation, and written research assignment

### **Section 9: Allocation of Instructional Time (Distance Education)**

|  |  |
| --- | --- |
| ***Internet/Online Delivery Modality****For this modality, the course's 36 instructional hours are typically allocated as follows:* |  |
| **Hours** | **Type** |
| 16 | Course Web Pages |
| 4 | Textbook-Centered Web Site |
| 2 | Synchronous Online Communication |
| 8 | Asynchronous Online Communication |
| 6 | Online Assessment Activities |
|  |  |
| **36** | **Total Hours** |

### **Section 10: Regular Instructional Contact (Distance Education)**

|  |  |
| --- | --- |
| ***Internet/Online Delivery Modality****For this modality, the minimum number of instructional contacts**a single student may typically expect to have with the professor are:* |  |
| **Number of Contacts** | **Type of Contact** |
| 16 | *Other:* The instructor will use a variety of contacts, such as email, discussion boards, telephone, and distribution lists, for a total of 16 contacts, to be divided among the modalities as chosen by the instructor. |
|  |  |
| **16** | **Total Contacts** |

### **Section 11: Representative List of Textbooks**

* Mullins, D. (2006). *Pathology and Microbiology for Mortuary Science.* Thomson Delmar Learning. [ISBN: 1-4018-2519-2]
* Mullins, D. (2006). *501 Human Diseases.* Thomson Delmar Learning. [ISBN: 1-4018-2521-4]
* Mulvihill, M. (2009). *Human Diseases, A Systemic Approach* (7th ed.). Prentice Hall. [ISBN: 978-0135155561]
* Neighbors, M. & Tannehill-Jones, R. (2010). *Human Diseases* (3rd ed.). Delmar Cengage. [ISBN: 1-4354-2751-3]

### **Section 12: Additional Course Information**

|  |  |
| --- | --- |
| **Faculty Discipline(s):** | Mortuary Science |
| **Short Title for Transcripts:** | Pathology for Funeral Service |
| **Type of Grading:** | Letter Grade |
| **Times Taken for Credit:** | This course may be taken 1 time for credit. |
| **Enrollment Family:** | Not Part of a Family |
| **Cross-listed Courses:** | None. |
| **Taxonomy of Programs (TOP) Code:** | 1255.00 *(Mortuary Science)* |
| **Student Accountability Model (SAM) Code:** | C *(Clearly Occupational)* |

### **Section 13: Prerequisite Justification**

|  |  |
| --- | --- |
| **Prerequisite:** | *CHEM 130 or 305 with a grade of "C" or better* |
| **Justification:** | *CHEM 130: Chemistry for Funeral Service*The following CHEM 130 prerequisite skills are needed in order to be successful in the course:* describe selected facts of general chemistry as a basis for studying organic and biochemistry.
* explain the essential characteristics of autolysis, hydrolysis, fermentation, and putrefication in the area of chemistry of decomposition.
* identify the characteristic features of solutions, suspensions, emulsions, and the processes of diffusion as they relate to the embalming process.
* describe the characteristic features of organic compounds.
* compare the characteristics of carbohydrates, lipids, and proteins in the area of basic biochemistry.
* describe representative chemicals in embalming fluids (arterial, cavity, and accessory) and give their respective functions.
* list the potentially harmful chemicals used in the preparation room and the precautions to be taken with each.

*CHEM 305: Introduction to Chemistry*The following CHEM 305 prerequisite skills are needed in order to be successful in the course:* analyze and set up measurements of physical quantities and convert units of physical quantities via the use of dimensional analysis
* identify the variables used to describe properties of a gas
* formulate qualitatively and quantitatively the effect of change of one or more variables on one another
* describe chemical bonds, intermolecular forces in the liquid state, solubility of substances, and the concept of osmosis and their applications
* demonstrate the properties of acids and bases and convert acid concentration to pH and vice-versa
* classify organic compounds and distinguish the four major classes of biological compounds and contrast their structural features
 |

### **Section 14: Corequisite Justification**

|  |  |
| --- | --- |
| **Corequisite:** | *BIOL 130, BIOL 440, FSE 312, or FSE 330* |
| **Justification:** | *BIOL 130: Microbiology for Funeral Services*The following BIOL 130 corequisite skills are needed in order to be successful in the course:* assess the effect of environmental disinfection and decontamination procedures
* categorize specific and nonspecific defense mechanisms against disease

*BIOL 440: General Microbiology*The following BIOL 440 corequisite skills are needed in order to be successful in the course:* analyze the properties of microorganisms in terms of cellular anatomy and physiology.
* apply microbiology concepts to current issues in human health and infectious diseases.
* evaluate how physical and chemical methods can be used to control microbial growth.
* explain how the human body interacts with various microorganisms through symbiotic relationships and host defenses.

*FSE 312: Funeral Directing II*The following FSE 312 corequisite skills are needed in order to be successful in the course:* compare and contrast the disposition options of human remains

*FSE 330: Merchandising in the Funeral Service Industry*The following FSE 330 corequisite skills are needed in order to be successful in the course:* apply knowledge of merchandising to communicate with colleagues, sales representatives, and the public
* describe the component parts of funeral merchandise, including materials used, styles, finishes, dimension, and functions of products
 |

### **Section 15: Relationship to College Programs**

|  |  |
| --- | --- |
| **Need/Purpose for the Course:** | This course content is required by the American Board of Funeral Service Education as part of the American River College Funeral Service Education Program. |
| **Degrees and****Certificates:** | [Funeral Service Education (A.S. Degree)](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/print_program.cgi?program_id=47130) |
| **Prerequisite To:** | FSE 350 and 360 |
| **Corequisite To:** | FSE 312 and 330 |
| **Advisory To:** | None. |

### **Section 16: Relationship to Transfer Institutions**

|  |  |
| --- | --- |
| **CSU Transfer:** | *Approved: Jun 01, 2013* |

### **Section 17: Digital Signatures**

|  |  |
| --- | --- |
| **Faculty Initiator:** | [Aron Davis](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1026900&from=1488012) |
| **Department/Subject:** | FSE |
| **Department Vote:** |

|  |  |
| --- | --- |
| *Yes:* | 1 |
| *No:* | 0 |
| *Abstain:* | 0 |
|  |  |
| *Total:* | 1 |

 |
| **Department Chair/****Designated Contact:** | [Aron Davis](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1026900&from=1488012) (**Signed:** Nov 09, 2012) |
| **Librarian:** |  |
| **Division Dean:** | [Steven Boyd](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1240462&from=1488012) (**Signed:** Nov 09, 2012) |
| **CRC Contact:** | [Michael Lawlor](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=0001758&from=1488012) (**Signed:** Nov 18, 2012) |
| **FLC Contact:** | [Kevin Pipkin](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1066230&from=1488012) (**Signed:** Nov 09, 2012) |
| **SCC Contact:** | [Carillon Larson](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=0004377&from=1488012) (**Signed:** Dec 01, 2012) |

### **Course Outline**

### **American River College**

### **Los Rios Community College District**

### **Section 1: Curriculum Cycle Information**

|  |  |
| --- | --- |
| [**Course:**](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/history.cgi?course_id=1092407&script=print_outline.cgi) | FSE 340: Pathology for Funeral Service |
| **Outline Status:** | Catalog |
| **Last Full Review:** | Aug 30, 2012 |
| **Last Curriculum Action:** | Dec 04, 2012 |
| **Effective Date:** | Jun 01, 2013 |
| **Official:** | Yes |

### **Section 2: Basic Course Information**

|  |  |
| --- | --- |
| **Identifier:** | FSE 340 |
| **Title:** | Pathology for Funeral Service |
| **Units:** | 2.00 |
| **Prerequisite:** | CHEM 130 (*Chemistry for Funeral Service*) or 305 (*Introduction to Chemistry*) with a grade of "C" or better |
| **Corequisite:** | BIOL 130 (*Microbiology for Funeral Services*), BIOL 440 (*General Microbiology*), FSE 312 (*Funeral Directing II*), or FSE 330 (*Merchandising in the Funeral Service Industry*) |
| **Hours:** | 36 hours lecture |
| **Description:** | This course offers a study of pathological disease conditions and how they affect various parts of the body. Particular conditions that relate to or affect the embalming or restorative art process are emphasized. |
|  | *[ Courses embedded in catalog description: None.]* |

### **Section 3: Learning Outcomes and Objectives**

*Upon completion of this course, the student will be able to:*

* identify and prioritize pathological conditions that require special procedures in the transfer, handling, preparation, and disposition of dead human bodies
* identify and prioritize etiological factors that require special procedures in the transfer, handling, preparation, and disposition of dead human bodies
* describe diseases and related terminology and how they affect systems of the human body
* choose the correct terminology when communicating with members of the medical community, allied professionals, and survivors
* explain the benefits derived from postmortem examination

### **Section 4: Course Topics**

*The topics for this course are typically allocated as follows:*

|  |  |
| --- | --- |
| **Lec** | **Topic** |
| 1 | Orientation: pathology defined categories of pathology importance of autopsy |
| 1 | Nature of disease: doctrine of cellular pathology Virchow Theory functional disease (structural disease) organic disease defined  |
| 1 | Terminology pertaining to diagnosis and etiology |
| 1 | Predisposing conditions: definition factors causes  |
| 1 | Cellular reaction to injury: degenerative infiltration necrosis  |
| 1 | Atrophy and hypertrophy: definitions  |
| 1 | Structural abnormalities: described and discussed |
| 1 | Fluids: physiological pathological active passive  |
| 1 | Obstructions: thrombosis and their changes embolism types and causes  |
| 1 | Hemorrhage and postmortem conditions  |
| 2 | Neoplasms (tumors): definition physiological differences  |
| 2 | Malignant neoplasms: characteristics  |
| 2 | Diseases of blood, blood vessels, and heart  |
| 2 | Diseases of digestive system  |
| 2 | Digestive system: genetic developmental  |
| 2 | Respiratory system: various diagnoses anatomical landmarks |
| 2 | Urinary system: various disease states pathophysiology  |
| 2 | Nervous system: disorders  |
| 2 | Female reproductive system: inflammatory and/or degenerative diseases  |
| 1 | Male reproductive system: inflammatory and/or degenerative diseases  |
| 1 | Bones and joints: inflammatory and/or degenerative diseases  |
| 2 | Endocrine glands: pathology defined  |
| 1 | Integumentary system: inflammatory and/or diseases |
| 1 | Lymphatic system: inflammation and/or degeneration  |
| 2 | Final exam |
|  |  |
| **36** | **Total Hours** |

### **Section 5: Instructional Delivery Modalities**

*This course may be taught using the following instructional delivery modalities:*

* In-Person
* Internet/Online

### **Section 6: Instruction Methods and In-class Activities**

***In-Person Delivery Modality***

Lecture, discussion, group work, and media presentations

***Internet/Online Delivery Modality***

Lecture, discussion, group work, and media presentations

### **Section 7: Typical Homework Assignments**

***In-Person Delivery Modality***

Example #1:

Research a disease discussed in the textbook. Prepare a display board of the disease and the challenges the medical conditions have on the preparation process.

Example #2:

In one page, describe the impact that the conditions of gangrene have on the preparation process.

***Internet/Online Delivery Modality***

Example #1:

Research a disease discussed in the textbook. Prepare a display board of the disease and the challenges the medical conditions have on the preparation process.

Example #2:

In one page, describe the impact that the conditions of gangrene have on the preparation process.

### **Section 8: Evaluation and Assessment Methods**

***In-Person Delivery Modality***

Exams, oral presentation, and written research assignment

***Internet/Online Delivery Modality***

Exams, oral presentation, and written research assignment

### **Section 9: Allocation of Instructional Time (Distance Education)**

|  |  |
| --- | --- |
| ***Internet/Online Delivery Modality****For this modality, the course's 36 instructional hours are typically allocated as follows:* |  |
| **Hours** | **Type** |
| 16 | Course Web Pages |
| 4 | Textbook-Centered Web Site |
| 2 | Synchronous Online Communication |
| 8 | Asynchronous Online Communication |
| 6 | Online Assessment Activities |
|  |  |
| **36** | **Total Hours** |

### **Section 10: Regular Instructional Contact (Distance Education)**

|  |  |
| --- | --- |
| ***Internet/Online Delivery Modality****For this modality, the minimum number of instructional contacts**a single student may typically expect to have with the professor are:* |  |
| **Number of Contacts** | **Type of Contact** |
| 16 | *Other:* The instructor will use a variety of contacts, such as email, discussion boards, telephone, and distribution lists, for a total of 16 contacts, to be divided among the modalities as chosen by the instructor. |
|  |  |
| **16** | **Total Contacts** |

### **Section 11: Representative List of Textbooks**

* Mullins, D. (2006). *Pathology and Microbiology for Mortuary Science.* Thomson Delmar Learning. [ISBN: 1-4018-2519-2]
* Mullins, D. (2006). *501 Human Diseases.* Thomson Delmar Learning. [ISBN: 1-4018-2521-4]
* Mulvihill, M. (2009). *Human Diseases, A Systemic Approach* (7th ed.). Prentice Hall. [ISBN: 978-0135155561]
* Neighbors, M. & Tannehill-Jones, R. (2010). *Human Diseases* (3rd ed.). Delmar Cengage. [ISBN: 1-4354-2751-3]

### **Section 12: Additional Course Information**

|  |  |
| --- | --- |
| **Faculty Discipline(s):** | Mortuary Science |
| **Short Title for Transcripts:** | Pathology for Funeral Service |
| **Type of Grading:** | Letter Grade |
| **Times Taken for Credit:** | This course may be taken 1 time for credit. |
| **Enrollment Family:** | Not Part of a Family |
| **Cross-listed Courses:** | None. |
| **Taxonomy of Programs (TOP) Code:** | 1255.00 *(Mortuary Science)* |
| **Student Accountability Model (SAM) Code:** | C *(Clearly Occupational)* |

### **Section 13: Prerequisite Justification**

|  |  |
| --- | --- |
| **Prerequisite:** | *CHEM 130 or 305 with a grade of "C" or better* |
| **Justification:** | *CHEM 130: Chemistry for Funeral Service*The following CHEM 130 prerequisite skills are needed in order to be successful in the course:* describe selected facts of general chemistry as a basis for studying organic and biochemistry.
* explain the essential characteristics of autolysis, hydrolysis, fermentation, and putrefication in the area of chemistry of decomposition.
* identify the characteristic features of solutions, suspensions, emulsions, and the processes of diffusion as they relate to the embalming process.
* describe the characteristic features of organic compounds.
* compare the characteristics of carbohydrates, lipids, and proteins in the area of basic biochemistry.
* describe representative chemicals in embalming fluids (arterial, cavity, and accessory) and give their respective functions.
* list the potentially harmful chemicals used in the preparation room and the precautions to be taken with each.

*CHEM 305: Introduction to Chemistry*The following CHEM 305 prerequisite skills are needed in order to be successful in the course:* analyze and set up measurements of physical quantities and convert units of physical quantities via the use of dimensional analysis
* identify the variables used to describe properties of a gas
* formulate qualitatively and quantitatively the effect of change of one or more variables on one another
* describe chemical bonds, intermolecular forces in the liquid state, solubility of substances, and the concept of osmosis and their applications
* demonstrate the properties of acids and bases and convert acid concentration to pH and vice-versa
* classify organic compounds and distinguish the four major classes of biological compounds and contrast their structural features
 |

### **Section 14: Corequisite Justification**

|  |  |
| --- | --- |
| **Corequisite:** | *BIOL 130, BIOL 440, FSE 312, or FSE 330* |
| **Justification:** | *BIOL 130: Microbiology for Funeral Services*The following BIOL 130 corequisite skills are needed in order to be successful in the course:* assess the effect of environmental disinfection and decontamination procedures
* categorize specific and nonspecific defense mechanisms against disease

*BIOL 440: General Microbiology*The following BIOL 440 corequisite skills are needed in order to be successful in the course:* analyze the properties of microorganisms in terms of cellular anatomy and physiology.
* apply microbiology concepts to current issues in human health and infectious diseases.
* evaluate how physical and chemical methods can be used to control microbial growth.
* explain how the human body interacts with various microorganisms through symbiotic relationships and host defenses.

*FSE 312: Funeral Directing II*The following FSE 312 corequisite skills are needed in order to be successful in the course:* compare and contrast the disposition options of human remains

*FSE 330: Merchandising in the Funeral Service Industry*The following FSE 330 corequisite skills are needed in order to be successful in the course:* apply knowledge of merchandising to communicate with colleagues, sales representatives, and the public
* describe the component parts of funeral merchandise, including materials used, styles, finishes, dimension, and functions of products
 |

### **Section 15: Relationship to College Programs**

|  |  |
| --- | --- |
| **Need/Purpose for the Course:** | This course content is required by the American Board of Funeral Service Education as part of the American River College Funeral Service Education Program. |
| **Degrees and****Certificates:** | [Funeral Service Education (A.S. Degree)](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/print_program.cgi?program_id=47130) |
| **Prerequisite To:** | FSE 350 and 360 |
| **Corequisite To:** | FSE 312 and 330 |
| **Advisory To:** | None. |

### **Section 16: Relationship to Transfer Institutions**

|  |  |
| --- | --- |
| **CSU Transfer:** | *Approved: Jun 01, 2013* |

### **Section 17: Digital Signatures**

|  |  |
| --- | --- |
| **Faculty Initiator:** | [Aron Davis](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1026900&from=1488012) |
| **Department/Subject:** | FSE |
| **Department Vote:** |

|  |  |
| --- | --- |
| *Yes:* | 1 |
| *No:* | 0 |
| *Abstain:* | 0 |
|  |  |
| *Total:* | 1 |

 |
| **Department Chair/****Designated Contact:** | [Aron Davis](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1026900&from=1488012) (**Signed:** Nov 09, 2012) |
| **Librarian:** |  |
| **Division Dean:** | [Steven Boyd](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1240462&from=1488012) (**Signed:** Nov 09, 2012) |
| **CRC Contact:** | [Michael Lawlor](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=0001758&from=1488012) (**Signed:** Nov 18, 2012) |
| **FLC Contact:** | [Kevin Pipkin](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1066230&from=1488012) (**Signed:** Nov 09, 2012) |
| **SCC Contact:** | [Carillon Larson](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=0004377&from=1488012) (**Signed:** Dec 01, 2012) |

### **Course Outline**

### **American River College**

### **Los Rios Community College District**

### **Section 1: Curriculum Cycle Information**

|  |  |
| --- | --- |
| [**Course:**](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/history.cgi?course_id=1092409&script=print_outline.cgi) | **FSE 360: Embalming I** |
| **Outline Status:** | **Catalog** |
| **Last Full Review:** | **Aug 30, 2012** |
| **Last Curriculum Action:** | **Dec 04, 2012** |
| **Effective Date:** | **Jun 01, 2013** |
| **Official:** | **Yes** |

###

### **Section 2: Basic Course Information**

|  |  |
| --- | --- |
| **Identifier:** | **FSE 360** |
| **Title:** | **Embalming I** |
| **Units:** | **3.00** |
| **Prerequisite:** | **BIOL 130 (*Microbiology for Funeral Services*) and FSE 340 (*Pathology for Funeral Service*) with grades of "C" or better** |
| **Corequisite:** | **FSE 335 (*Funeral Service Management*) and 350 (*Restorative Art*)** |
| **Hours:** | **54 hours lecture** |
| **Description:** | **This course introduces the phenomenon of death in the human body. It includes the processes of preservation, restoration, and sanitation in treating the dead human body. Field trips may be required.** |
|  | ***[ Courses embedded in catalog description: None.]*** |

###

### **Section 3: Learning Outcomes and Objectives**

### ***Upon completion of this course, the student will be able to:***

### **define the concepts of sanitation, disinfection, temporary preservation, and restoration pertaining to embalming**

### **identify personal and environmental protective measures used in embalming**

### **explain the proper disposal of blood, body fluids, and contaminated materials**

### **compare the use of embalming instruments, equipment, and sundries**

### **describe embalming techniques and procedures**

### **list those conditions whereby notification of death to public officials is required**

### **demonstrate the handling, treatment, and disposition of the dead human body**

### **explain how the disposition of the dead human body meets the needs of the survivors**

### **Section 4: Course Topics**

### ***The topics for this course are typically allocated as follows:***

|  |  |
| --- | --- |
| **Lec** | **Topic** |
| **3** | **Orientation:** **embalming defined** **nature and purpose of embalming** **legal requirements and definitions** **goals of embalming** **embalmer preparedness** **classifications of embalming** **need for embalming** |
| **3** | **Professional conduct:** **moral considerations** **respect for the dead** **maintain the dignity of the body by limiting admission to the preparation room** **embalming reports** |
| **4** | **Legal considerations:** **permission to embalm required** **authorizations for other procedures** **autopsy** **organ and tissue donation** **removal of pacemakers** **blood and urine samples** **fingerprints and photographs** **major restorations** **to report certain situations to law enforcement** **clinical autopsy versus forensic autopsy** **unnatural causes of death** |
| **3** | **Death:** **related terms** **types of death** **signs of death** **tests for death**  |
| **2** | **Embalming equipment:** **centrifugal machines** **gravity injector** **hand pump** **aspirators** **electric spatula** **body lifts** **sterilizers** **positioning devices** **tables** **refrigeration units** |
| **1** | **Safety equipment:** **eyewash station** **drench shower** **sharps container** **bio-hazardous waste container** **exhaust system** **personal protective equipment** **specialized plumbing** **ventilation** |
| **4** | **Supplies:** **preservative embalming chemicals** **bleaches** **disinfectants** **sealers** **disinfectant soaps** **solvents** **cotton** **eye caps** **trocar buttons** **mouth formers** **plastic undergarments and sheeting** **suture ligatures** **injector needles** **adhesives** **lip and lid cement** |
| **4** | **Instruments:** **arterial tubes** **needle injector** **scalpel** **aneurysm hook or needle** **scissors** **groove director** **separator** **hemostat (locking forceps)** **spring forceps** **retractor** **razor** **drainage tube** **stop cocks** **suture needles** **nasal aspirator** **autopsy aspirator** **trocar** **hypodermic syringe and needle** **trocar button applicator** **vein expander** **arterial fixation forceps**  |
| **4** | **Embalming formula:** **index** **volume** **minimum percentage required for disinfection total solution** |
| **4** | **Pre-embalming changes:** **ante mortem thermal changes** **blood changes** **moisture changes** **bacterial translocation** **gases in tissue** **effects of therapeutic agents**  |
| **4** | **Postmortem physical changes:** **algor mortis** **hypostasis** **dehydration** **rigor mortis** **postmortem stain** **intrinsic and extrinsic factors**  |
| **4** | **Postmortem chemical changes:** **postmortem caloricity** **types of decomposition** **signs of decomposition** **products of decomposition** **factors governing decomposition** **order of decomposition and putrefaction** **changes in pH** **rigor mortis**  |
| **8** | **Vascular anatomy:** **linear guides** **anatomical guides** **anatomical limits** **location of incision sites**  |
| **4** | **Embalming:** **placement and position of body** **initial treatment** **posing the features** **special considerations in handling eyes and mouth** **eye enucleation restoration**  |
| **2** | **Final exam** |
|  |  |
| **54** | **Total Hours** |

###

### **Section 5: Instructional Delivery Modalities**

### ***This course may be taught using the following instructional delivery modalities:***

### **In-Person**

### **Internet/Online**

### **Section 6: Instruction Methods and In-class Activities**

### ***In-Person Delivery Modality***

### **Lectures, demonstrations, media presentations, small group work, guest lectures, and field trips**

### ***Internet/Online Delivery Modality***

### **Lectures, demonstrations, media presentations, small group work, guest lectures, and field trips**

### **Section 7: Typical Homework Assignments**

### ***In-Person Delivery Modality***

### **Example #1:**

### **Read chapter 8 and answer the questions on page 238. Turn in to instructor at next class meeting.**

### **Example #2:**

### **Write a two- to three- page paper describing the path through the circulatory system a drop of blood would pass beginning in the left ventricle traveling to the top of the right foot and ending in the right atrium. Paper must be typed and submitted in class or as an attached Word document through email.**

### ***Internet/Online Delivery Modality***

### **Example #1:**

### **View "Young White Female Embalming" video. Write a two page critique of the procedures used in the video.**

### **Example #2:**

### **Write a two- to three- page paper describing the path through the circulatory system a drop of blood would pass beginning in the left ventricle traveling to the top of the right foot and ending in the right atrium.**

### **Section 8: Evaluation and Assessment Methods**

### ***In-Person Delivery Modality***

### **Exams, exercises, papers, class work, role-playing exercises, presentations**

### ***Internet/Online Delivery Modality***

### **Exams, exercises, papers, class work, role-playing exercises, presentations**

### **Section 9: Allocation of Instructional Time (Distance Education)**

|  |  |
| --- | --- |
| ***Internet/Online Delivery Modality******For this modality, the course's 54 instructional hours are typically allocated as follows:*** |  |
| **Hours** | **Type** |
| **24** | **Course Web Pages** |
| **10** | **Synchronous Online Communication** |
| **14** | **Asynchronous Online Communication** |
| **2** | **Online Assessment Activities** |
| **4** | ***Other:* Field trips** |
|  |  |
| **54** | **Total Hours** |

### **Section 10: Regular Instructional Contact (Distance Education)**

|  |  |
| --- | --- |
| ***Internet/Online Delivery Modality******For this modality, the minimum number of instructional contacts******a single student may typically expect to have with the professor are:*** |  |
| **Number of Contacts** | **Type of Contact** |
| **16** | ***Other:* The instructor will use a variety of types of contacts, such as email, discussion boards, telephone, and distribution lists, for a total of 16 contacts, to be divided among the modalities as chosen by the instructor.** |
|  |  |
| **16** | **Total Contacts** |

### **Section 11: Representative List of Textbooks**

### **Mayer, R. G. (2011). *Embalming, History, Theory and Practice* (5th ed.). McGraw-Hill. [ISBN: 0071741399]**

### **Kapit, W., & Elson, L. (2001). *Anatomy Coloring Book* (3rd ed.). Benjamin Cummings. [ISBN: 0805350861]**

### **Section 12: Additional Course Information**

|  |  |
| --- | --- |
| **Faculty Discipline(s):** | **Mortuary Science** |
| **Short Title for Transcripts:** | **Embalming I** |
| **Type of Grading:** | **Letter Grade** |
| **Times Taken for Credit:** | **This course may be taken 1 time for credit.** |
| **Enrollment Family:** | **Not Part of a Family** |
| **Cross-listed Courses:** | **None.** |
| **Taxonomy of Programs (TOP) Code:** | **1255.00 *(Mortuary Science)*** |
| **Student Accountability Model (SAM) Code:** | **C *(Clearly Occupational)*** |

###

### **Section 13: Prerequisite Justification**

|  |  |
| --- | --- |
| **Prerequisite:** | ***BIOL 130 and FSE 340 with grades of "C" or better*** |
| **Justification:** | ***BIOL 130: Microbiology for Funeral Services*****The following BIOL 130 prerequisite skills are needed in order to be successful in the course:****assess the effect of environmental disinfection and decontamination procedures****categorize specific and nonspecific defense mechanisms against disease****evaluate control against infectious disease****identify examples of human disease and corresponding infectious agents*****FSE 340: Pathology for Funeral Service*****The following FSE 340 prerequisite skills are needed in order to be successful in the course:****identify and prioritize pathological conditions that require special procedures in the transfer, handling, preparation, and disposition of dead human bodies****identify and prioritize etiological factors that require special procedures in the transfer, handling, preparation, and disposition of dead human bodies****describe diseases and related terminology and how they affect systems of the human body****choose the correct terminology when communicating with members of the medical community, allied professionals, and survivors****explain the benefits derived from postmortem examination** |

### **Section 14: Corequisite Justification**

|  |  |
| --- | --- |
| **Corequisite:** | ***FSE 335 and 350*** |
| **Justification:** | ***FSE 335: Funeral Service Management*****The following FSE 335 corequisite skills are needed in order to be successful in the course:****identify the goals and objectives of funeral service management****evaluate human resource requirements for success in funeral service businesses****describe management functions as they relate to funeral service practice****recommend contemporary concepts of funeral service management as they relate to client families and community, staff members, and professional associates****differentiate the five areas of management and discuss the significant aspects of each****prepare a set of operational procedures specific to funeral service****assess the risks involved with operating a small funeral service business*****FSE 350: Restorative Art*****The following FSE 350 corequisite skills are needed in order to be successful in the course:****describe procedures to obtain written permission to perform any restorative procedure****classify and explain the principles of color theory to natural appearance****classify and explain the principles of pigmentary mixtures, and relate the principles of pigmentary mixtures to cosmetic compounds****demonstrate cosmetic application on a model****identify and describe the natural and acquired facial markings on the face and neck****demonstrate wax or clay modeling of facial features****relate specified types of restoration to the correct embalming procedure****name and locate the major bony structures of the skull and the major muscles of the face****explain how bone structures and muscles influence surface form and expression****compare and contrast the different forms of the head and face from direct and profile views****describe and explain facial proportions and relate them to natural form of the facial features and facial restoration****identify and describe the various cosmetic, restorative treatments, materials, and equipment****select the correct colorants to achieve a natural appearance under various conditions****demonstrate basic hair styling** |

### **Section 15: Relationship to College Programs**

|  |  |
| --- | --- |
| **Need/Purpose for the Course:** | **This course content is required by the American Board of Funeral Service Education as part of the American River College Funeral Service Education Program.** |
| **Degrees and****Certificates:** | **[Funeral Service Education (A.S. Degree)](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/print_program.cgi?program_id=47130)** |
| **Prerequisite To:** | **FSE 297, 365, and 370** |
| **Corequisite To:** | **FSE 335 and 350** |
| **Advisory To:** | **None.** |

###

### **Section 16: Relationship to Transfer Institutions**

|  |  |
| --- | --- |
| **CSU Transfer:** | ***Approved: Jun 01, 2013*** |

###

### **Section 17: Digital Signatures**

|  |  |
| --- | --- |
| **Faculty Initiator:** | **[Aron Davis](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1026900&from=1488012)** |
| **Department/Subject:** | **FSE** |
| **Department Vote:** |

|  |  |
| --- | --- |
| ***Yes:*** | **1** |
| ***No:*** | **0** |
| ***Abstain:*** | **0** |
|  |  |
| ***Total:*** | **1** |

 |
| **Department Chair/****Designated Contact:** | **[Aron Davis](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1026900&from=1488012) (Signed: Nov 09, 2012)** |
| **Librarian:** |  |
| **Division Dean:** | **[Steven Boyd](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1240462&from=1488012) (Signed: Nov 09, 2012)** |
| **CRC Contact:** | **[Michael Lawlor](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=0001758&from=1488012) (Signed: Nov 18, 2012)** |
| **FLC Contact:** | **[Kevin Pipkin](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1066230&from=1488012) (Signed: Nov 09, 2012)** |
| **SCC Contact:** | **[Carillon Larson](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=0004377&from=1488012) (Signed: Dec 01, 2012)** |

### **Course Outline**

### **American River College**

### **Los Rios Community College District**

### **Section 1: Curriculum Cycle Information**

|  |  |
| --- | --- |
| [**Course:**](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/history.cgi?course_id=1092402&script=print_outline.cgi) | FSE 365: Embalming II |
| **Outline Status:** | Catalog |
| **Last Full Review:** | Aug 30, 2012 |
| **Last Curriculum Action:** | Dec 04, 2012 |
| **Effective Date:** | Jun 01, 2013 |
| **Official:** | Yes |

### **Section 2: Basic Course Information**

|  |  |
| --- | --- |
| **Identifier:** | FSE 365 |
| **Title:** | Embalming II |
| **Units:** | 2.00 |
| **Prerequisite:** | FSE 350 (*Restorative Art*) and 360 (*Embalming I*) with grades of "C" or better |
| **Corequisite:** | FSE 297 (*Internship in Funeral Service Education*) and 370 (*Funeral Service Counseling*) |
| **Enrollment****Limitation:** | Students must show proof they are within the final semester of coursework including funeral service education courses, general education courses, and competencies. |
| **Hours:** | 36 hours lecture |
| **Description:** | This course is a continuation of FSE 360. It is the study of vascular anatomy, case analysis, the selection and injection of embalming fluids, and treatment of specific conditions requiring special attention. |
|  | *[ Courses embedded in catalog description: None.]* |

### **Section 3: Learning Outcomes and Objectives**

*Upon completion of this course, the student will be able to:*

* compare the different embalming processes related to different causes of death
* use funeral service terminology to communicate with members of the allied health professions and the public
* describe the correct procedures for raising and incising vessels
* identify and demonstrate the various sutures used in closing incisions
* analyze and document embalming techniques and procedures with written reports
* compare embalming treatments cases involving infectious disease, trauma, and pathological conditions
* relate embalming procedures to disaster situations
* choose the proper chemicals for use in creating an embalming solution
* describe the proper procedures for embalming an autopsied case

### **Section 4: Course Topics**

*The topics for this course are typically allocated as follows:*

|  |  |
| --- | --- |
| **Lec** | **Topic** |
| 5 | Selection of arteries: consideration and precaution for each based upon accessibility, surrounding structures, proximity to aorta, size, effect on posing body, proximity to potentially exposed areas, practicality of draining from accompanying vein, and possibility of arterial occlusion  |
| 4 | Types of fluids: vascular, cavity, supplemental, accessory, and sealing agents; classifications by index (strong, medium, weak with corresponding numbers) and color (non-cosmetic or cosmetic); components of (preservatives, disinfectant, anticoagulant, vehicles, surfactants, perfuming agents, and modifying agents); effects on body tissues and on body fluids  |
| 4 | Fluid dilution: primary and secondary dilution defined; determination by case analysis; calculating fluid dilution using formula; fluid distribution (osmosis and dialysis); signs of fluid distribution and diffusion; summary factors relative to fluid and its injection (amount, strength, temperature, pressure, and rate of flow)  |
| 3 | Case analysis: definition; intrinsic and extrinsic factors; factors contributing to selection of vessels  |
| 3 | Proper technique for raising vessels: shave, select instruments, prepare ligature, locate incision site; blunt dissection through superficial areas, find vessel using guides (linear and anatomical); clean and ligate vein then artery; incise artery and vein; types of vessel incisions (transverse, diagonal, longitudinal, T-incision, and triangular/wedge)  |
| 2 | Sutures for closing incisions: baseball, draw, intradermal (single and double), lock, whip (roll), worm; other methods of closing (adhesives and surgical staples)  |
| 2 | Vascular injection: percentage of volume in each area of vascular system (arteries = 5%, veins =10%, capillaries = 85%); procedures for injection (single point, split, multi-point, restricted cervical, and sectional); methods (motorized pump, gravity, hand pump, bulb syringe, combination gravity and bulb syringe, and air pressure); pressure considerations (intravascular and extravascular considerations; other factors (cause of death, postmortem interval, and type of apparatus used)  |
| 3 | Drainage: purpose and importance; methods (alternate, intermittent, concurrent, or continuous); consideration of closed drainage technique to limit exposure to blood; methods of stimulating drainage; components of drainage; difficult drainage problems  |
| 2 | Cavity treatment: defined; purposes; materials aspirated; two theories as to time of procedure; abdominal regions (nine region plan and four region plan); trocar guides for specific organs (stomach, cecum, urinary bladder, and right side of heart); aspiration and injection equipment; treatment of puncture; treatment of purge material in nose and throat; aspiration of cranial cavity; using trocar for reduction of swollen neck; re-aspiration: conditions necessitating; method of treatment  |
| 3 | Autopsied cases: alternative terms (post-mortem examinations and necropsy); cranial treatment; thoracic and/or abdominal autopsy treatment; spinal autopsy; partial autopsy; exploratory; organ and tissue recovery (harvest)  |
| 3 | Vascular difficulties: intravascular and their treatments; extravascular and their treatments; examples: atheroma, arteriosclerosis, atherosclerosis, varices, clots, emboli, phlebitis, thrombosis, hemorrhage, endocarditis, tuberculosis, febrile diseases; tumors, freezing, gangrene, trauma, advanced decomposition, and corrosive poisons. Prescribed treatments for specific circumstances including the following: decomposition, deformities and malformations, dehydration, discolorations, infant preparation, infectious and contagious diseases, obesity, purge, radiation, and shipping preparation  |
| 2 | Final exam |
|  |  |
| **36** | **Total Hours** |

### **Section 5: Instructional Delivery Modalities**

*This course may be taught using the following instructional delivery modalities:*

* In-Person
* Internet/Online

### **Section 6: Instruction Methods and In-class Activities**

***In-Person Delivery Modality***

Lecture, demonstration, discussion and media presentations

***Internet/Online Delivery Modality***

Discussion boards, lecture, demonstrations, and media presentations

### **Section 7: Typical Homework Assignments**

***In-Person Delivery Modality***

Example #1:

Read Chapter 11 in your textbook. Complete questions 1 - 4 and turn them in next class session.

Example #2:

Complete the attached fluid index review sheet. Use the correct formula and show all work.

***Internet/Online Delivery Modality***

Example #1:

Read Chapter 19 in your textbook. Complete questions 1-7 on page 398.

Example #2:

Post your response to the "Embalming the Advanced Decomposed Case" discussion topic. You are to respond to at least two other posts as well.

### **Section 8: Evaluation and Assessment Methods**

***In-Person Delivery Modality***

Exams, quizzes, papers, group work, and projects

***Internet/Online Delivery Modality***

Exams, quizzes, papers, discussion boards, and projects

### **Section 9: Allocation of Instructional Time (Distance Education)**

|  |  |
| --- | --- |
| ***Internet/Online Delivery Modality****For this modality, the course's 36 instructional hours are typically allocated as follows:* |  |
| **Hours** | **Type** |
| 12 | Course Web Pages |
| 6 | Multimedia CD-ROM or DVD |
| 1 | Synchronous Online Communication |
| 13 | Asynchronous Online Communication |
| 4 | Online Assessment Activities |
|  |  |
| **36** | **Total Hours** |

### **Section 10: Regular Instructional Contact (Distance Education)**

|  |  |
| --- | --- |
| ***Internet/Online Delivery Modality****For this modality, the minimum number of instructional contacts**a single student may typically expect to have with the professor are:* |  |
| **Number of Contacts** | **Type of Contact** |
| 16 | *Other:* The instructor will use a variety of types of contacts, such as email, discussion boards, telephone, and distribution lists, for a total of 16 contacts, to be divided among the modalities as chosen by the instructor. |
|  |  |
| **16** | **Total Contacts** |

### **Section 11: Representative List of Textbooks**

* Mayer, R. G. (2011). *Embalming: History, Theory and Practice* (5th ed.). McGraw-Hill. [ISBN: 0071741399]

### **Section 12: Additional Course Information**

|  |  |
| --- | --- |
| **Faculty Discipline(s):** | Mortuary Science |
| **Short Title for Transcripts:** | Embalming II |
| **Type of Grading:** | Letter Grade |
| **Times Taken for Credit:** | This course may be taken 1 time for credit. |
| **Enrollment Family:** | Not Part of a Family |
| **Cross-listed Courses:** | None. |
| **Taxonomy of Programs (TOP) Code:** | 1255.00 *(Mortuary Science)* |
| **Student Accountability Model (SAM) Code:** | B *(Advanced Occupational)* |

### **Section 13: Prerequisite Justification**

|  |  |
| --- | --- |
| **Prerequisite:** | *FSE 350 and 360 with grades of "C" or better* |
| **Justification:** | *FSE 350: Restorative Art*The following FSE 350 prerequisite skills are needed in order to be successful in the course:* describe procedures to obtain written permission to perform any restorative procedure
* classify and explain the principles of color theory to natural appearance
* classify and explain the principles of pigmentary mixtures, and relate the principles of pigmentary mixtures to cosmetic compounds
* demonstrate cosmetic application on a model
* identify and describe the natural and acquired facial markings on the face and neck
* demonstrate wax or clay modeling of facial features
* relate specified types of restoration to the correct embalming procedure
* name and locate the major bony structures of the skull and the major muscles of the face
* explain how bone structures and muscles influence surface form and expression
* compare and contrast the different forms of the head and face from direct and profile views
* describe and explain facial proportions and relate them to natural form of the facial features and facial restoration
* identify and describe the various cosmetic, restorative treatments, materials, and equipment
* select the correct colorants to achieve a natural appearance under various conditions
* demonstrate basic hair styling

*FSE 360: Embalming I*The following FSE 360 prerequisite skills are needed in order to be successful in the course:* define the concepts of sanitation, disinfection, temporary preservation, and restoration pertaining to embalming
* identify personal and environmental protective measures used in embalming
* explain the proper disposal of blood, body fluids, and contaminated materials
* compare the use of embalming instruments, equipment, and sundries
* describe embalming techniques and procedures
* list those conditions whereby notification of death to public officials is required
* demonstrate the handling, treatment, and disposition of the dead human body
* explain how the disposition of the dead human body meets the needs of the survivors
 |

### **Section 14: Corequisite Justification**

|  |  |
| --- | --- |
| **Corequisite:** | *FSE 297 and 370* |
| **Justification:** | *FSE 297: Internship in Funeral Service Education*The following FSE 297 corequisite skills are needed in order to be successful in the course:* correctly embalm a dead human body
* properly perform transfers
* prepare pertinent documents including death certificates, disposition permits, newspaper notices, government benefits forms
* demonstrate health and safety measures in the preparation room
* demonstrate professionalism in a funeral home setting

*FSE 370: Funeral Service Counseling*The following FSE 370 corequisite skills are needed in order to be successful in the course:* list the elements of verbal and non-verbal communication used in funeral service
* manage the limitations of the funeral director in grief counseling and grief therapy
* appraise resources for coping with loss
* analyze how grief affects the funeral director
* demonstrate the importance of listening skills within the funeral profession
* explain the significance of group dynamics in the funeral process
* discuss the values and purposes of the funeral rite for survivors
* explain issues relating to children and death
 |

### **Section 15: Enrollment Limitation Justification**

|  |  |
| --- | --- |
| **Enrollment Limitation:** | *Students must show proof they are within the final semester of coursework including funeral service education courses, general education courses, and competencies.* |
| **Justification:** | *Other:*ABFSE Accreditation Standard 6.8.1 Students must complete the Program within a reasonable time frame. Funeral Service Education Program is responsible for exam scores. |

### **Section 16: Relationship to College Programs**

|  |  |
| --- | --- |
| **Need/Purpose for the Course:** | This course content is required by the American Board of Funeral Service Education as part of the American River College Funeral Service Education Program. |
| **Degrees and****Certificates:** | [Funeral Service Education (A.S. Degree)](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/print_program.cgi?program_id=47130) |
| **Prerequisite To:** | None. |
| **Corequisite To:** | FSE 297 and 370 |
| **Advisory To:** | None. |

### **Section 17: Relationship to Transfer Institutions**

|  |  |
| --- | --- |
| **CSU Transfer:** | *Approved: Jun 01, 2013* |

### **Section 18: Digital Signatures**

|  |  |
| --- | --- |
| **Faculty Initiator:** | [Aron Davis](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1026900&from=1488012) |
| **Department/Subject:** | FSE |
| **Department Vote:** |

|  |  |
| --- | --- |
| *Yes:* | 1 |
| *No:* | 0 |
| *Abstain:* | 0 |
|  |  |
| *Total:* | 1 |

 |
| **Department Chair/****Designated Contact:** | [Aron Davis](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1026900&from=1488012) (**Signed:** Nov 09, 2012) |
| **Librarian:** |  |
| **Division Dean:** | [Steven Boyd](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1240462&from=1488012) (**Signed:** Nov 09, 2012) |
| **CRC Contact:** | [Michael Lawlor](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=0001758&from=1488012) (**Signed:** Nov 18, 2012) |
| **FLC Contact:** | [Kevin Pipkin](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1066230&from=1488012) (**Signed:** Nov 09, 2012) |
| **SCC Contact:** | [Carillon Larson](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=0004377&from=1488012) (**Signed:** Dec 01, 2012) |

### **Course Outline**

### **American River College**

### **Los Rios Community College District**

### **Section 1: Curriculum Cycle Information**

|  |  |
| --- | --- |
| [**Course:**](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/history.cgi?course_id=1092412&script=print_outline.cgi) | FSE 370: Funeral Service Counseling |
| **Outline Status:** | Catalog |
| **Last Full Review:** | Aug 30, 2012 |
| **Last Curriculum Action:** | Dec 04, 2012 |
| **Effective Date:** | Jun 01, 2013 |
| **Official:** | Yes |

### **Section 2: Basic Course Information**

|  |  |
| --- | --- |
| **Identifier:** | FSE 370 |
| **Title:** | Funeral Service Counseling |
| **Units:** | 3.00 |
| **Prerequisite:** | FSE 335 (*Funeral Service Management*), 350 (*Restorative Art*), and 360 (*Embalming I*) with grades of "C" or better |
| **Corequisite:** | FSE 297 (*Internship in Funeral Service Education*), FSE 365 (*Embalming II*), and PSYC 390 (*Psychology of Death and Dying*) |
| **Hours:** | 54 hours lecture |
| **Description:** | This course examines communication skills and the role of the funeral director as facilitator, counselor, and caregiver. Topics include specific communication and counseling techniques as they are applied in funeral service practice as well as normal and abnormal grief reactions, children and death, crisis intervention counseling, and dealing with stress and burnout. Field trips may be required. |
|  | *[ Courses embedded in catalog description: None.]* |

### **Section 3: Learning Outcomes and Objectives**

*Upon completion of this course, the student will be able to:*

* list the elements of verbal and non-verbal communication used in funeral service
* demonstrate the importance of listening skills within the funeral profession
* explain the significance of group dynamics in the funeral process
* discuss the values and purposes of the funeral rite for survivors
* describe the typical reaction and responses during the emotion of grief
* compare the theories of grief
* explain issues relating to children and death
* analyze how grief affects the functioning of the family
* distinguish the difference between grief counseling and grief therapy
* manage the limitations of the funeral director in grief counseling and grief therapy
* describe the types and styles of counseling
* prioritize the major goals of counseling as well as the functions of the counselor
* practice the basic skills and techniques utilized in counseling and their application to funeral service
* compose a list of the pre-need, at-need, and post-funeral counseling opportunities in the community
* appraise resources for coping with loss
* analyze how grief affects the funeral director
* choose when to make referrals to the appropriate community resources

### **Section 4: Course Topics**

*The topics for this course are typically allocated as follows:*

|  |  |
| --- | --- |
| **Lec** | **Topic** |
| 4 | Theories of grief: grief syndrome; attachment theory; stages of death and dying; tasks of mourning  |
| 3 | Normal grief reactions: manifestations of normal grief; mediators of mourning |
| 3 | Abnormal grief reactions: factors that complicate grief; types of abnormal grief responses  |
| 3 | Listening: components; faulty listening behaviors; reasons for poor listening; improving listening  |
| 3 | Barriers to effective interpersonal communications by the funeral director  |
| 5 | Children and grief: a child's understanding of death; explaining death to children; children and funerals  |
| 3 | Grief and the family system: functional position; emotional integration; how families facilitate or hinder emotional expression |
| 3 | Funeral service counseling theories and views: definitions of counseling; counseling versus therapy; types and styles of counseling; directive versus non-directive counseling  |
| 3 | Grief counseling: goals of grief counseling (Worden theory); principles and procedures of grief counseling; role of funeral director in facilitating grief process  |
| 2 | Developing interpersonal skills in funeral service practice  |
| 2 | Characteristics of a helping funeral director (Wolfelt theory)  |
| 2 | Understanding the helping process (Wolfelt theory)  |
| 2 | Phases of developing new interpersonal skills; essential skills  |
| 5 | Crisis oriented counseling: crisis defined; characteristics and duration of crisis; behavior in crisis; death as an individual and family crisis; factors impacting crisis; "ABC Method of Crisis Counseling" (Stone theory)  |
| 3 | Aftercare: definition; examples; reasons for growth; methods of delivery of aftercare  |
| 3 | Funeral director's own grief: personal awareness; anxiety about one's own mortality; how exploring one's losses can help in care giving  |
| 3 | Funeral directors and stress: characteristics of burnout and stress; value of setting "limits"; self-care guidelines  |
| 2 | Final exam |
|  |  |
| **54** | **Total Hours** |

### **Section 5: Instructional Delivery Modalities**

*This course may be taught using the following instructional delivery modalities:*

* In-Person
* Internet/Online

### **Section 6: Instruction Methods and In-class Activities**

***In-Person Delivery Modality***

Lecture, class discussion, small-group activities, student oral presentations, guest speakers, and use of media.

***Internet/Online Delivery Modality***

Lecture, discussion boards, reading, small-group activities, and media presentations.

### **Section 7: Typical Homework Assignments**

***In-Person Delivery Modality***

Example #1:

Write a five- to seven-page research paper using one of the theories presented in the counseling of a bereaved family.

Example #2:

Read the article titled, "The Funeral Director and Grief" and write a one-page critique.

***Internet/Online Delivery Modality***

Example #1:

Write a five- to seven-page research paper using one of the theories presented in the counseling of a bereaved family.

Example #2:

Read the article titled, "The Funeral Director and Grief" and write a one-page critique.

### **Section 8: Evaluation and Assessment Methods**

***In-Person Delivery Modality***

Exams, quizzes, research projects, discussions, and role playing.

***Internet/Online Delivery Modality***

Exams, quizzes, research projects, and discussion boards.

### **Section 9: Allocation of Instructional Time (Distance Education)**

|  |  |
| --- | --- |
| ***Internet/Online Delivery Modality****For this modality, the course's 54 instructional hours are typically allocated as follows:* |  |
| **Hours** | **Type** |
| 29 | Course Web Pages |
| 17 | Asynchronous Online Communication |
| 8 | Online Assessment Activities |
|  |  |
| **54** | **Total Hours** |

### **Section 10: Regular Instructional Contact (Distance Education)**

|  |  |
| --- | --- |
| ***Internet/Online Delivery Modality****For this modality, the minimum number of instructional contacts**a single student may typically expect to have with the professor are:* |  |
| **Number of Contacts** | **Type of Contact** |
| 16 | *Other:* The instructor will use a variety of types of contacts, such as email, discussion boards, telephone, and distribution lists, for a total of 16 contacts, to be divided among the modalities as chosen by the instructor. |
|  |  |
| **16** | **Total Contacts** |

### **Section 11: Representative List of Textbooks**

* Wolfelt, A. D. (1990). *Interpersonal Skills Training.* Accelerated Development, Inc. [ISBN: 1-55959-025-4]
* Canine, J. D. (1996). *The Psychosocial Aspects of Death and Dying.* McGraw-Hill. [ISBN: 0-8385-8098-X]
* Worden, J. W. (2008). *Grief Counseling and Grief Therapy* (4th ed.). Springer Publishing Company. [ISBN: 9780826101204]
* Klicker, R. (2010). *Funeral Service Psychology and Counseling.* Thanos Institute. [ISBN: 9780964796737]
* Adler, R. B. and Proctor, R. F. (2010). *Looking Out Looking In* (13th ed.). Wadsworth Publishing. [ISBN: 0495796212]

### **Section 12: Additional Course Information**

|  |  |
| --- | --- |
| **Faculty Discipline(s):** | Mortuary Science |
| **Short Title for Transcripts:** | Funeral Services Counseling |
| **Type of Grading:** | Letter Grade |
| **Times Taken for Credit:** | This course may be taken 1 time for credit. |
| **Enrollment Family:** | Not Part of a Family |
| **Cross-listed Courses:** | None. |
| **Taxonomy of Programs (TOP) Code:** | 1255.00 *(Mortuary Science)* |
| **Student Accountability Model (SAM) Code:** | C *(Clearly Occupational)* |

### **Section 13: Prerequisite Justification**

|  |  |
| --- | --- |
| **Prerequisite:** | *FSE 335, 350, and 360 with grades of "C" or better* |
| **Justification:** | *FSE 335: Funeral Service Management*The following FSE 335 prerequisite skills are needed in order to be successful in the course:* identify the goals and objectives of funeral service management
* explain the factors involved in buying a funeral service business
* explain how credit and collections programs are managed in funeral service businesses
* identify and use the components of computer hardware and software
* use and assess funeral management software
* recommend contemporary concepts of funeral service management as they relate to client families and community, staff members, and professional associates
* differentiate the five areas of management and discuss the significant aspects of each
* analyze future trends in thevfuneral service business and in funeral service practice

*FSE 350: Restorative Art*The following FSE 350 prerequisite skills are needed in order to be successful in the course:* describe procedures to obtain written permission to perform any restorative procedure
* relate specified types of restoration to the correct embalming procedure
* describe and explain facial proportions and relate them to natural form of the facial features and facial restoration
* identify and describe the various cosmetic, restorative treatments, materials, and equipment

*FSE 360: Embalming I*The following FSE 360 prerequisite skills are needed in order to be successful in the course:* define the concepts of sanitation, disinfection, temporary preservation, and restoration pertaining to embalming
* identify personal and environmental protective measures used in embalming
* explain the proper disposal of blood, body fluids, and contaminated materials
* describe embalming techniques and procedures
* list those conditions whereby notification of death to public officials is required
* explain how the disposition of the dead human body meets the needs of the survivors
 |

### **Section 14: Corequisite Justification**

|  |  |
| --- | --- |
| **Corequisite:** | *FSE 297, FSE 365, and PSYC 390* |
| **Justification:** | *FSE 297: Internship in Funeral Service Education*The following FSE 297 corequisite skills are needed in order to be successful in the course:* arrange and direct funeral services
* prepare pertinent documents including death certificates, disposition permits, newspaper notices, government benefits forms
* identify and demonstrate business attire relevant for the funeral home setting
* demonstrate professionalism in a funeral home setting

*FSE 365: Embalming II*The following FSE 365 corequisite skills are needed in order to be successful in the course:* compare the different embalming processes related to different causes of death
* use funeral service terminology to communicate with members of the allied health professions and the public
* analyze and document embalming techniques and procedures with written reports
* describe the proper procedures for embalming an autopsied case

*PSYC 390: Psychology of Death and Dying*The following PSYC 390 corequisite skills are needed in order to be successful in the course:* describe basic demographic information on death, grieving, and related experiences
* evaluate information regarding the practical, everyday procedures and practices involved in dealing with death in our own lives
* assess personal attitudes and values concerning death
 |

### **Section 15: Relationship to College Programs**

|  |  |
| --- | --- |
| **Need/Purpose for the Course:** | This course content is required by the American Board of Funeral Service Education as part of the American River College Funeral Service Education Program. |
| **Degrees and****Certificates:** | [Funeral Service Education (A.S. Degree)](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/print_program.cgi?program_id=47130) |
| **Prerequisite To:** | None. |
| **Corequisite To:** | FSE 297 and 365 |
| **Advisory To:** | None. |

### **Section 16: Relationship to Transfer Institutions**

|  |  |
| --- | --- |
| **CSU Transfer:** | *Approved: Jun 01, 2013* |

### **Section 17: Digital Signatures**

|  |  |
| --- | --- |
| **Faculty Initiator:** | [Aron Davis](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1026900&from=1488012) |
| **Department/Subject:** | FSE |
| **Department Vote:** |

|  |  |
| --- | --- |
| *Yes:* | 1 |
| *No:* | 0 |
| *Abstain:* | 0 |
|  |  |
| *Total:* | 1 |

 |
| **Department Chair/****Designated Contact:** | [Aron Davis](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1026900&from=1488012) (**Signed:** Nov 09, 2012) |
| **Librarian:** |  |
| **Division Dean:** | [Steven Boyd](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1240462&from=1488012) (**Signed:** Nov 09, 2012) |
| **CRC Contact:** | [Michael Lawlor](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=0001758&from=1488012) (**Signed:** Nov 18, 2012) |
| **FLC Contact:** | [Kevin Pipkin](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=1066230&from=1488012) (**Signed:** Nov 09, 2012) |
| **SCC Contact:** | [Carillon Larson](https://inside.losrios.edu/~intranet/cgi-bin/intra/curriculum/email_staff.cgi?college=ARC&to=0004377&from=1488012) (**Signed:** Dec 01, 2012) |