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ABSTRACT

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the course sequences in the state's funeral services technology program. Presented in the introduction are a program description and suggested course sequence. Section I lists baseline competencies for the funeral services technology course sequence, and section II consists of course outlines for each of the following courses in the program: funeral services technology courses (mortuary anatomy I, embalming I, funeral directing, mortuary anatomy II, embalming II, funeral service ethics and law, restorative art, color and cosmetics, microbiology/pathology, psychosocial counseling in funeral service, funeral merchandising and management, and comprehensive review); related vocational-technical courses (fundamentals of microcomputer applications, entrepreneurship); and related academic courses (microbiology, general chemistry I, and principles of accounting I). Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and a student competency profile for the funeral services technology program. (MN)

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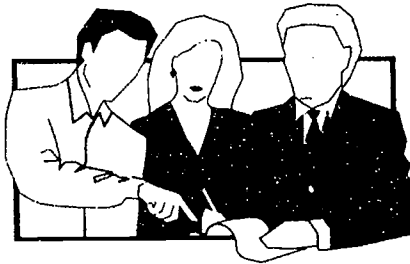
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ED 397 335

# Mississippi Curriculum Framework for Funeral Services Technology

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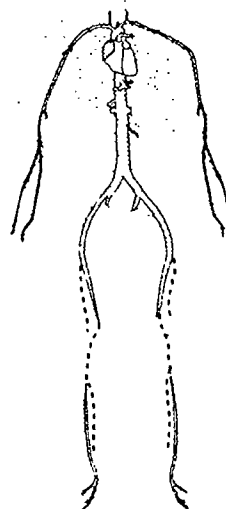
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**Postsecondary  
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MISSISSIPPI  
CURRICULUM FRAMEWORK  
FOR  
POSTSECONDARY FUNERAL SERVICES TECHNOLOGY PROGRAMS  
(Program CIP: 12.0301 - Funeral Service and Mortuary Science)

POSTSECONDARY PROGRAMS

1996

July 30, 1996

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4

## FOREWORD

In order to survive in today's global economy, businesses and industries have had to adopt new practices and procedures. Total quality management, statistical process control, participatory management, and other concepts of high performance work organizations are practices by which successful companies survive. Employers now expect their employees to be able to read, write, and communicate effectively; solve problems and make decisions; and interact with the technologies that are prevalent in today's workplace. Vocational-technical education programs must also adopt these practices in order to provide graduates who can enter and advance in the changing work world.

The curriculum framework in this document reflects these changes in the workplace and a number of other factors that impact on local vocational-technical programs. Federal and state legislation calls for articulation between high school and community college programs, integration of academic and vocational skills, and the development of sequential courses of study that provide students with the optimum educational path for achieving successful employment. National skills standards, developed by industry groups and sponsored by the U. S. Departments of Education and Labor, provide vocational educators with the expectations of employers across the United States. All of these factors are reflected in the framework found in this document.

Each postsecondary program of instruction consists of a program description and a suggested sequence of courses which focus on the development of occupational competencies. Each vocational-technical course in this sequence has been written using a common format which includes the following components:

- Course Name - A common name that will be used by all community/junior colleges in reporting students.
- Course Abbreviation - A common abbreviation that will be used by all community/junior colleges in reporting students.
- Classification - Courses may be classified as:
  - Vocational-technical core - A required vocational-technical course for all students.
  - Vocational-technical elective - An elective vocational-technical course.
  - Related academic course - An academic course which provides academic skills and knowledge directly related to the program area.
  - Academic core - An academic course which is required as part of the requirements for an Associate degree.
- Description - A short narrative which includes the major purpose(s) of the course and the recommended number of hours of lecture and laboratory activities to be conducted each week during a regular semester.

- Prerequisites - A listing of any prerequisite courses that must be taken prior to or on enrollment in the course.
- Competencies and Suggested Objectives - A listing of the competencies (major concepts and performances) and of the suggested student objectives that will enable students to demonstrate mastery of these competencies.

The following guidelines were used in developing the program(s) in this document and should be considered in compiling and revising course syllabi and daily lesson plans at the local level:

- The content of the courses in this document reflects approximately 75 percent of the time allocated to each course. For example, in a four semester hour course consisting of 30 hours lecture and 120 hours of laboratory activities, approximately 22 hours of lecture and 90 hours of lab should be taken by the competencies and suggested objectives identified in the course framework. The remaining 25 percent of each course should be developed at the local district level and may reflect:
  - Additional competencies and objectives within the course related to topics not found in the State framework, including activities related to specific needs of industries in the community college district.
  - Activities which develop a higher level of mastery on the existing competencies and suggested objectives.
  - Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed/revised.
  - Activities which implement components of the Mississippi Tech Prep initiative, including integration of academic and vocational-technical skills and coursework, school-to-career transition activities, and articulation of secondary and postsecondary vocational-technical programs.
  - Individualized learning activities, including worksite learning activities, to better prepare individuals in the courses for their chosen occupational area.
- Sequencing of the course within a program is left to the discretion of the local district. Naturally, foundation courses related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other courses related to specific skill areas and related academics, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors.
- Programs that offer an Associate of Applied Science degree must include a minimum 15 semester credit hour academic core. Specific courses to be taken within this core are to be determined by the local district. Minimum academic core courses are as follows:

- 3 semester credit hours      Math/Science Elective
- 3 semester credit hours      Written Communications Elective
- 3 semester credit hours      Oral Communications Elective
- 3 semester credit hours      Humanities/Fine Arts Elective
- 3 semester credit hours      Social/Behavioral Science Elective

It is recommended that courses in the academic core be spaced out over the entire length of the program, so that students complete some academic and vocational-technical courses each semester. Each community/junior college has the discretion to select the actual courses that are required to meet this academic core requirement.

- In instances where secondary programs are directly related to community and junior college programs, competencies and suggested objectives from the high school programs are listed as Baseline Competencies. These competencies and objectives reflect skills and knowledge that are directly related to the community and junior college vocational-technical program. In adopting the curriculum framework, each community and junior college is asked to give assurances that:
  - students who can demonstrate mastery of the Baseline Competencies do not receive duplicate instruction, and
  - students who cannot demonstrate mastery of this content will be given the opportunity to do so.
- The roles of the Baseline Competencies are to:
  - Assist community/junior college personnel in developing articulation agreements with high schools, and
  - Ensure that all community and junior college courses provide a higher level of instruction than their secondary counterparts
- The Baseline Competencies may be taught as special "Introduction" courses for 3-6 semester hours of institutional credit which will not count toward Associate degree requirements. Community and junior colleges may choose to integrate the Baseline Competencies into ongoing courses in lieu of offering the "Introduction" courses or may offer the competencies through special projects or individualized instruction methods.
- Technical elective courses have been included to allow community colleges and students to customize programs to meet the needs of industries and employers in their area.

## ACKNOWLEDGMENTS

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## TABLE OF CONTENTS

	<u>Page</u>
FOREWORD . . . . .	iii
ACKNOWLEDGMENTS . . . . .	vii
PROGRAM DESCRIPTION . . . . .	1
SUGGESTED COURSE SEQUENCE . . . . .	2
SECTION I: BASELINE COMPETENCIES . . . . .	5
SECTION II: CURRICULUM GUIDE FOR FUNERAL SERVICES TECHNOLOGY . . . . .	11
Funeral Services Technology Courses . . . . .	13
Mortuary Anatomy I . . . . .	15
Embalming I . . . . .	16
Funeral Directing . . . . .	18
Mortuary Anatomy II . . . . .	20
Embalming II . . . . .	21
Funeral Service Ethics and Law . . . . .	22
Restorative Art . . . . .	24
Color and Cosmetics . . . . .	25
Microbiology/Pathology . . . . .	26
Psychosocial Counseling in Funeral Service . . . . .	27
Funeral Merchandising and Management . . . . .	28
Comprehensive Review . . . . .	30
Related Vocational-Technical Courses . . . . .	31
Fundamentals of Microcomputer Applications . . . . .	33
Entrepreneurship . . . . .	35
Related Academic Courses . . . . .	37
Microbiology . . . . .	39
General Chemistry I . . . . .	40
Principles of Accounting I . . . . .	41

July 30, 1996

SECTION III: RECOMMENDED TOOLS AND EQUIPMENT ..... 43

APPENDIX A: RELATED ACADEMIC TOPICS ..... A-1

APPENDIX B: WORKPLACE SKILLS ..... B-1

APPENDIX C: STUDENT COMPETENCY PROFILE ..... C-1

## FUNERAL SERVICES TECHNOLOGY

### PROGRAM DESCRIPTION

The curriculum required for educating prospective funeral service professionals is a structured series of course experiences. This program is accredited by the American Board of Funeral Service Education.

The goal of the program is to provide training that prepares students for entry level positions after graduation and licensure. The curriculum is designed to give students:

- professional knowledge in Funeral Service Education.
- exposure to career options available within the Funeral Services field which involve managing people and equipment resources, as well as the opportunity to prepare an individual for burial.
- exposure to the application of the above to the profession with special emphasis placed throughout on the public health aspects involved.

The Funeral Services Technology program is a two-year program that leads to an Associate of Applied Science degree.

FUNERAL SERVICES TECHNOLOGY

SUGGESTED COURSE SEQUENCE\*

Baseline Competencies for Funeral Services Technology\*\*

FIRST YEAR

3 sch	Mortuary Anatomy I (FST 1113)	3 sch	Mortuary Anatomy II (FST 1123)
4 sch	Embalming I (FST 1214)	5 sch	Embalming II (FST 1225)
4 sch	Funeral Directing (FST 1314)	4 sch	Funeral Service Ethics and Law (FST 1414)
3 sch	Written Communications Elective	3 sch	Restorative Art (FST 1513)
3 sch	Math/Natural Science Elective	3 sch	Oral Communications Elective
<hr/>		<hr/>	
17 sch		18 sch	

SECOND YEAR

3 sch	Color and Cosmetics (FST 2523)	3 sch	Psychosocial Counseling in Funeral Service (FST 2713)
4 sch	Microbiology/Pathology (FST 2614)	4 sch	Funeral Merchandising and Management (FST 2814)
3 sch	Principles of Accounting I (ACC 1213)	1 sch	Comprehensive Review (FST 2911)
3 sch	Social/Behavioral Science Elective	3 sch	Humanities/Fine Arts Elective
3 sch	Related Vocational Elective <sup>†</sup>	3 sch	Elective <sup>†</sup>
<hr/>		<hr/>	
16 sch		17 sch	

\* Students who lack entry level skills in math, English, science, etc. will be provided related studies.

\*\* Baseline competencies are taken from the high school Allied Health program. Students who can document mastery of these competencies should not receive duplicate instruction. Students who cannot demonstrate mastery will be required to do so.

July 30, 1996

1 APPROVED ELECTIVES:  
Fundamentals of Microcomputer Applications (CPT 1113)  
Entrepreneurship (MMT 2513)

July 30, 1996

SECTION I:  
BASELINE COMPETENCIES



## BASELINE COMPETENCIES FOR POSTSECONDARY FUNERAL SERVICES TECHNOLOGY PROGRAMS

The following competencies and suggested objectives are taken from the publication *Mississippi Curriculum Framework for Allied Health*. These competencies and objectives represent the baseline which was used to develop the community/junior college Funeral Services Technology courses. Students enrolled in postsecondary courses should either (1) have documented mastery of these competencies, or (2) be provided with these competencies before studying the advanced competencies in the Funeral Services Technology program.

Baseline competencies may be integrated into existing courses in the curriculum or taught as special "Introduction" courses. The "Introduction" courses may be taught for up to six semester hours of institutional credit and may be divided into two courses. If the Baseline Competencies are to be taught as "Introduction" courses, each course should be at least 3 credit hours. The following course number(s) and description should be used:

**Course Name(s):** Introduction to Funeral Services Technology, Introduction to Funeral Services Technology I, or Introduction to Funeral Services Technology II

**Course Abbreviation(s):** FST 100(3-6), FST 1013, FST 1023

**Classification:** Vocational-Technical Core

**Description:** These courses contain the baseline competencies and suggested objectives from the high school curriculum which directly relate to the community college program. The courses are designed for students entering the community college who have had no previous training or documented experience in the field. (3-6 semester hours based upon existing skills for each student. May be divided into 2 courses for a maximum total of 6 hours of institutional credit.)

### Competencies and Suggested Objectives:

1. Review material related to course and professional organizations.
  - a. Identify student and course expectations.
  - b. Identify allied health professional student organizations.

*Related Academic Topics (See Appendix A): C1, C6*  
*Workplace Skills (See Appendix B): WP2*
2. Apply communications in health care.
  - a. Identify the three main factors required for the communication process.
  - b. Utilize effective communication skills.

*Related Academic Topics (See Appendix A): C1, C6*

*Workplace Skills (See Appendix B): WP2, WP3*

3. Explain professional ethics and legal responsibility.
  - a. Explain professional ethics and legal responsibility including negligence, malpractice, and health occupation code of conduct.
  - b. Define confidentiality.
  - c. Identify and explain the rules of ethics.

*Related Academic Topics (See Appendix A): C1, C4, C6*

*Workplace Skills (See Appendix B): WP2, WP3*

4. Utilize universal precautions.
  - a. Explain importance of universal precautions in life practices and health care.
  - b. Explain the state and federal government's role in universal precautions.
  - c. Relate universal precautions to the transmission of infectious diseases including HIV, AIDS, HBV, and TB.
  - d. Demonstrate hand-washing technique.
  - e. Demonstrate donning and removing clean gloves.

*Related Academic Topics (See Appendix A): C1, C4, C6, S8*

*Workplace Skills (See Appendix B): WP2*

5. Recognize safety procedures and policies.
  - a. Describe basic safety procedures.
  - b. Describe accident prevention methods and disaster plans.
  - c. Follow facility policies.

*Related Academic Topics (See Appendix A): C1, C4, C6, S8*

*Workplace Skills (See Appendix B): WP2*

6. Perform basic safety procedures.
  - a. Assist with basic emergency procedures to include falls, seizures, and fainting.
  - b. Attain Class C certification in cardiopulmonary resuscitation.
  - c. Demonstrate procedures of first aid for sudden illness and accidents.

*Related Academic Topics (See Appendix A): C1, C4, C6, S8*

*Workplace Skills (See Appendix B): WP2, WP6*

7. Recognize and use medical terminology.
  - a. Demonstrate the use of medical references to spell medical terms correctly.
  - b. Spell designated medical terms correctly.
  - c. Define and divide medical terms into root words, prefixes, and suffixes.
  - d. Interpret the common medical abbreviations and symbols including meanings and uses.
  - e. Demonstrate the use of medical terms and abbreviations in reading, speaking, interpreting, and writing simulated medical records.

*Related Academic Topics (See Appendix A): C1, C4, C5, C6, S1, S8*

*Workplace Skills (See Appendix B): WP2, WP4*



8. Recognize the structure and functions of each organ system and apply related basic skills.
- a. Interpret the basic organization of the body.
  - b. Interpret the basic structures and functions of the integumentary system.
  - c. Interpret the basic structures and functions of the musculoskeletal system.
  - d. Interpret the basic structures and functions of the circulatory system.
  - e. Interpret the basic structures and functions of the respiratory system.
  - f. Interpret the basic structures and functions of the digestive system.
  - g. Interpret the basic structures and functions of the nervous system.

*Related Academic Topics (See Appendix A): C1, C2, C5, C6, M4, S1, S8*

*Workplace Skills (See Appendix B): WP2, WP3, WP4*

9. Assess psychosocial health care careers by utilizing medical terminology and basic knowledge in exploring specific psychosocial careers.
- a. Describe the careers available in funeral services including job description, credentials, and education.
  - b. Identify five common terms of funeral services including root words, prefixes, and suffixes.
  - c. Explain the procedures to prepare the dead human body for a funeral according to the policy of the health care facility.

*Related Academic Topics (See Appendix A): C1, C4, C6, S1, S8*

*Workplace Skills (See Appendix B): WP2, WP3, WP6*

July 30, 1996

SECTION II:  
CURRICULUM GUIDE  
FOR  
FUNERAL SERVICES TECHNOLOGY

July 30, 1996

FUNERAL SERVICES TECHNOLOGY COURSES

**Course Name:** Mortuary Anatomy I

**Course Abbreviation:** FST 1113

**Classification:** Vocational-Technical Core

**Description:** A study of human anatomical structure with orientation to the embalming process. (3 sch: 3 hr. lecture)

**Pre/corequisites:** Math/Natural Science Elective

**Competencies and Suggested Objectives:**

1. Discuss human anatomical structure as it relates to the embalming process.
  - a. Relate medical terminology as it applies to mortuary anatomy.
  - b. Describe types of anatomy, anatomical position, anatomical references, and gross anatomical division of the human body.
  - c. Demonstrate osteology of the human body and list the divisions and individual structures of the human skeleton.
  - d. Identify the names and general locations, functions, and definitions of actions of the human muscular system.
  - e. Distinguish characteristics of the integumentary system.
  - f. Identify and describe the circulatory system giving adequate description of the arterial and venous systems.

*Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, S1*  
*Workplace Skills (See Appendix B): WP2, WP6*

**Course Name:** Embalming I

**Course Abbreviation:** FST 1214

**Classification:** Vocational-Technical Core

**Description:** Basic orientation to embalming. Included are the terminology, safety procedures, and ethical protocols in preparation of human remains, physical and chemical changes in the dying process, and a study of the chemical compositions of embalming fluid. (4 sch: 3 hr. lecture, 2 hr. lab)

**Prerequisites:** None

**Competencies and Suggested Objectives:**

1. Utilize necessary terminology as related to the funeral service industry.
  - a. Define and employ the necessary terminology to facilitate communication with members of allied professions and the public.
  - b. Explain the implications of the types of death to embalming.

*Related Academic Topics (See Appendix A): C1, C2, C4, C6, S1, S5*  
*Workplace Skills (See Appendix B): WP2, WP6*
2. Explain proper safety procedures as related to funeral service technology.
  - a. Explain adequate methods of self-protection from communicable and infectious diseases and hazardous chemicals.
  - b. Explain the concepts of sanitization, disinfection, temporary preservation, and restoration of human body remains.
  - c. Explain adequate methods of personal and environmental protective measures in the art and science of embalming.
  - d. Explain the proper disposal of contaminated materials from the embalming process.
  - e. Explain the proper disposal of blood and body fluids.

*Related Academic Topics (See Appendix A): C1, C2, C3, C4, C6, S1, S2, S5, S8*  
*Workplace Skills (See Appendix B): WP2, WP6*
3. Explain the embalming techniques and procedures.
  - a. Identify and describe the use of embalming instruments, equipment, and sundries.
  - b. Explain embalming techniques and procedures.

*Related Academic Topics (See Appendix A): C1, C2, C3, C4, C6, S1, S8*  
*Workplace Skills (See Appendix B): WP2, WP6*

4. Discuss the basic principles of chemistry as they relate to funeral service.
  - a. List the preservatives, disinfectants, and other potentially harmful chemicals used in the preparation room, and the precautions to be taken with each.
  - b. Specify representative chemicals in embalming fluids (arterial, cavity, and accessory) and give their respective functions.
  - c. Give the essential characteristics of autolysis, hydrolysis, fermentation, and putrefaction in the area of the chemistry of decompositions.
  - d. Identify the characteristic features of solutions, suspensions, and emulsions, and the processes of diffusion including osmosis and dialysis.
  - e. Give the essential characteristics of carbohydrates, lipids, and proteins in the area of basic biochemistry.
  - f. Define organic chemistry and describe the characteristic features of hydrocarbons, alcohols, aldehydes, ketones, acids, esters, ethers, and amines.

*Related Academic Topics (See Appendix A): C1, C2, C3, C4, C6, M1, M7, S5, S8*

*Workplace Skills (See Appendix B): WP2, WP6*

**Course Name:** Funeral Directing

**Course Abbreviation:** FST 1314

**Classification:** Vocational-Technical Core

**Description:** The total funeral service education environment. Includes history, duties, responsibilities, ethical obligations, and communication skills. (4 sch: 4 hr. lecture)

**Prerequisites:** None

**Competencies and Suggested Objectives:**

1. Discuss the historical development of funeral customs.
  - a. Trace funeralization and customs of many cultures throughout history.
  - b. Trace development of funeral services merchandise.
  - c. Describe embalming practices throughout history.
  - d. Discuss development of various types of funeral transportation.

*Related Academic Topics (See Appendix A): C1, C3, C4, C6*  
*Workplace Skills (See Appendix B): WP2, WP6*
2. Explain the duties and the legalistic and ethical conduct of a modern funeral director.
  - a. Discuss the various duties of the funeral director.
  - b. Distinguish the legalistic and ethical conduct of the funeral director.

*Related Academic Topics (See Appendix A): C1, C3, C4, C6*  
*Workplace Skills (See Appendix B): WP2, WP6*
3. Apply effective communication skills within the funeral service profession.
  - a. Identify the elements of verbal and non-verbal communication.
  - b. Recognize the importance of listening skills within the funeral profession.
  - c. Recognize the significance of group dynamics.
  - d. Demonstrate the skills needed to write a business letter, resume, obituary, and speech outline.

*Related Academic Topics (See Appendix A): C1, C3, C4, C6*  
*Workplace Skills (See Appendix B): WP2, WP6*
4. Discuss types of funeral services.
  - a. Identify the various religious, fraternal, and military types of funeralization.
  - b. Describe the funeral service functions to include:
    - (1) the funeral home chapel
    - (2) the church
    - (3) graveside service
    - (4) cortege
  - c. Describe non-traditional funeralization, including cremation.

July 30, 1996

d. Participate in a simulated funeral service.

*Related Academic Topics (See Appendix A): C1, C3, C4, C5, C6, M1*

*Workplace Skills (See Appendix B): WP2, WP3, WP6*



**Course Name:** Mortuary Anatomy II

**Course Abbreviation:** FST 1123

**Classification:** Vocational-Technical Core

**Description:** Continuation of Mortuary Anatomy I, including all remaining body systems. Major emphasis is on circulatory system. (3 sch: 2 hr. lecture, 2 hr. lab)

**Prerequisites:** Mortuary Anatomy I (FST 1113)

**Competencies and Suggested Objectives:**

1. Discuss and compare the various systems of the body.
  - a. Identify the endocrine system and its divisions.
  - b. Identify the divisions and structures of the nervous system.
  - c. Identify the organs of the digestive system.
  - d. Identify the structures and functions of the excretory system.
  - e. Identify the structures and functions of the reproductive system.
  - f. Identify the structures and functions of the respiratory system.

*Related Academic Topics (See Appendix A): C1, C2, C3, C4, C6, S1*  
*Workplace Skills (See Appendix B): WP2, WP6*
2. Apply knowledge of the circulatory system.
  - a. Examine the complexity of the circulatory system in relation to the embalming process.
  - b. Solve a selected circulatory system problem to move a drop of blood from an origination site to a selected termination site.

*Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, S1*  
*Workplace Skills (See Appendix B): WP2, WP6*

**Course Name:** Embalming II

**Course Abbreviation:** FST 1225

**Classification:** Vocational-Technical Core

**Description:** Emphasis on special problems. Practice in the art of embalming.  
(5 sch: 3 hr. lecture, 2 hr. lab, 3 hr. clinical)

**Prerequisites:** Embalming I (FST 1214)

**Competencies and Suggested Objectives:**

1. Explain normal and special embalming techniques and procedures.
  - a. Explain normal embalming techniques and procedures.
  - b. Explain embalming treatments for infections, communicable diseases, and traumatic and pathological conditions.
  - c. Describe and solve the problems related to the embalming procedures necessitated by disaster situations.

*Related Academic Topics (See Appendix A): C1, C2, C4, C6, M1, M4, S1, S8*  
*Workplace Skills (See Appendix B): WP2, WP6*
2. Apply knowledge and skills acquired in previous didactic and laboratory funeral service course work.
  - a. Demonstrate adequate methods of self-protection from communicable and infectious diseases and hazardous chemicals.
  - b. Demonstrate adequate methods of personal and environmental protective measures in the art and science of embalming.
  - c. Demonstrate the proper disposal of contaminated materials from the embalming process.
  - d. Demonstrate the proper disposal of blood and body fluids.
  - e. Demonstrate the use of embalming instruments, equipment, and sundries.
  - f. Demonstrate embalming techniques and procedures.
  - g. Document the embalming techniques and procedures with written reports.

*Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, M1, M4, S1, S8*  
*Workplace Skills (See Appendix B): WP2, WP3, WP6*

**Course Name:** Funeral Service Ethics and Law

**Course Abbreviation:** FST 1414

**Classification:** Vocational-Technical Core

**Description:** Comprehensive review of the ethical and legal aspects involved in funeral services. (4 sch: 3 hr. lecture, 2 hr. lab)

**Prerequisites:** None

**Competencies and Suggested Objectives:**

1. Discuss the application of ethical principles to funeral service.
  - a. Distinguish between legalistic and ethical conduct for the funeral service practitioner.
  - b. Demonstrate knowledge of terms associated with ethical issues and practices.
  - c. Apply a standard of ethical behavior in everyday situations.
  - d. Develop a personal system of professional ethics.

*Related Academic Topics (See Appendix A): C1, C3, C4, C5, C6*  
*Workplace Skills (See Appendix B): WP2, WP6*
2. Identify the various sources of funeral service law.
  - a. Explain the origin of funeral service law.
  - b. Explain the impact of administrative agencies on funeral service law.
  - c. Explain the types of funeral service law including case law and common law.

*Related Academic Topics (See Appendix A): C1, C2, C3, C4, C6*  
*Workplace Skills (See Appendix B): WP2, WP6*
3. Explain legal aspects of being a licensed funeral director/embalmer.
  - a. Discuss the requirements for becoming a licensed funeral director/embalmer.
  - b. Discuss the legal rights of a funeral director/embalmer.
  - c. Discuss grounds for revocation, suspension, or refusal to renew or issue licenses.

*Related Academic Topics (See Appendix A): C1, C3, C4, C6*  
*Workplace Skills (See Appendix B): WP2, WP6*
4. Explain legal status of the dead human body.
  - a. Define what constitutes death.
  - b. Discuss what is classified as a body.
  - c. Explain the obligations required for final disposition.
  - d. Discuss who is liable for funeral expenses.

*Related Academic Topics (See Appendix A): C1, C3, C4, C6*  
*Workplace Skills (See Appendix B): WP2, WP6*

5. Explain the legal implications of committing torts.
  - a. Explain torts and how they relate to the dead human body.  
*Related Academic Topics (See Appendix A): C1, C3, C4, C5, C6*  
*Workplace Skills (See Appendix B): WP2, WP6*
6. Explain what constitutes mental anguish.
  - a. Discuss what constitutes mental anguish.  
*Related Academic Topics (See Appendix A): C1, C3, C4, C6*  
*Workplace Skills (See Appendix B): WP2, WP6*
7. Explain the establishment and operation of funeral home and/or cemetery.
  - a. Recognize the restrictions that exist on establishing a funeral home or cemetery.  
*Related Academic Topics (See Appendix A): C1, C3, C4, C6*  
*Workplace Skills (See Appendix B): WP2, WP6*

**Course Name:** Restorative Art

**Course Abbreviation:** FST 1513

**Classification:** Vocational-Technical Core

**Description:** An in-depth study of anatomical modeling. Familiarization with instruments, materials, and techniques of rebuilding human features. (3 sch: 2 hr. lecture, 2 hr. lab)

**Prerequisites:** None

**Competencies and Suggested Objectives:**

1. Identify and describe anatomical features as related to the head and face.
  - a. Identify the surface bones of the cranium and the face.
  - b. Distinguish the facial portions, racial differences, measurements, facial profiles, head forms, and bilateral forms of the head and features.
  - c. Identify facial markings and facial features contributed by facial muscles.
  - d. Exhibit a skill in modeling which reflects the student's ability to restore a problem case.

*Related Academic Topics (See Appendix A): C1, C2, C3, C4, C6, M1, M4, S1, S8*

*Workplace Skills (See Appendix B): WP2, WP6*

**Course Name:** Color and Cosmetics

**Course Abbreviation:** FST 2523

**Classification:** Vocational-Technical Core

**Description:** A continuation of Restorative Art. Study of color theory and application of restorative techniques in the funeral setting, which includes cosmetics and hair treatment. (3 sch: 2 hr. lecture, 2 hr. lab)

**Prerequisites:** Restorative Art (FST 1513)

**Competencies and Suggested Objectives:**

1. Describe color theory and application to restorative techniques in the funeral setting.
  - a. Relate specified types of restoration to the correct embalming procedures.
  - b. Identify and describe the use of various cosmetic and restorative treatments, materials, and equipment.
  - c. Classify and explain the principles of pigmentary (color) mixtures, and relate their application to cosmetic compounds and the influence of adjacent colors on one another in the funeral setting.
  - d. Select (from a specified cosmetic medium) the correct colorants (compounds) to achieve a natural appearance under various conditions.
  - e. Demonstrate basic knowledge of the color spectrum, color measurement, pigment theory, and light in color.
  - f. Perform internal and external cosmetology coloring methods for application to the dead human body.
  - g. Demonstrate hygiene, disinfection, and treatment prior to arrangement of the hair of the deceased person.
  - h. Demonstrate proper treatment, care, and arrangement of hair of the deceased person.

*Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, M1, M4, S1*

*Workplace Skills (See Appendix B): WP2, WP6*

**Course Name:** Microbiology/Pathology

**Course Abbreviation:** FST 2614

**Classification:** Vocational-Technical Core

**Description:** Designed to present the basic principles of microbiology, nature and cause of disease, and the pathogenicity associated with specific diseases. (4 sch: 3 hr. lecture, 2 hr. lab)

**Prerequisites:** None

**Competencies and Suggested Objectives:**

1. Explain the basic principles of microbiology as it relates to Funeral Service Education.
  - a. Explain basic microbial morphology and physiology.
  - b. Describe the fundamentals of the infectious processes and nonspecific and specific defense mechanisms against disease.
  - c. Explain the methods of transmission of infectious diseases and describe the control procedure of these diseases with special emphasis on protection to the embalmer, the funeral director, and the public.
  - d. Differentiate between the indigenous microorganisms and pathogens and/or opportunists causing disease commonly associated with the human host and dead human remains.
  - e. Demonstrate knowledge of host-parasite relationships and interactions and the requirements for successful parasitism.
  - f. Describe and demonstrate knowledge of personal and environmental disinfection and decontamination procedures by proper use of chemical disinfection and sterilization procedures.

*Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, S2, S8*  
*Workplace Skills (See Appendix B): WP2, WP6*

2. Explain disease conditions and how they affect various parts of the body as related to the embalming or restorative art process.
  - a. Recognize why the pathological conditions and etiological factors require special procedures in the removal, handling, preparation, and disposition of human remains.
  - b. Demonstrate knowledge of diseases and related terminology which will enable competent communication with members of the medical community, allied professionals, and surviving family members.
  - c. Describe the benefits derived from the post-mortem examination of human remains.

*Related Academic Topics (See Appendix A): C1, C2, C3, C4, C6, S1, S8*  
*Workplace Skills (See Appendix B): WP2, WP6*

**Course Name:** Psychosocial Counseling in Funeral Service

**Course Abbreviation:** FST 2713

**Classification:** Vocational-Technical Core

**Description:** A study of various social groups and their relationship to the funeral, death, and disposition. Includes psychological aspects of emotions with emphasis on counseling techniques and grief resolution. (3 sch: 3 hr. lecture)

**Prerequisites:** None

**Competencies and Suggested Objectives:**

1. Explain the social phenomena that affect all elements of funeral service.
  - a. Discuss the application and purpose of sociology in funeral service.
  - b. Discuss the cultural requirement and cultural diversities of each family the funeral director is privileged to serve.
  - c. Recognize the family governing systems found in our society.
  - d. Explain the different types of family structure.
  - e. Discuss the changing social factors which affect American funeral rites and the families that are served.

*Related Academic Topics (See Appendix A): C1, C2, C3, C4, C6*

*Workplace Skills (See Appendix B): WP2, WP3, WP6*

2. Discuss the psychosocial aspects of death and dying.
  - a. Discuss the values and purposes of the funeral for the family and friends.
  - b. Recognize the typical responses experienced during the emotion of grief.
  - c. Describe the theories of grief including anticipatory grief, normal post-loss grief, and complicated post-loss grief.
  - d. Discuss issues relating to children and death.
  - e. Explain how grief affects the functioning of a family in terms of family roles, communication patterns, and expressing affection.
  - f. Recognize the difference between grief counseling and grief therapy and understand the limitations for the funeral director.
  - g. Discuss the basic skills and techniques utilized in counseling and apply them to Funeral Service.
  - h. Describe after-care services and recognize the importance of making referrals to the appropriate community resources.

*Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6*

*Workplace Skills (See Appendix B): WP2, WP3, WP6*



**Course Name:** Funeral Merchandising and Management

**Course Abbreviation:** FST 2814

**Classification:** Vocational-Technical Core

**Description:** Study of merchandising and management procedures necessary to operate a successful funeral practice. (4 sch: 4 hr. lecture)

**Prerequisites:** None

**Competencies and Suggested Objectives:**

1. Recognize the component parts of funeral merchandising.
  - a. Identify materials used in the construction of caskets:
    - (1) component parts
    - (2) interior materials
    - (3) types
    - (4) styles
  - b. Identify the different types, styles, and materials of outer-burial containers.
  - c. Identify alternatives to traditional funeral service merchandise to include urns, rental caskets, etc.

*Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, M1, M4*  
*Workplace Skills (See Appendix B): WP2, WP6*

2. Formulate merchandising strategies.
  - a. Discuss pricing philosophies.
  - b. Utilize effective methods of merchandise display and presentation.
  - c. Describe how merchandise is requisitioned and the various methods utilized.
  - d. Explain the importance of pre-need and at-need sales.

*Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, M1*  
*Workplace Skills (See Appendix B): WP2, WP3, WP6*

3. Discuss management techniques and theory as related to funeral service practice.
  - a. Identify the goals and objectives of funeral service management.
  - b. Describe management functions as they relate to funeral service practice.
  - c. Discuss contemporary concepts of funeral service management as they relate to client families and community, staff personnel, and professional associates.
  - d. Identify various areas of management.
  - e. Discuss operational procedures specific to funeral service.
  - f. Recognize basic insurance types and concepts, and establish an insurance program for the small business.

- g. Explain how credit and collections programs are managed in the funeral home.
- h. Explain the importance of managing a funeral home's capital assets.
- i. Discuss the procedures related to disaster management.
- j. Identify future trends in funeral service practice.

*Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, M1*  
*Workplace Skills (See Appendix B): WP2, WP3, WP6*

**Course Name:** Comprehensive Review

**Course Abbreviation:** FST 2911

**Classification:** Vocational-Technical Core

**Description:** Review of entire curriculum, culminating with an exam designed to prepare students for the national board or various state board examinations.  
(1 sch: 1 hr. lecture)

**Prerequisites:** To be taken during final semester of coursework.

**Competencies and Suggested Objectives:**

1. Review material to pass the National or State Board Examination.
  - a. Discuss exam content areas.
  - b. Complete mock exams.
  - c. Discuss test taking skills.

*Related Academic Topics (See Appendix A): C1, C4, C5, C6, M1, S1*  
*Workplace Skills (See Appendix B): WP2, WP6*

July 30, 1996

RELATED VOCATIONAL-TECHNICAL COURSES

30

**Course Name:** Fundamentals of Microcomputer Applications

**Course Abbreviation:** CPT 1113

**Classification:** Related Vocational-Technical (From Computer Information Systems Technology)

**Description:** This course will introduce information processing concepts to include: word processing, spreadsheet, and database management software. **Service course; not to be taken by Business and Office and Related Technology students.** (3 sch: 2 hr. lecture, 2 hr. lab)

**Prerequisites:** None

**Competencies and Suggested Objectives:**

1. Discuss hardware components.
  - a. Describe the input, output, and storage elements of the information processing cycle and explain each element.
  - b. Describe and discuss the three main classifications of the computer to include micro, mid-range, and mainframes.  
*Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, M1, S8*  
*Workplace Skills (See Appendix B): WP2, WP4, WP6*
2. Explain classes of software.
  - a. Describe functions of systems software.
  - b. Identify widely used software applications.
  - c. Discuss various high level languages.
  - d. Discuss data organization.  
*Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, M1, S8*  
*Workplace Skills (See Appendix B): WP2, WP4, WP6*
3. Create and print mailable documents.
  - a. Develop keyboarding skills.
  - b. Prepare letters using full block style.
  - c. Use word processing software to produce documents.  
*Related Academic Topics (See Appendix A): C1, C2, C4, C5, M1, S8*  
*Workplace Skills (See Appendix B): WP2, WP4, WP6*
4. Create and print spreadsheet.
  - a. Use spreadsheet software to produce acceptable worksheets.
  - b. Generate graphs from worksheets.  
*Related Academic Topics (See Appendix A): C1, C2, C4, C5, M1, M7, S8*  
*Workplace Skills (See Appendix B): WP2, WP4, WP6*
5. Create and print database files.
  - a. Use database software to produce databases.
  - b. Edit database records.

c. Print reports.

*Related Academic Topics (See Appendix A): C1, C2, C4, C5, M1, M7, S8*

*Workplace Skills (See Appendix B): WP2, WP4, WP6*

6. Integrate application information.

a. Merge a database with a word processing letter.

b. Merge a spreadsheet with a letter.

*Related Academic Topics (See Appendix A): C1, C2, C4, C5, M1, M7, S8*

*Workplace Skills (See Appendix B): WP2, WP4, WP6*

**Course Name:** Entrepreneurship

**Course Abbreviation:** MMT 2513

**Classification:** Related Vocational-Technical (From Marketing Management Technology)

**Description:** Study of the development of a product or services idea and the creation of an organization to further its growth. (3 sch: 2 hr. lecture, 2 hr. lab)

**Prerequisites:** None

**Competencies and Suggested Objectives:**

1. Develop a comprehensive business plan for creating a potential business.
  - a. Identify major advantages and disadvantages associated with going into business independently.
  - b. Identify the advantages and disadvantages of franchising a product and franchising an entire business operation.
  - c. Describe typical personal characteristics and experiences of entrepreneurs.
  - d. Explain financing alternatives for the entrepreneur.
  - e. Identify factors involved in determining the location of a proposed business.
  - f. Describe the legal forms of organization.
  - g. Develop a comprehensive plan for monitoring performance.

*Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, M1, M2, M6*

*Workplace Skills (See Appendix B): WP1, WP2, WP6*

July 30, 1996

RELATED ACADEMIC COURSES



July 30, 1996

**Course Name:** Microbiology

**Course Abbreviation:** BIO 2924

**Classification:** Related Academic

**Description:** A lecture/laboratory course providing a survey of the microbes (microscopic organisms) with emphasis and detailed study being placed on those affecting other forms of life, especially man. Laboratory is devoted to basic techniques of microbial study, such as identification, control, morphology, physiology, life cycles, and culture techniques.

July 30, 1996

**Course Name:** General Chemistry I

**Course Abbreviation:** CHE 1213

**Classification:** Related Academic

**Description:** Atomic and molecular structure, periodicity and atomic properties, stoichiometry, the mole concept, types of solutions, energy-enthalpy.

July 30, 1996

**Course Name:** Principles of Accounting I

**Course Abbreviation:** ACC 1213

**Classification:** Related Academic

**Description:** A study of the elementary accounting principles as applied to the various forms of business organizations, and an introduction to specialized fields of accounting.

43

July 30, 1996

SECTION III:  
RECOMMENDED TOOLS AND EQUIPMENT

44

## RECOMMENDED TOOLS AND EQUIPMENT FOR FUNERAL SERVICES TECHNOLOGY

### CAPITALIZED ITEMS:

1. Autoclave w/Dryer (1 per program)
2. Cot, Mortuary/Ambulance, One-person (1 per program)
3. Embalming Machine, Duotronic II or equivalent (2 per program)
4. Microscope, Eyepiece 10X (1 per program)
5. Porto-Lift Casket/Body, Hydraulic (1 per program)
6. Table, Dressing, Variable Heights (1 per program)
7. Table, Embalming, Hydraulic, Stainless Steel (1 per program)
8. Table, Embalming, Portable, Stainless Steel (1 per program)
9. Truck, 3 position, Casket, Church (1 per program)
10. Water Control Unit w/Air Suction (1 per program)
11. Computer, PC w/accessories (1 per 4 students)
12. Computer Workstation, Wood (1 per computer)
13. Printer, Laser (1 per 2 computers)

### NON-CAPITALIZED ITEM(S)

1. Aneurysm Hooks, Retractor, Stainless Steel (2 per program)
2. Aneurysm Hooks w/Vessel Expander (1 per program)
3. Arterial Tubes, Curved, various sizes (1 per size, 6 total per program)
4. Arterial Tube, "Y" Fitting w/twin stopcocks (1 per program)
5. Aspirator, Autopsy, Non-clogging, Chrome (1 per program)
6. Body Mover, Plastic Board (1 per program)
7. Cabinet, Instrument, Glass Doors Locking (1 per program)
8. Cart, Utility, 3 Shelf Stainless Steel (1 per program)
9. Drainage Tubes, various sizes (6 per program/various sizes)
10. Eye Wash Station, Water in-line (1 per program)
11. Forceps, Drainage, 7", Spring (1 per program)
12. Forceps, Stainless Steel, various sizes (1 per size, 6 total per program)
13. Groove Director, Stainless Steel (1 per program)
14. Hemostats, Stainless Steel, various sizes (1 per size)
15. Incision Spreader, Stainless Steel, Spring (1 per program)
16. Injector, Cavity, Chemical, Stainless Steel (1 per program)
17. Injector, Needle, Mouth Closure, Stainless Steel (1 per program)
18. Injector, Needle, Electric (1 per program)
19. Needles, Surgical Stainless Steel, various sizes (1 of each size)
20. Scissors, Stainless Steel, various sizes (1 of each size)
21. Shower, Emergency Drench (1 per program)
22. Stand, Instrument, Stainless Chrome (1 per program)

23. Table, Laboratory, Student (1 per 4 students)
24. Trocar, Cavity, various sizes (1 of each size)
25. Trocar, Hypodermic, Handle Value, 16 ½", 3/16" (1 per program)
26. Truck, Showroom, Casket (3 per program)
27. Tube, Nasal Aspirating, Curved, Slip Hub (1 per program)
28. Utility Shears, Dressing, Heavy Duty (1 per program)

#### INSTRUCTIONAL AIDS

1. Aspirator, Electric, 1/4 HP, Dual Water Attachment (1 per program)
2. Camcorder, VHS, 8x, Power Zoom Fl.6 Lens (1 per program)
3. Computer Workstation, Wood (1 per computer)
4. Head, Human, Anatomical, 6 part (1 per program)
5. Heart, Human, Anatomical, Full Size, Detailed (1 per program)
6. Projector, Overhead (1 per program)
7. Rack, Magazine Display (1 per program)
8. Skeleton, Human w/stand, detailed (1 per program)
9. Stand, TV/VCR, 2 shelf w/electrical cord (1 per program)
10. TV Monitor, Color 20" w/remote (1 per program)
11. Torso, Human, ½ body, Plastic (1 per program)
12. VCR, Video Recorder, 4 Head, Remote (1 per program)

#### COMPUTER SOFTWARE:

1. Data Digger Series: "Funeral Management Software." Association of Computer Services, Inc., 3952 Pendleton Way, Indianapolis, IN 46226.
2. "The Funeral Record Keeper." Business Software Solutions, Inc., 1552 Holiday Drive, Sandwich, IL 60548.

#### VIDEOS:

1. Order of the Golden Rule Training Series
  - a. Ethics in Funeral Service
  - b. First Call
  - c. Arrangements Conference
2. Infectious Diseases Funeral and Embalming Practices:
  - a. Part 1
  - b. Part 2
3. "Endings" Reflections on Death, Grief and Funerals. National Selected Morticians Resources, Inc.
4. Working Through Your Grief. Service Corporation International.
5. The Grit and Grace of Being a Caregiver. Willowgreen Productions.
6. The Last Dance. Cor Vision Media, Inc.

7. OSHA Compliance in Funeral Service. New Jersey Funeral Service Education Conference.
8. Living with OSHA. National Funeral Directors Association.
9. Understanding Casket Components. Dakota Media, Inc.
10. The Joy of Color: Basic Principles to Help You Enjoy the Universal Language of Color. GNF Enterprises, Inc.

SUGGESTED REFERENCES (1 per program except where otherwise noted):

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July 30, 1996

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Mortuary Administration & Funeral Management (2nd ed.). Professional Training  
Schools, Inc.



July 30, 1996

APPENDIX A:  
RELATED ACADEMIC TOPICS

## APPENDIX A

### RELATED ACADEMIC TOPICS FOR COMMUNICATIONS

- C1 Interpret written material.
- C2 Interpret visual materials (maps, charts, graphs, tables, etc.).
- C3 Listen, comprehend, and take appropriate actions.
- C4 Access, organize, and evaluate information.
- C5 Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.
- C6 Communicate ideas and information effectively using various oral and written forms for a variety of audiences and purposes.

### EXPANDED TOPICS FOR COMMUNICATIONS

#### TOPIC C1: Interpret written material.

- C1.01 Read and follow complex written directions.
- C1.02 Recognize common words and meanings associated with a variety of occupations.
- C1.03 Adjust reading strategy to purpose and type of reading.
- C1.04 Use sections of books and reference sources to obtain information.
- C1.05 Compare information from multiple sources and check validity.
- C1.06 Interpret items and abbreviations used in multiple forms.
- C1.07 Interpret short notes, memos, and letters.
- C1.08 Comprehend technical words and concepts.
- C1.09 Use various reading techniques depending on purpose for reading.
- C1.10 Find, read, understand, and use information from printed matter or electronic sources.

#### TOPIC C2: Interpret visual materials (maps, charts, graphs, tables, etc.).

- C2.01 Use visuals in written and in oral presentations.
- C2.02 Recognize visual cues to meaning (layout, typography, etc.).
- C2.03 Interpret and apply information using visual materials.

#### TOPIC C3: Listen, comprehend, and take appropriate action.

- C3.01 Identify and evaluate orally-presented messages according to purpose.
- C3.02 Recognize barriers to effective listening.
- C3.03 Recognize how voice inflection changes meaning.
- C3.04 Identify speaker signals requiring a response and respond accordingly.
- C3.05 Listen attentively and take accurate notes.
- C3.06 Use telephone to receive information.

C3.07 Analyze and distinguish information from formal and informal oral presentations.

TOPIC C4: Access, organize, and evaluate information.

C4.01 Distinguish fact from opinion.

C4.02 Use various print and non-print sources for specialized information.

C4.03 Interpret and distinguish between literal and figurative meaning.

C4.04 Interpret written or oral communication in relation to context and writer's point of view.

C4.05 Use relevant sources to gather information for written or oral communication.

TOPIC C5: Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.

C5.01 Select appropriate words for communication needs.

C5.02 Use reading, writing, listening, and speaking skills to solve problems.

C5.03 Compose inquiries and requests.

C5.04 Write persuasive letters and memos.

C5.05 Edit written reports, letters, memos, and short notes for clarity, correct grammar, and effective sentences.

C5.06 Write logical and understandable statements, phrases, or sentences for filling out forms, for correspondence or reports.

C5.07 Write directions or summaries of processes, mechanisms, events, or concepts.

C5.08 Select and use appropriate formats for presenting reports.

C5.09 Convey information to audiences in writing.

C5.10 Compose technical reports and correspondence that meet accepted standards for written communications.

TOPIC C6: Communicate ideas and information using oral and written forms for a variety of audiences and purposes.

C6.01 Give complex oral instructions.

C6.02 Describe a business or industrial process/mechanism.

C6.03 Participate effectively in group discussions and decision making.

C6.04 Produce effective oral messages utilizing different media.

C6.05 Explore ideas orally with partners.

C6.06 Participate in conversations by volunteering information when appropriate and asking relevant questions when appropriate.

C6.07 Restate or paraphrase a conversation to confirm one's own understanding.

C6.08 Gather and provide information utilizing different media.

- C6.09 Prepare and deliver persuasive, descriptive, and demonstrative oral presentations.

### RELATED ACADEMIC TOPICS FOR MATHEMATICS

- M1 Relate number relationships, number systems, and number theory.
- M2 Explore patterns and functions.
- M3 Explore algebraic concepts and processes.
- M4 Explore the concepts of measurement.
- M5 Explore the geometry of one-, two-, and three-dimensions.
- M6 Explore concepts of statistics and probability in real world situations.
- M7 Apply mathematical methods, concepts, and properties to solve a variety of real-world problems.

### EXPANDED TOPICS FOR MATHEMATICS

TOPIC M1: Relate number relationships, number systems, and number theory.

- M1.01 Understand, represent, and use numbers in a variety of equivalent forms (integer, fraction, decimal, percent, exponential, and scientific notation) in real world and mathematical problem situations.
- M1.02 Develop number sense for whole numbers, fractions, decimals, integers, and rational numbers.
- M1.03 Understand and apply ratios, proportions, and percents in a wide variety of situations.
- M1.04 Investigate relationships among fractions, decimals, and percents.
- M1.05 Compute with whole numbers, fractions, decimals, integers, and rational numbers.
- M1.06 Develop, analyze, and explain procedures for computation and techniques for estimations.
- M1.07 Select and use an appropriate method for computing from among mental arithmetic, paper-and-pencil, calculator, and computer methods.
- M1.08 Use computation, estimation, and proportions to solve problems.
- M1.09 Use estimation to check the reasonableness of results.

TOPIC M2: Explore patterns and functions.

- M2.01 Describe, extend, analyze, and create a wide variety of patterns.
- M2.02 Describe and represent relationships with tables, graphs, and rules.
- M2.03 Analyze functional relationships to explain how a change in one quantity results in a change in another.
- M2.04 Use patterns and functions to represent and solve problems.
- M2.05 Explore problems and describe results using graphical, numerical, physical, algebraic, and verbal mathematical models or representations.

- M2.06 Use a mathematical idea to further their understanding of other mathematical ideas.
- M2.07 Apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as art, music, and business.

TOPIC M3: Explore algebraic concepts and processes.

- M3.01 Represent situations and explore the interrelationships of number patterns with tables, graphs, verbal rules, and equations.
- M3.02 Analyze tables and graphs to identify properties and relationships and to interpret expressions and equations.
- M3.03 Apply algebraic methods to solve a variety of real world and mathematical problems.

TOPIC M4: Explore the concepts of measurement.

- M4.01 Estimate, make, and use measurements to describe and compare phenomena.
- M4.02 Select appropriate units and tools to measure to the degree of accuracy required in a particular situation.
- M4.03 Extend understanding of the concepts of perimeter, area, volume, angle measure, capacity, and weight and mass.
- M4.04 Understand and apply reasoning processes, with special attention to spatial reasoning and reasoning with proportions and graphs.

TOPIC M5: Explore the geometry of one-, two-, and three-dimensions.

- M5.01 Identify, describe, compare, and classify geometric figures.
- M5.02 Visualize and represent geometric figures with special attention to developing spatial sense.
- M5.03 Explore transformations of geometric figures.
- M5.04 Understand and apply geometric properties and relationships.
- M5.05 Classify figures in terms of congruence and similarity and apply these relationships.

TOPIC M6: Explore the concepts of statistics and probability in real world situations.

- M6.01 Systematically collect, organize, and describe data.
- M6.02 Construct, read, and interpret tables, charts, and graphs.
- M6.03 Develop an appreciation for statistical methods as powerful means for decision making.
- M6.04 Make predictions that are based on exponential or theoretical probabilities.

M6.05 Develop an appreciation for the pervasive use of probability in the real world.

TOPIC M7: Apply mathematical methods, concepts, and properties to solve a variety of real-world problems.

M7.01 Use computers and/or calculators to process information for all mathematical situations.

M7.02 Use problem-solving approaches to investigate and understand mathematical content.

M7.03 Formulate problems from situations within and outside mathematics.

M7.04 Generalize solutions and strategies to new problem situations.

### RELATED ACADEMIC TOPICS FOR SCIENCE

S1 Explain the Anatomy and Physiology of the human body.

S2 Apply the basic biological principles of Plants, Viruses and Monerans, Algae, Protista, and Fungi.

S3 Relate the nine major phyla of the kingdom animalia according to morphology, anatomy, and physiology.

S4 Explore the chemical and physical properties of the earth to include Geology, Meteorology, Oceanography, and the Hydrologic Cycle.

S5 Investigate the properties and reactions of matter to include symbols, formulas and nomenclature, chemical equations, gas laws, chemical bonding, acid-base reactions, equilibrium, oxidation-reduction, nuclear chemistry, and organic chemistry.

S6 Explore the principles and theories related to motion, mechanics, electricity, magnetism, light energy, thermal energy, wave energy, and nuclear physics.

S7 Explore the principles of genetic and molecular Biology to include the relationship between traits and patterns of inheritance, population genetics, the structure and function of DNA, and current applications of DNA technology.

S8 Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.

### EXPANDED TOPICS FOR SCIENCE

TOPIC S1: Explain the Anatomy and Physiology of the human body.

S1.01 Recognize common terminology and meanings.

S1.02 Explore the relationship of the cell to more complex systems within the body.

- S1.03 Summarize the functional anatomy of all the major body systems.
- S1.04 Relate the physiology of the major body systems to its corresponding anatomy.
- S1.05 Compare and contrast disease transmission and treatment within each organ system.
- S1.06 Explore the usage of medical technology as related to human organs and organ systems.
- S1.07 Explain the chemical composition of body tissue.

TOPIC S2: Apply the basic biological principles of Plants, Viruses and Monerans, Algae, Protista, and Fungi.

- S2.01 Identify the major types and structures of plants, viruses, monera, algae protista, and fungi.
- S2.02 Explain sexual and asexual reproduction.
- S2.03 Describe the ecological importance of plants as related to the environment.
- S2.04 Analyze the physical chemical and behavioral process of a plant.

TOPIC S3: Relate the nine major phyla of the kingdom animalia according to morphology, anatomy, and physiology.

- S3.01 Explain the morphology, anatomy, and physiology of animals.
- S3.02 Describe the characteristics, behaviors, and habitats of selected animals.

TOPIC S4: Explore the chemical and physical properties of the earth to include Geology, Meteorology, Oceanography, and the Hydrologic Cycle.

- S4.01 Examine minerals and their identification, products of the rock cycle, byproducts of weathering, and the effects of erosion.
- S4.02 Relate the Hydrologic Cycle to include groundwater its zones, movement, and composition; surface water systems, deposits, and runoff.
- S4.03 Consider the effects of weather and climate on the environment.
- S4.04 Examine the composition of seawater; wave, tides, and currents; organisms, environment, and production of food; energy, food and mineral resources of the oceans.

TOPIC S5: Investigate the properties and reactions of matter to include symbols, formulas and nomenclature, chemical equations, gas laws, chemical bonding, acid-base reactions, equilibrium, oxidation-reduction, nuclear chemistry, and organic chemistry.

- S5.01 Examine the science of chemistry to include the nature of matter, symbols, formulas and nomenclature, and chemical equations.

- S5.02 Identify chemical reactions including precipitation, acids-bases, and reduction-oxidation.
- S5.03 Explore the fundamentals of chemical bonding and principles of equilibrium.
- S5.04 Relate the behavior of gases.
- S5.05 Investigate the structure, reactions, and uses of organic compounds; and investigate nuclear chemistry and radiochemistry.

TOPIC S6: Explore the principles and theories related to motion, mechanics, electricity, magnetism, light energy, thermal energy, wave energy, and nuclear physics.

- S6.01 Examine fundamentals of motion of physical bodies and physical dynamics.
- S6.02 Explore the concepts and relationships among work, power, and energy.
- S6.03 Explore principles, characteristics, and properties of electricity, magnetism, light energy, thermal energy, and wave energy.
- S6.04 Identify principles of modern physics related to nuclear physics.

TOPIC S7: Explore the principles of genetic and molecular Biology to include the relationship between traits and patterns of inheritance; population genetics, the structure and function of DNA, and current applications of DNA technology.

- S7.01 Examine principles, techniques, and patterns of traits and inheritance in organisms.
- S7.02 Apply the concept of population genetics to both microbial and multicellular organism.
- S7.03 Identify the structure and function of DNA and the uses of DNA technology in science, industry, and society.

TOPIC S8: Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.

- S8.01 Apply the components of scientific processes and methods in classroom and laboratory investigations.
- S8.02 Observe and practice safe procedures in the classroom and laboratory.
- S8.03 Demonstrate proper use and care for scientific equipment.
- S8.04 Investigate science careers, and advances in technology.
- S8.05 Communicate results of scientific investigations in oral, written, and graphic form.



July 30, 1996

APPENDIX B:  
WORKPLACE SKILLS

57

APPENDIX B  
WORKPLACE SKILLS FOR THE 21ST CENTURY

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.

July 30, 1996

APPENDIX C:  
STUDENT COMPETENCY PROFILE:

## STUDENT COMPETENCY PROFILE FOR FUNERAL SERVICES TECHNOLOGY

Student: \_\_\_\_\_

This record is intended to serve as a method of noting student achievement of the competencies in each course. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the program.

In the blank before each competency, place the date on which the student mastered the competency.

### Mortuary Anatomy I (FST 1113)

\_\_\_\_\_ 1. Discuss human anatomical structure as it relates to the embalming process.

### Embalming I (FST 1214)

- \_\_\_\_\_ 1. Utilize necessary terminology as related to funeral service industry.  
 \_\_\_\_\_ 2. Explain proper safety procedures as related to funeral service technology.  
 \_\_\_\_\_ 3. Explain the embalming techniques and procedures.  
 \_\_\_\_\_ 4. Discuss the basic principles of chemistry as they relate to funeral service.

### Funeral Directing (FST 1314)

- \_\_\_\_\_ 1. Discuss the historical development of funeral customs.  
 \_\_\_\_\_ 2. Explain the duties, legalistic and ethical conduct of a modern funeral director.  
 \_\_\_\_\_ 3. Apply effective communication skills within the funeral service profession.  
 \_\_\_\_\_ 4. Discuss types of funeral services.

### Mortuary Anatomy II (FST 1123)

- \_\_\_\_\_ 1. Discuss and compare the various systems of the body.  
 \_\_\_\_\_ 2. Apply knowledge of the circulatory system

### Embalming II (FST 1225)

- \_\_\_\_\_ 1. Explain normal and special embalming techniques and procedures.

- \_\_\_\_\_ 2. Apply knowledge and skills acquired in previous didactic and laboratory funeral service course work.

Funeral Service Ethics and Law (FST 1414)

- \_\_\_\_\_ 1. Discuss the application of ethical principles to funeral service.  
\_\_\_\_\_ 2. Identify the various sources of funeral service law.  
\_\_\_\_\_ 3. Explain legal aspects of being a licensed funeral director/embalmer.  
\_\_\_\_\_ 4. Explain legal status of the dead human body.  
\_\_\_\_\_ 5. Explain the legal implications of committing torts.  
\_\_\_\_\_ 6. Explain what constitutes mental anguish.  
\_\_\_\_\_ 7. Explain the establishment and operation of funeral home and/or cemetery.

Restorative Art (FST 1513)

- \_\_\_\_\_ 1. Identify and describe anatomical features as related to the head and face.

Color and Cosmetics (FST 2523)

- \_\_\_\_\_ 1. Describe colors theory and application to restorative techniques in the funeral setting.

Microbiology/Pathology (FST 2614)

- \_\_\_\_\_ 1. Explain the basic principles of microbiology as it relates to Funeral Service Education.  
\_\_\_\_\_ 2. Explain disease conditions and how they affect various parts of the body as related to the embalming or restorative art process.

Psychosocial Counseling in Funeral Service (FST 2713)

- \_\_\_\_\_ 1. Explain the social phenomena that effect all elements of funeral service.  
\_\_\_\_\_ 2. Discuss the psychosocial aspects of death and dying.

Funeral Merchandising and Management (FST 2814)

- \_\_\_\_\_ 1. Recognize the component parts of funeral merchandising.  
\_\_\_\_\_ 2. Formulate merchandising strategies.  
\_\_\_\_\_ 3. Discuss management techniques and theory as related to funeral service practice.

July 30, 1996

Comprehensive Review (FST 2911)

- \_\_\_\_\_ 1. Review material to pass the National or State Board Examination.

62