



OAKLAND
COMMUNITY
COLLEGE®

WELCOME TO THE CURRICULUM REVIEW SELF-STUDY PROCESS

Discipline/Program Cosmetology Coordinator(s) Imagene Bailey

CRC Mentor Beverly Stanbrough, Dean Review Date: December 4, 2009

Thank you for agreeing to coordinate the Curriculum Review in your area. As Discipline/Program Review Coordinator, it is your responsibility to make sure the steps detailed below are completed by the Review Date. Your packet includes instructions and forms for completing the Review. If needed, a CRC mentor is available to you. Your Dean will also be able to provide meaningful assistance in completing this important task.

In the Part I-Core Review, the College asks your discipline/program to analyze its curriculum from a variety of perspectives. These include course offerings and contents, enrollment/retention, transfer trends, and plans for the future. An additional section of activities is contained in Part II. The nature of these review activities will depend on whether you are a member of a Discipline or a Program.

Included in this document to help you work on your review are: 1) Data Collection forms to distribute to your Discipline/Program colleagues and 2) Data Analysis forms with summary sections. Allow two to three months for this work. Please send all completed forms to the Chair of CRC 3 weeks prior to your scheduled review.

Once again, thank you for agreeing to work on this very important process with your colleagues. Together we will constantly strive to ensure the excellence of instruction at OCC.

College Curriculum Review Membership 2008-2009

Imagene Bailey (OR)
Thomas Boozer (AH)
Nadia Boulos (HL)
Aletia Droba (RO)
Cheryl Neely (RO)

Diane Hill (OR)
Tony Ingram (OR)
Darlene Levinson (OR)
David Mathews (RO)
Gayle Mazzocco (HL)

Janet Peart (AH)
Letyna Roberts (ex-officio)
Beverly Stanbrough (RO/SF)
Gail Mays-Chair (AH)
Mary Moon (AH)

Bailey, Imagene

From: Orlowski, Martin A
Sent: Monday, February 09, 2009 10:10 AM
To: Bailey, Imagene
Cc: CRC; Maze, Mary C
Subject: Cosmetology CRC Review

Hi Imogene,

At the request of the Curriculum Review Committee (CRC) and in support of your efforts to prepare for the upcoming Cosmetology program review the following major highlights were compiled from a variety of reports which are used in the review process.

- OCC offers two cosmetology programs, Cosmetology Stylist and Cosmetology Management. The Cosmetology Management program leads to an associate in applied science degree in which OCC will grant a block of 30 credit hours to students who have completed the approved 1,500 clock hours of training provided by an accredited school of Cosmetology or a state certified school of Cosmetology which is not accredited provided the student has acquired a license to practice as a Cosmetologist in the state of Michigan.
- Note: The College Catalog does not have a description for the stylist program.
- The stylist program has awarded a total of ten Associate Degrees over the last ten years, while the management program has graduated a total of 71 Associate Degrees over the same time frame.
- Generally, there are three occupational categories related to the cosmetology profession in Southeast Michigan. For stylists these include Barbers, Hairdressers and Hairstylists, while First-Line Supervisors/Managers of Personal Service Workers are associated with the management program. Employment opportunities for these occupations are mixed over the next five years. On one hand, Barbers are expected to experience a slight decline, while Hairdressers, Hairstylists, and Cosmetologists are projected to see moderate growth. Specifically, over 650 new jobs and over 400 replacement jobs are projected by 2014. In terms of management positions, less growth is projected with approximately 140 new jobs and 350 replacement jobs.
- Some public vocational schools offer cosmetology programs, while others offer separate hairstyling, esthetics (skin care), and nail technician programs. There are also many private cosmetology schools (often called beauty schools). Both public and private programs range from about 6 months to 2 years in length. It is usually possible to do the programs part-time, over a longer period. All programs include classroom study, demonstrations, and practical work.
- Licensing for cosmetologists is mandatory throughout the US. Specific licensing requirements vary from state to state, but usually graduation from a state-licensed cosmetology school is necessary, followed by completion of a written and a practical exam.

The reports which support these highlights have been put into a binder and will be sent to you and CRC Chair Gail Mays. If you have any questions, please feel free to call me at 3880.

Degree Program Overview

DATA ANALYSIS

CORE REVIEW

C. ENROLLMENT TRENDS AND STUDENT RETENTION

Coordinator: The Dashboard report on your Discipline/Program will collect the necessary data in regard to Enrollment Trends and Student Retention. Use this form to review that data in the following areas. Please also attach Dashboard Data.

Enrollment (Use the Dashboard data on Average Section Size, Sections Filled to Capacity, Percent of Completed Sections, Percent Change in Headcount, and Percent Change in Credit Hours to discuss this area.)

Minority Students (Use the Dashboard data on Minority Students to discuss this area.)

Student and Course Success (Use the Dashboard data on Percent of Withdrawals, Percent of Incompletes, and Student Course Completion Rate to discuss this area.)

THE UNITED STATES OF AMERICA
DO hereby certify that the following is a true and correct copy of the original as the same appears in the records of the

DEPARTMENT OF THE INTERIOR
BUREAU OF LAND MANAGEMENT

LAND OFFICE
[REDACTED]

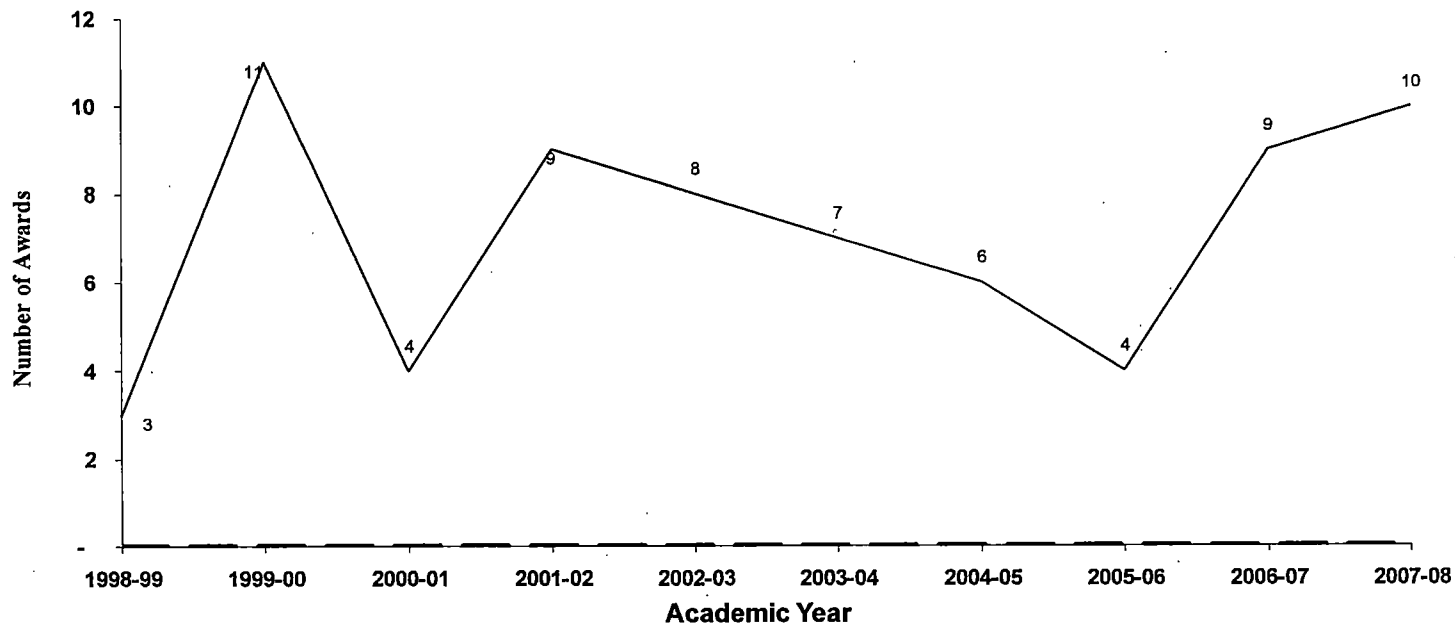
UNITED STATES OF AMERICA
BUREAU OF LAND MANAGEMENT
[REDACTED]

ATTEST:

UNITED STATES

DEPARTMENT OF THE INTERIOR

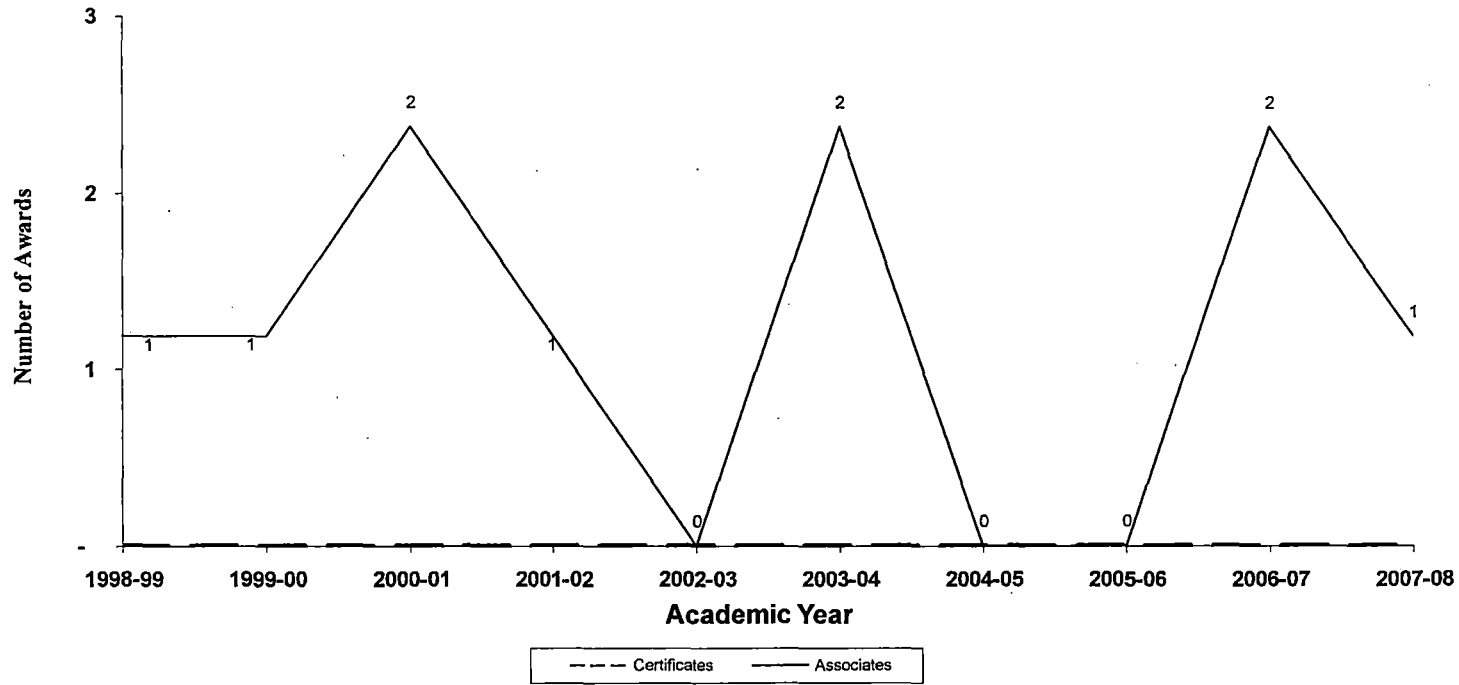
**Oakland Community College
Associate Degrees and Certificates Awarded
Cosmetology-MGT
1998-99 through 2007-08**



--- Certificates — Associates

<u>Academic Yr.</u>	<u>Certificates</u>	<u>Associates</u>
1998-99	0	3
1999-00	0	11
2000-01	0	4
2001-02	0	9
2002-03	0	8
2003-04	0	7
2004-05	0	6
2005-06	0	4
2006-07	0	9
2007-08	0	10

**Oakland Community College
Associate Degrees and Certificates Awarded
Cosmetology
1998-99 through 2007-08**



<u>Academic Yr.</u>	<u>Certificates</u>	<u>Associates</u>
1998-99	0	1
1999-00	0	1
2000-01	0	2
2001-02	0	1
2002-03	0	0
2003-04	0	2
2004-05	0	0
2005-06	0	0
2006-07	0	2
2007-08	0	1

Cosmetology Occupation Projections 2009-2014

Region Info										
Region: SE Michigan Four-County Region										
County Areas: Livingston, Michigan (26093), Macomb, Michigan (26099), Oakland, Michigan (26125), Wayne, Michigan (26163)										
SOC Code	Description	2009 Jobs	2014 Jobs	Change	% Change	New & Rep. Jobs	% New & Rep.	2007 Median Hourly Earnings	2007 Avg Hourly Earnings	Education Level
39-1021	First-line supervisors/managers of personal service workers	1,985	2,127	142	7%	348	18%	\$16.9	\$18.08	Work experience in a related field
39-5011	Barbers	276	247	(29)	(11%)	(3)	(1%)	\$11.74	\$14.37	Postsecondary vocational award
39-5012	Hairdressers, hairstylists, and cosmetologists	7,486	8,158	672	9%	1,097	15%	\$9.47	\$11.27	Postsecondary vocational award
		9,747	10,533	786	8%	1,443	15%	\$11.06	\$12.76	
Source: EMSI Covered Employment - Spring 2008 Release v. 2										

**ENROLLMENT TRENDS AND STUDENT RETENTION
REVIEW SUMMARY:**

DATA COLLECTION

Student Financial Resources and Scholarships

Student Financial Resources and Scholarships

IMPORTANT: State of Michigan Financial Aid

2009 - 2010 Financial Aid Priority Dates

NEW! 2009 - 2010 Fall / Winter Student Loans

2009 Summer Student Loans • 2009 Summer Financial Aid Application

2009-2010 Understanding Financial Assistance and Scholarships

Check for your Award Letter

PLUS Loan Application Available

Book Voucher Deadlines

UPDATED! ATTENTION: FINANCIAL AID RECIPIENTS

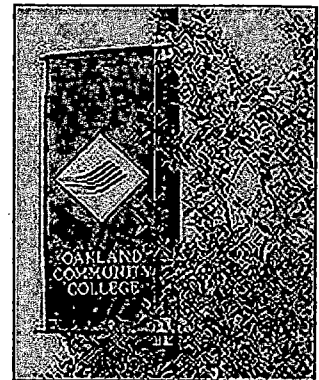
WINTER 2010 FOUNDATION SCHOLARSHIPS ARE HERE!

A college education has never been more accessible than it is today. The availability of scholarships and financial assistance makes the cost of attending college within everyone's reach.

At Oakland Community College, you enjoy one of the lowest tuition rates in the state of Michigan!

Oakland Community College offers a wide range of financial assistance programs consisting of:

- scholarships
- grants
- work-study
- loans
- New Federal Grant
- New Federal Program



For more information read our [Awards page](#)

These programs are designed to provide qualified students with funds to assist them in the pursuit of their educational goals. Funds are provided by:

- Federal Government
- State of Michigan
- Oakland Community College
- Private Donors

Most awards are based on financial need, but there are programs that offer assistance based on academic achievement and/or non-need.

Student Financial Budgets in OCC

Student Budgets in OCC

Rates for 2009/2010 Academic Year

OCC offers this low tuition rate while still providing the same quality education you would receive at other colleges and universities. If you compare the savings at OCC vs. the tuition costs at other schools over a two year period, the affordability of an OCC education is apparent.

Oakland

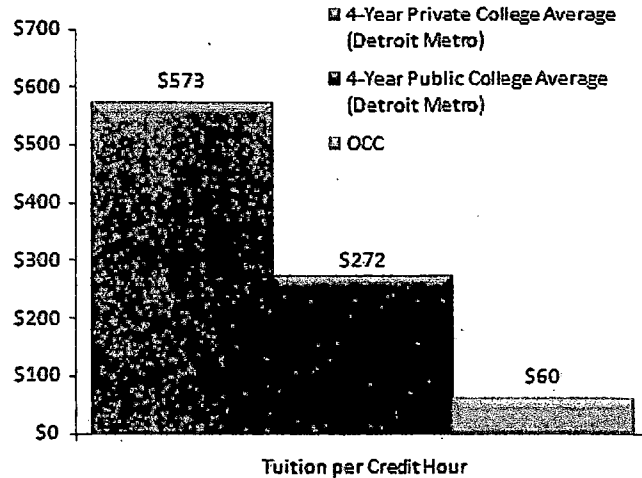
\$60.10/credit hour

Non-residents of Oakland County

\$101.70/credit hour

Out-of-state and International students

\$142.70/credit hour



Cost of Attendance (COA) for 2008/2009 Academic Year

The Cost of Attendance (COA) is the total amount it will cost you to attend OCC for an academic year determined using rules established by congress. The COA is calculated using tuition, fees, housing, food, transportation, books, and supplies, personal expenses, and other costs, depending on your circumstances and program of study.

Cost of Attendance Chart for in-district tuition

Dependent

Enrollment Status	Full time (12+ credits)	3/4 time (9-11 credits)	1/2 time (6-8 credits)	LHT (less than half-time 1-5 credits)
Tuition and Fees (Actual)	1680	1190	820	440
Books and Supplies	990	740	490	240
Transportation	1980	1490	990	490
Miscellaneous Expenses	720	540	360	0
Room and Board	4510	4510	4510	0
TOTAL	9880	8470	7170	1170

Independent

Enrollment Status	Full time (12+ credits)	3/4 time (9-11 credits)	1/2 time (6-8 credits)	LHT (less than half-time 1-5 credits)
Tuition and Fees (Actual)	1680	1190	820	440

Books and Supplies	990	740	490	240
Transportation	1980	1490	990	490
Miscellaneous Expenses	720	540	360	0
Room and Board	6680	6680	6680	0
TOTAL	12050	10640	9340	1170

If you **dependent**, your Room and Board figures are less because they are provided by your parents. Generally, these students are considered dependent unless they meet the independent student criteria.

In order to be considered as an **independent student** for financial aid purposes, you must meet one of the following:

- you were at least 24 years old at the beginning of this calendar year.
- you are a graduate or professional student beyond a Bachelor's degree
- you are a married student
- you are a veteran of the U.S. Armed Forces
- you are an orphan or ward of the court
- you have a legal dependent(s) other than a spouse.

You are considered to be a **dependent student** if you do not meet any of the criteria used to determine an independent student.

If you are a dependent student, you must provide financial information for yourself and your parents.

A federal formula determined by Congress is used to calculate an amount, called your **Expected Family Contribution (EFC)**, which determines how much your family can contribute to help pay for school. Factors such as taxable and nontaxable income, assets, and benefits are all considered in this calculation. Please note that your EFC is not an amount you must pay to the college in order to receive financial aid. It is the amount your family is expected to contribute to the cost of your education. Some financial aid programs can replace your EFC.

A family/student demonstrates financial need when Cost of Attendance (COA) minus the Expected Family Contribution (EFC) is greater than zero.

Need Equation

Cost of Attendance
 - Expected Family Contribution

Financial Need/Eligibility For Aid

Top

COSMETOLOGY
Associate in Applied Science

COSMETOLOGY

Associate in Applied Science



Business, Management, Marketing and Technology

MANAGEMENT OPTION (COS.MGT.AAS)

The Cosmetology Management Option is an associate in applied science degree. Oakland Community College will grant a block of 30 credit hours (applicable to cosmetology program only) to students who have completed the approved 1,500 clock hours of training provided by an accredited school of Cosmetology or a state certified school of Cosmetology which is not accredited provided the student has acquired a license to practice as a Cosmetologist in the state of Michigan. (A student who has completed a 1,200 clock hour program of training in cosmetology and who has three years of work experience and achieved licensure will also be granted the credits.)

Fifteen hundred (1,500) clock hours completed is evidenced by a notarized copy of a current state license.

Major Requirements

Credits

Cosmetology Courses to total 30 credits.

Required Supportive Courses

ACC 1500	Accounting for the Small Business Owner	3
BUS 1210	Starting and Operating a Small Business.....	3
BUS 2030	Business Law I.....	3
ENG 1350*	Business Communications.....	3
or		
ENG 2200*	Professional Communication.....	4

In addition to the above required courses, students must select one of the following:

BUS 1100	Introduction to Business.....	4
BUS 1310	Principles of Supervision.....	3
MAT 1070	Business Mathematics.....	3
MKT 1020	Salesmanship.....	3

See degree requirements for an associate in applied science degree on p. 81.

General Education Requirement

See p. 69 or inside back cover.

Necessary Electives to Total 62

Associate in Applied Science



Business, Management, Marketing and Technology

STYLIST OPTION (COS.STY.AAS)

Major Requirements

Credits

Cosmetology Courses to total 30 credits.

Required Supportive Courses

ART 1520*	Basic Design.....	3
ENG 1350*	Business Communications.....	3
or		
ENG 2200*	Professional Communication.....	4
MAT 1070	Business Mathematics.....	3
MKT 1020	Salesmanship.....	3
SOC or PSY	Elective.....	3
SPE 1290*	Interpersonal Communication.....	3

In addition to the above required courses and with a counselor recommendation, students may select one of the following:

CNS 1140	Seminar: Human Potential.....	1
CNS 1160	Personal Assertiveness.....	2

See degree requirements for an associate in applied science degree on p. 81.

General Education Requirement

See p. 69 or inside back cover.

Necessary Electives to Total 62

* Course may be used to meet General Education requirements.

**Cosmetology
Major Highlights
February 2009**

**Cosmetology
Major Highlights
February 2009**

Overview

The information contained in this binder represents supporting reports and data associated with the CRC's review of the Cosmetology program. These reports are intended to provide a historical perspective, as well as an idea of current strengths and future challenges facing the program which may impact short and long term planning.

Major Highlights

- OCC offers two cosmetology programs, Cosmetology Stylist and Cosmetology Management. The Cosmetology Management program leads to an associate in applied science degree in which OCC will grant a block of 30 credit hours to students who have completed the approved 1,500 clock hours of training provided by an accredited school of Cosmetology or a state certified school of Cosmetology which is not accredited provided the student has acquired a license to practice as a Cosmetologist in the state of Michigan.
- Note: The College Catalog does not have a description for the stylist program.
- The stylist program has awarded a total of ten Associate Degrees over the last ten years, while the management program has graduated a total of 71 Associate Degrees over the same time frame.
- Generally, there are three occupational categories related to the cosmetology profession in Southeast Michigan. For stylists these include Barbers, Hairdressers and Hairstylists, while First-Line Supervisors/Managers of Personal Service Workers are associated with the management program. Employment opportunities for these occupations are mixed over the next five years. On one hand, Barbers are expected to experience a slight decline, while Hairdressers, Hairstylists, and Cosmetologists are projected to see moderate growth. Specifically, over 650 new jobs and over 400 replacement jobs are projected by 2014. In terms of management positions, less growth is projected with approximately 140 new jobs and 350 replacement jobs.
- Some public vocational schools offer cosmetology programs, while others offer separate hairstyling, esthetics (skin care), and nail technician programs. There are also many private cosmetology schools (often called beauty schools). Both public and private programs range from about 6 months to 2 years in length. It is usually possible to do the programs part-time, over a longer period. All programs include classroom study, demonstrations, and practical work.
- Licensing for cosmetologists is mandatory throughout the US. Specific licensing requirements vary from state to state, but usually graduation from a state-licensed cosmetology school is necessary, followed by completion of a written and a practical exam.

Cosmetology
Management Option (COS.MGT.AAS)

COSMETOLOGY**Associate in Applied Science****MANAGEMENT OPTION (COS.MGT.AAS)**

Cosmetology is an Associate in Applied Science Degree program. Oakland Community College will grant a block of 30 credit hours (applicable to cosmetology program only) to students who have completed the approved 1500 clock hours of training provided by an accredited school of Cosmetology or a state certified school of Cosmetology which is not accredited provided the student has acquired a license to practice as a Cosmetologist in the state of Michigan. (A student who has completed a 1200 clock hour program of training in cosmetology and who has three years of work experience and achieved licensure will also be granted the credits.)

Fifteen hundred (1,500) clock hours completed is evidenced by a notarized copy of a current state license.

Major Requirements

Cosmetology Courses to total 30 credits.

Required Supportive Courses

		Credits
ACC 1500	Accounting for the Small Business Owner	3
BUS 1210	Starting and Operating a Small Business	3
BUS 2030	Business Law I	3
ENG 1350*	Business Communications	3
or		
ENG 2200*	Professional Communication	4

In addition to the above required courses, students must select one of the following:

BUS 1100	Introduction to Business	4
BUS 1310	Principles of Supervision	3
MAT 1070	Business Mathematics	3
MKT 1020	Salesmanship	3

See Graduation Requirements for an Associate in Applied Science Degree.

Necessary Electives to Total **62**

* Course may be used to meet General Education requirements.

COSMETOLOGY

Stylist Option (COS.STY.AAS)

COSMETOLOGY**Associate in Applied Science****STYLIST OPTION (COS.STY.AAS)**

Cosmetology Courses to total 30 credits.

Required Supportive Courses

Required Supportive Courses		Credits
ART 1520●	Basic Design	3
ENG 1350●	Business Communications	3
<i>or</i>		
ENG 2200●	Professional Communication	4
MAT 1070	Business Mathematics	3
MKT 1020	Salesmanship	3
SOC or PSY	Elective	3
SPE 1290●	Interpersonal Communication	3

In addition to the above required courses and with a counselor recommendation, students may select one of the following:

CNS 1140	Seminar: Human Potential	1
CNS 1160	Personal Assertiveness	2

See Graduation Requirements for an Associate in Applied Science Degree.

Necessary Electives to Total **62**

● Course may be used to meet General Education requirements.

Cosmetology Occupational Description

Cosmetology Job Description

Aztec women made themselves more enticing by powdering their faces with yellow ochre. Eighteenth-century Englishwomen preferred men in long curly wigs. Even the 5,000 year old body of the Iceman found in the Italian Alps bears what appear to be decorative tattoos. Today, if we want to enhance the features given to us by Mother Nature, we turn to cosmetologists. These beauty professionals work on our hair, skin, and nails.

Today's cosmetologists are trained in a lot more than decorating and painting us. In addition to knowing how to style hair and apply make-up, they are also trained to keep our hair, skin, and nails healthy and in good condition.

Besides providing services like cutting long hair, straightening curly hair, or turning a brunette into a blonde, cosmetologists who work on hair know what products and techniques to use to correct problems such as dandruff, or dry and brittle hair.

Some cosmetologists specialize in skin care, giving facials, manicures, and pedicures. When doing facials, cosmetologists use cosmetic creams, facial masks, and massage techniques to cleanse, tone, and moisturize the face. Cosmetologists can also provide makeup analysis, advising clients on the range of colors that work best with their skin tone and coloring.

Manicures keep the nails healthy and attractive. Cuticles are trimmed, and fingernails are cleaned, shaped, and polished. Pedicures help tired feet look and feel good. Cosmetologists trim calluses, file away dead skin, moisturize and massage the feet, and trim and polish toenails.

Source: Michigan Career Pathways

Working Conditions

Because most salons are open long hours and on weekends, working hours for cosmetologists can be very flexible, and some may be able to set their own schedules. On the other hand, a cosmetologist might have to work evenings and weekends. Many cosmetologists work part-time, combining their jobs with family or other responsibilities.

Hairstyling can be hard work physically. Cosmetologists are often on their feet for many hours at a time, and this can get uncomfortable.

Cosmetologists also spend hours every day exposed to the chemicals used in hairstyling and nail care. Some develop sensitivities or allergies to the fumes.

Cosmetologists can also work outside salons. Some work at spas instead. Others use their knowledge to become sales representatives for beauty product companies, or to demonstrate and sell cosmetics and skin care products in large department stores. Depending on their educational background, experienced cosmetologists can become teachers at cosmetology schools.

Earnings

A cosmetologist working in a salon may be paid in a number of ways: by the hour, straight salary, salary plus commission, or straight commission. Most salons sell lines of beauty products; in some cases, cosmetologists get a small commission when their clients buy the products.

A number of factors determine the total income of cosmetologists, including the size of the salon, the number of hours worked, clients' tipping habits, and competition from other salons. Earnings also vary depending on location and type of work done. Those working in large urban centers generally earn more.

A full-time hair stylist can expect to earn between \$17,000 and \$40,000 a year. Salaries for manicurists, pedicurists, and skin care specialists range from about \$15,000 to \$35,000 a year, although some experienced specialists in high-end salons can earn as much as \$50,000 a year.

Some cosmetologists work independently either by renting space and equipment in a large salon or by setting up their own salons. Earnings for these cosmetologists vary depending on location and clientele. Those who are just starting out may earn as little as \$5,000 a year, and successful cosmetologists can earn more than \$50,000 a year.

Education & Training

Some public vocational schools offer cosmetology programs, while others offer separate hairstyling, esthetics (skin care), and nail technician programs. There are also many private cosmetology schools (often called beauty schools). Both public and private programs range from about 6 months to 2 years in length. It is usually possible to do the programs part-time, over a longer period. All programs include classroom study, demonstrations, and practical work—your first work may be on a mannequin, or on one of your classmates.

Admission requirements for public and private cosmetology programs vary. You need to be at least 16 years old, and in some states you may need a high school diploma.

Licensing for cosmetologists is mandatory throughout the US. Specific licensing requirements vary from state to state, but usually graduation from a state-licensed cosmetology school is necessary, followed by completion of a written and a practical exam. To find out about cosmetology licensing requirements in your state, click the Other Resources button, and follow the link to state board licensing information.

Apprenticeship is not a common training route for cosmetologists, but apprenticeship programs are offered in a few states. As an apprentice you would work with a licensed cosmetologist for 1 to 3 years before writing an exam and becoming licensed yourself.

Other Suggested Qualifications

A keen sense of style is essential, and you will need good manual dexterity for doing complicated hair styles.

You should enjoy working closely with people, and be patient and sensitive to their needs and desires. Clients can be demanding, and you will have to be willing to go the extra mile to build a loyal clientele.

The cosmetology industry offers many opportunities for continuing education. Good cosmetologists upgrade their skills on a regular basis by taking courses or attending seminars where they learn about new techniques, styles, and beauty products.

An interest in learning business skills will help you get into a management position, and will certainly be necessary if you want to open your own salon.

Description of the Field of Study

Mon Feb 09 16:38:35 2009

Cosmetology & Related Personal Service

DESCRIPTION OF THE FIELD OF STUDY

COSMETOLOGY & RELATED PERSONAL SERVICE

In this program, you will learn a variety of beauty and grooming services for the general public. These services include barber and hairstylist, in which you can learn about cutting and caring for hair; cosmetologist, in which you can learn about caring for hair, complexions, and selling hair care products and cosmetics; nail technician/manicurist in which you prepare and shape finger and toenails; electrolysis technician, in which you can learn about operating hair removal equipment; massage, in which you can learn about the systematic manipulation of the body for therapeutic or relaxation purposes; make-up artist, in which you can learn about the equipment, techniques, and methods for applying make-up and caring for the skin.

When you enroll in a cosmetology program you must choose the specific program you wish to complete. Most programs provide comprehensive training in both the art and science of cosmetology. You will learn about good beauty practices and you will learn about salon management. Your training will also include preparation for completion of the state licensing examination.

Characteristics associated with success in this major include an interest in improving the appearance of others.

You should:

- be able to work with others in a patient, tactful manner
- be able to organize activities and direct others
- know how to speak well, and express yourself in a manner which is easily understood by people of differing ages and cultures
- have good vision and excellent physical stamina because you may have to stand for long periods of time

Continuing and advanced education classes are required throughout your career because cosmetology is a rapidly changing field.

TYPICAL COURSE WORK

Although each school has different requirements, you might take courses like these:

- Barbering/Cosmetology
- Permanent Waving and Chemical Hair Relaxing
- Professional Ethics
- Poise and Personality Development
- Haircutting and Styling
- Hair and Scalp Anatomy and Physiology
- Manicuring/Esthetics
- Shampooing
- State Laws and Regulations
- Scalp Treatments

- Facial Treatments and Massage
- Skin Care
- Hair Coloring
- Hairpiece and Toupee Fitting
- Sales and Management
- Electrolysis
- Makeup Artistry
- Spa Treatments
- Client Consultation and Care
- Industry Laws and Regulations
- Salon Management

TYPICAL HIGH SCHOOL COURSES

To prepare for this major, look for courses like these offered by your high school or other approved course providers:

- Biology, chemistry, and related sciences
- Family and consumer science
- Applied or business math
- Accounting
- Computer literacy
- Sales or retail operations
- Work experience
- Clubs or group activities providing services to others

TYPES OF SCHOOLS AND LIST OF SCHOOLS

This program is offered by career-technical schools and two-year colleges. Completion of a certificate program is sufficient for most occupations in the cosmetology and personal services field. An associate degree from a two-year college also provides you with a broad educational background and prepares you for management positions.

In order to see the names of the schools, first click on the type(s) (voc-tech, two-year, etc.) you want, and then on the state(s) you want.

+ VOC-TECH SCHOOLS WHICH OFFER THIS MAJOR:

+ TWO-YEAR SCHOOLS WHICH OFFER THIS MAJOR:

+ FOUR-YEAR SCHOOLS WHICH OFFER THIS MAJOR:

OCCUPATIONS WHICH ARE RELATED TO THIS MAJOR

RELATED OCCUPATIONS:

This program of study provides a good background for entry to the following DISCOVER occupation(s):

Career Area X

Teacher (Vocational/Technical)

Career Area Z

Barber

Electrologist

Hairstylist/Cosmetologist

Manicurist

MAJORS WHICH ARE RELATED TO THIS MAJOR

Some specializations within this major include:

- Cosmetology/Cosmetologist, General
- Barbering/Barber
- Electrolysis/Elect & Electrolysis Tech
- Make-up Artist/Specialist
- Hair Styling/Stylist & Hair Design
- Facial Treatment Specialist/Facialist
- Aesthetician/Esthetician & Skin Care
- Nail Technician/Specialist & Manicur
- Permanent Cosmetics/Makeup & Tattooing
- Salon/Beauty Salon Management/Manager
- Cosmetology, Barber/Styling/Nail Instr
- Cosmetology/Rel Pers Groom Arts, Other

PERSONAL & CULINARY SERVICES

Funeral Service & Mortuary Science

Personal & Culinary Services, Other

EDUCATION

Trade & Industrial Teacher Education

Mon Feb 09 16:32:09 2009

Hairstylist/Cosmetologist

DESCRIPTION OF WORK TASKS, SETTINGS, TOOLS, AND MATERIALS

HAIRSTYLISTS/COSMETOLOGISTS provide beauty services, such as shampooing, trimming, cutting, coloring, and styling hair. They help customers to look as attractive as possible. As people increasingly demand styles that are better suited to their individual characteristics, they rely on hairstylists and cosmetologists to advise them. Hairstylists/cosmetologists

- analyze customers' hair and other physical features to determine and recommend beauty treatment or suggest hair styles
- shampoo, rinse, condition, and dry hair and scalp or hairpiece
- cut, trim, and shape hair or hairpieces, based on customers' instructions, hair type, and facial features
- lighten or darken hair by bleaching, dyeing, or tinting hair
- straighten or permanent wave hair
- give manicures and pedicures, and provide nail extensions
- give scalp treatments, provide makeup analysis, and clean and style wigs and hairpieces
- cleanse and beautify skin by giving facials, full-body treatments, head and neck massages, and offer hair-removal through waxing
- keep their work area clean and their hairdressing implements sanitized
- make appointments and keep records of hair color and permanent wave formulas used by their regular customers
- demonstrate and sell hair products and other cosmetic supplies
- collect money for services rendered
- develop new styles and techniques
- who own their own shop have managerial duties that include hiring and supervising workers, and keeping records and ordering supplies.

HAIRSTYLISTS/COSMETOLOGISTS work for:

- beauty salons, unisex salons, and barber shops
- department stores
- hotels
- hospitals
- nursing homes and other residential care homes
- themselves (their own business)

Many cosmetologists are self-employed. Many own their own salons, but a growing number lease booth space or a chair from the salon's owner.

HAIRSTYLISTS/COSMETOLOGISTS work with:

- scissors, clippers, and razors
- combs and brushes
- hand-held and free-standing hair dryers
- hair setting lotions, shampoos, conditioners, perms, and straightening solutions
- dyes and tints
- wigs and hairpieces

Hairstylists who operate their own shops work with personnel records, order forms, schedules,

and other clerical forms:

RELATED CIVILIAN AND MILITARY OCCUPATIONS

Theatrical and Performance Make-Up Artists apply makeup to performers to reflect the period, setting, and situation of their role.

Other Related Occupations:

- Manager, Barber or Beauty Shop
- Manicurist
- Fingernail Former
- Cosmetologist
- Hair Stylist
- Wig Dresser
- Mortuary Beautician
- Electrologist
- Scalp-Treatment Operator

Military occupational clusters related to a Hairstylist/Cosmetologist:
Environmental Health/Safety Specialist

Some specific military jobs:

NAVY
Barber

TRAINING, RELATED MAJORS, AND ADVANCEMENT

All states require HAIRSTYLISTS/COSMETOLOGISTS to be licensed by the state in which they work. The qualifications necessary to obtain a license vary. Generally, a person must:

- be at least 16 years of age (18 in some states)
- be a graduate from high school (in some states)
- be a graduate from a state-licensed cosmetology school
- pass a state examination

Public and private vocational schools offer daytime or evening classes in cosmetology. Formal programs include classroom study, demonstrations, and practical work. Students study the basic services such as haircutting, facial massaging, and hair and scalp treatments, and under supervision, practice on customers in school clinics.

Continuing education is necessary for cosmetologists in order to keep up with the latest fashions and beauty techniques. As hairstyles change, new products are developed, and services expand to meet to meet clients' needs, cosmetologists attend training at salons, cosmetology schools, and trade shows. Through workshops and demonstrations of the latest techniques, industry representatives introduce cosmetologists to a wide range of products and services. As retail sales become and increasingly important part of a salon's revenue, the ability to be an effective salesperson becomes vital for salon workers.

The following majors could help you prepare for this occupation.

Personal & Culinary Services

Cosmetology & Related Personal Service

Other Sources of Training

Apprenticeship

Advancement for HAIRSTYLISTS/COSMETOLOGISTS usually takes the form of higher earnings as they gain experience and build a steady clientele. Some manage large salons or open their own after several years of experience. Others teach in cosmetology schools, or provide training through vocation schools. Some become sales representatives for cosmetics firms, image or fashion consultants, or examiners for state licensing boards.

DESIRABLE PERSONAL QUALITIES

Helpful qualities for HAIRSTYLISTS/COSMETOLOGISTS include:

- an understanding of fashion, art, and technical design
- a liking for working with the public
- tact, patience, and courtesy
- good communication skills
- an ability to put customers at ease
- initiative and creativity
- an ability to follow clients' instructions
- business skills for those who own their own salon

The average WorkKeys skill levels needed for a Hairstylist/Cosmetologist are:

APPLIED MATHEMATICS (level 3)

Perform simple one-step mathematical operations on whole numbers, simple fractions, decimals, or percentages.

LISTENING (level 3)

Correctly write down most of the primary information from a message.

LOCATING INFORMATION (level 3)

Use elementary graphics such as simple order forms, bar graphs, tables, and floor plans to find one or two pieces of information.

OBSERVATION (level 6)

Ignoring distractions, notice and remember relevant details of complex tasks to make comparisons, predictions, interpretations, and evaluations.

READING FOR INFORMATION (level 4)

Read policies and procedures with several steps, apply instructions, and recognize cause-effect.

TEAMWORK (level 3)

Recognize positive behaviors needed to identify and support a clear team goal in a simple work situation.

WRITING (level 2)

Write messages, although they contain many mechanical errors and weak sentence structure.

SALARY AND EMPLOYMENT OUTLOOK

The Economic Research Institute reported that the average starting salary was \$24,500 (\$11.75/hour) in 2008 for a Hairstylist/Cosmetologist. The average salary was \$30,000 (\$14.50/hour) for all workers in this field and \$34,000 (\$16.25/hour) for those with experience.

According to the Bureau of Labor Statistics, in 2007, the average salary for Hairstylist/Cosmetologist was \$28,000 (\$13.50/hour). The national average salary for all occupations was \$38,000 (\$18.25/hour).

Earnings for HAIRSTYLISTS/COSMETOLOGISTS depend upon salon prices, customer volume, customer retention, and tips. They may receive commissions based on the price of the service or products they sell, or a salary based on the number of hours worked. Some salons pay bonuses to employees who bring in new business. Hairstylists with a large following in metropolitan areas make good money.

Hairstylists, Cosmetologists, Skin Care, and Makeup Artists is the category closest to Hairstylist/Cosmetologist in the data provided by the Bureau of Labor Statistics of the federal government.

Number of Workers (surveyed in 2007)

- Number in this category: 369,700
- Average number in occupational categories: 47,000

Employment Outlook (economic projections made in 2006)

- Projected growth per year for this category: 1.4%
- Average growth per year for all occupations: 1.0%

This category is:

- Large (150,000 to 499,999)
- Expected to Grow Moderately (0.9% to 1.9% growth)

Population growth and expanding services are expected to create good job prospects.

WHAT WORKERS SAY THEY LIKE AND DISLIKE

Some HAIRSTYLISTS/COSMETOLOGISTS may like:

- seeing the results of their work
- the opportunity to be creative
- meeting all kinds of people
- helping customers look their best
- working without close supervision

Some HAIRSTYLISTS/COSMETOLOGISTS may dislike:

- working evenings and weekends

- cancellations
- standing for long periods
- dealing with hard to please customers
- attending seminars to keep up with the latest styles and new techniques
- working with chemicals that may be hazardous and cause irritations

WHERE TO GET MORE INFORMATION

For more information about a Hairstylist/Cosmetologist, you may write to the following:

National Cosmetology Association
401 N Michigan Avenue
Chicago, IL 60611
<http://www.ncacares.org/>

Professional Beauty Association
15825 N 71st Street
Scottsdale, AZ 85254
<http://www.probeauty.org/>

American Association of Cosmetology Schools
15825 N 71st Street, Suite 100
Scottsdale, AZ 85254-1521
<http://www.beautyschools.org/>

National-Interstate Council of State
Boards of Cosmetology, Inc
7622 Briarwood Circle
Little Rock, AR 72205
<http://www.nictesting.org/>

National Accrediting Commission of Cosmetology
Arts and Sciences
4401 Ford Avenue, Suite 1300
Arlington, VA 22302
<http://www.naccas.org/>

Use these reference numbers to find information in books about a Hairstylist/Cosmetologist:

Dictionary of Occupational Titles #: 332.271-010
O*Net #: 39-5012.00
US Dept of Ed Career Cluster: Human Services
Guide to Occupational Exploration #: 09.02.01

Current Occupations Detailed

Current Occupation

39-5012.00 - Hairdressers, Hairstylists, and Cosmetologists

Provide beauty services, such as shampooing, cutting, coloring, and styling hair, and massaging and treating scalp. May also apply makeup, dress wigs, perform hair removal, and provide nail and skin care services.

Occupational Knowledge

Knowledge	Importance	Imp (0-100)	Level	Lvl (0-100)
Customer and Personal Service	Important	63	Advanced	55
Chemistry	Important	52	Intermediate	46
English Language	Important	55	Intermediate	39
Education and Training	Somewhat Important	48	Intermediate	39
Sales and Marketing	Somewhat Important	44	Intermediate	38
Administration and Management	Somewhat Important	49	Intermediate	32
Mathematics	Somewhat Important	34	Intermediate	28
Psychology	Somewhat Important	28	Intermediate	26
Personnel and Human Resources	Not Important	19	Basic	19
Communications and Media	Not Important	22	Basic	17
Production and Processing	Not Important	15	Basic	15
Law and Government	Not Important	22	Basic	13
Biology	Not Important	17	Basic	13
Clerical	Not Important	21	Basic	13
Public Safety and Security	Not Important	21	Basic	13
Therapy and Counseling	Not Important	13	Basic	12
Physics	Not Important	15	Basic	11
Philosophy and Theology	Not Important	10	Basic	10
Economics and Accounting	Not Important	18	Basic	9
Design	Not Important	11	Basic	9
Mechanical	Not Important	7	Basic	8
Computers and Electronics	Not Important	8	Basic	8
Engineering and Technology	Not Important	8	Basic	7
Telecommunications	Not Important	16	Basic	5
Medicine and Dentistry	Not Important	7	Basic	5
Sociology and Anthropology	Not Important	5	Basic	4
History and Archeology	Not Important	5	Basic	3
Transportation	Not Important	4	Basic	3
Foreign Language	Not Important	3	Basic	2
Fine Arts	Not Important	1	Basic	1
Building and Construction	Not Important	0	Basic	0
Geography	Not Important	0	Basic	0
Food Production	Not Important	0	Basic	0

Source: U.S. Department of Labor / Employment and Training Administration, O*NET database version 11.

Occupational Skills

Skill	Importance	Imp.(0-100)	Level	Lvl.(0-100)
Learning Strategies	Important	65	Advanced	61
Active Listening	Very Important	86	Advanced	59
Active Learning	Important	63	Advanced	59
Speaking	Important	72	Advanced	59
Critical Thinking	Important	59	Advanced	58
Social Perceptiveness	Important	70	Advanced	57
Time Management	Important	72	Advanced	57
Equipment Selection	Important	61	Advanced	55
Monitoring	Important	56	Advanced	54
Coordination	Important	70	Advanced	51
Reading Comprehension	Important	66	Advanced	50
Service Orientation	Important	57	Intermediate	49
Operations Analysis	Important	55	Intermediate	48
Instructing	Somewhat Important	48	Intermediate	47
Persuasion	Somewhat Important	47	Intermediate	46
Science	Somewhat Important	43	Intermediate	45
Judgment and Decision Making	Important	53	Intermediate	45
Complex Problem Solving	Somewhat Important	47	Intermediate	43
Writing	Important	50	Intermediate	42
Management of Financial Resources	Somewhat Important	38	Intermediate	40
Equipment Maintenance	Somewhat Important	49	Intermediate	40
Mathematics	Somewhat Important	45	Intermediate	38
Management of Material Resources	Important	50	Intermediate	37
Negotiation	Somewhat Important	42	Intermediate	34
Technology Design	Somewhat Important	27	Intermediate	33
Management of Personnel Resources	Somewhat Important	38	Intermediate	32
Troubleshooting	Somewhat Important	34	Intermediate	25
Installation	Not Important	20	Basic	21
Quality Control Analysis	Not Important	22	Basic	17
Systems Evaluation	Not Important	11	Basic	16
Operation and Control	Not Important	13	Basic	12
Systems Analysis	Not Important	9	Basic	12
Repairing	Not Important	14	Basic	12
Operation Monitoring	Not Important	5	Basic	7
Programming	Not Important	9	Basic	6

Source: U.S. Department of Labor / Employment and Training Administration, O*NET database version 11.

Occupational Abilities

Ability	Importance	Imp (0-100)	Level	Lvl (0-100)
Arm-Hand Steadiness	Very Important	78	Advanced	54
Visualization	Important	63	Advanced	52
Finger Dexterity	Very Important	75	Advanced	50
Near Vision	Important	66	Advanced	50
Manual Dexterity	Very Important	78	Advanced	50
Visual Color Discrimination	Important	56	Intermediate	46
Fluency of Ideas	Important	60	Intermediate	46
Speech Recognition	Important	66	Intermediate	46
Oral Comprehension	Important	72	Intermediate	46
Deductive Reasoning	Important	50	Intermediate	46
Oral Expression	Important	66	Intermediate	46
Originality	Important	66	Intermediate	45
Problem Sensitivity	Important	56	Intermediate	43
Time Sharing	Somewhat Important	44	Intermediate	43
Trunk Strength	Important	60	Intermediate	43
Extent Flexibility	Somewhat Important	44	Intermediate	41
Written Comprehension	Somewhat Important	44	Intermediate	41
Inductive Reasoning	Important	50	Intermediate	41
Information Ordering	Somewhat Important	44	Intermediate	41
Category Flexibility	Somewhat Important	41	Intermediate	39
Multilimb Coordination	Important	56	Intermediate	39
Flexibility of Closure	Somewhat Important	44	Intermediate	39
Control Precision	Somewhat Important	41	Intermediate	38
Speech Clarity	Important	60	Intermediate	38
Selective Attention	Important	56	Intermediate	36
Far Vision	Somewhat Important	35	Intermediate	36
Speed of Closure	Somewhat Important	31	Intermediate	34
Perceptual Speed	Somewhat Important	38	Intermediate	34
Auditory Attention	Somewhat Important	38	Intermediate	30
Written Expression	Somewhat Important	41	Intermediate	29
Memorization	Not Important	22	Intermediate	25
Wrist-Finger Speed	Somewhat Important	25	Intermediate	25
Mathematical Reasoning	Somewhat Important	38	Basic	23
Number Facility	Somewhat Important	28	Basic	23
Depth Perception	Somewhat Important	31	Basic	23
Dynamic Strength	Somewhat Important	31	Basic	21
Hearing Sensitivity	Not Important	19	Basic	21
Static Strength	Not Important	22	Basic	20
Stamina	Somewhat Important	35	Basic	20
Gross Body Coordination	Not Important	16	Basic	14
Speed of Limb Movement	Not Important	6	Basic	5
Glare Sensitivity	Not Important	6	Basic	5
Gross Body Equilibrium	Not Important	9	Basic	4
Spatial Orientation	Not Important	0	Basic	0
Sound Localization	Not Important	0	Basic	0
Night Vision	Not Important	0	Basic	0
Dynamic Flexibility	Not Important	0	Basic	0
Peripheral Vision	Not Important	0	Basic	0
Explosive Strength	Not Important	0	Basic	0
Response Orientation	Not Important	0	Basic	0
Rate Control	Not Important	0	Basic	0
Reaction Time	Not Important	0	Basic	0

Source: U.S. Department of Labor / Employment and Training Administration, O*NET database version 11.

Current Occupation

39-1021.00 - First-Line Supervisors/Managers of Personal Service Workers

Supervise and coordinate activities of personal service workers, such as supervisors of flight attendants, hairdressers, or caddies.

Occupational Knowledge

Knowledge	Importance	Imp.(0-100)	Level	Lvl.(0-100)
Customer and Personal Service	Very Important	75	Advanced	60
Administration and Management	Very Important	90	Advanced	60
Education and Training	Important	50	Intermediate	40
Personnel and Human Resources	Important	55	Intermediate	40
English Language	Important	55	Intermediate	31
Psychology	Somewhat Important	25	Intermediate	31
Mathematics	Somewhat Important	30	Intermediate	31
Clerical	Somewhat Important	25	Intermediate	31
Economics and Accounting	Somewhat Important	30	Intermediate	26
Geography	Not Important	10	Basic	17
Computers and Electronics	Not Important	10	Basic	17
Communications and Media	Not Important	15	Basic	14
Sociology and Anthropology	Not Important	15	Basic	14
Law and Government	Not Important	10	Basic	14
Engineering and Technology	Not Important	5	Basic	11
Sales and Marketing	Not Important	5	Basic	11
Public Safety and Security	Not Important	5	Basic	11
Mechanical	Not Important	10	Basic	11
Telecommunications	Not Important	15	Basic	11
Chemistry	Not Important	5	Basic	9
Transportation	Not Important	5	Basic	6
Foreign Language	Not Important	5	Basic	6
Production and Processing	Not Important	5	Basic	6
Food Production	Not Important	5	Basic	6
Medicine and Dentistry	Not Important	5	Basic	6
Physics	Not Important	5	Basic	6
Therapy and Counseling	Not Important	5	Basic	6
Biology	Not Important	0	Basic	3
Design	Not Important	0	Basic	0
Philosophy and Theology	Not Important	0	Basic	0
Building and Construction	Not Important	0	Basic	0
Fine Arts	Not Important	0	Basic	0
History and Archeology	Not Important	0	Basic	0

Source: U.S. Department of Labor / Employment and Training Administration, O*NET database version 11.

Occupational Skills

Skill	Importance	Imp.(0-100)	Level	Lvl.(0-100)
Coordination	Very Important	85	Advanced	66
Active Listening	Important	70	Advanced	60
Service Orientation	Very Important	75	Advanced	60
Speaking	Important	70	Advanced	57
Time Management	Very Important	85	Advanced	57
Learning Strategies	Important	55	Advanced	54
Writing	Important	65	Advanced	54
Reading Comprehension	Important	70	Advanced	54
Management of Personnel Resources	Very Important	80	Advanced	51
Monitoring	Important	60	Advanced	51
Instructing	Very Important	75	Intermediate	49
Social Perceptiveness	Important	65	Intermediate	49
Critical Thinking	Important	60	Intermediate	49
Complex Problem Solving	Important	57	Intermediate	45
Systems Evaluation	Important	63	Intermediate	44
Judgment and Decision Making	Important	55	Intermediate	43
Active Learning	Important	50	Intermediate	40
Management of Material Resources	Important	50	Intermediate	40
Mathematics	Somewhat Important	40	Intermediate	40
Persuasion	Important	50	Intermediate	40
Management of Financial Resources	Somewhat Important	25	Intermediate	40
Negotiation	Somewhat Important	35	Intermediate	40
Systems Analysis	Somewhat Important	48	Intermediate	37
Equipment Selection	Somewhat Important	25	Intermediate	34
Quality Control Analysis	Somewhat Important	40	Intermediate	30
Operations Analysis	Somewhat Important	30	Intermediate	29
Operation and Control	Somewhat Important	25	Intermediate	26
Equipment Maintenance	Not Important	10	Intermediate	26
Operation Monitoring	Somewhat Important	25	Basic	23
Troubleshooting	Not Important	15	Basic	23
Installation	Not Important	15	Basic	20
Repairing	Not Important	10	Basic	20
Science	Not Important	5	Basic	14
Technology Design	Not Important	15	Basic	11
Programming	Not Important	0	Basic	0

Source: U.S. Department of Labor / Employment and Training Administration, O*NET database version 11.

Occupational Abilities

Ability	Importance	Imp (0-100)	Level	Lvl (0-100)
Oral Comprehension	Important	65	Advanced	54
Oral Expression	Very Important	85	Advanced	54
Written Expression	Important	50	Advanced	51
Written Comprehension	Somewhat Important	45	Advanced	51
Near Vision	Very Important	75	Advanced	51
Information Ordering	Important	65	Advanced	51
Problem Sensitivity	Important	60	Intermediate	49
Fluency of Ideas	Somewhat Important	35	Intermediate	46
Deductive Reasoning	Important	60	Intermediate	46
Time Sharing	Important	60	Intermediate	46
Inductive Reasoning	Important	50	Intermediate	46
Originality	Somewhat Important	30	Intermediate	43
Speech Clarity	Important	60	Intermediate	40
Speed of Closure	Somewhat Important	40	Intermediate	40
Far Vision	Somewhat Important	35	Intermediate	40
Perceptual Speed	Important	60	Intermediate	37
Visualization	Somewhat Important	30	Intermediate	37
Speech Recognition	Somewhat Important	30	Intermediate	37
Selective Attention	Important	55	Intermediate	37
Flexibility of Closure	Somewhat Important	35	Intermediate	37
Number Facility	Somewhat Important	25	Intermediate	34
Memorization	Somewhat Important	35	Intermediate	34
Auditory Attention	Somewhat Important	30	Intermediate	29
Category Flexibility	Somewhat Important	30	Intermediate	29
Spatial Orientation	Somewhat Important	30	Intermediate	29
Mathematical Reasoning	Somewhat Important	25	Intermediate	29
Trunk Strength	Somewhat Important	35	Intermediate	29
Response Orientation	Somewhat Important	35	Intermediate	26
Manual Dexterity	Not Important	20	Basic	23
Extent Flexibility	Not Important	20	Basic	23
Static Strength	Not Important	10	Basic	23
Hearing Sensitivity	Somewhat Important	25	Basic	23
Reaction Time	Somewhat Important	25	Basic	23
Wrist-Finger Speed	Not Important	10	Basic	20
Finger Dexterity	Not Important	15	Basic	20
Sound Localization	Not Important	15	Basic	20
Visual Color Discrimination	Not Important	10	Basic	17
Control Precision	Not Important	10	Basic	17
Multilimb Coordination	Not Important	5	Basic	17
Gross Body Coordination	Not Important	15	Basic	17
Arm-Hand Steadiness	Not Important	10	Basic	17
Depth Perception	Not Important	5	Basic	14
Dynamic Flexibility	Not Important	10	Basic	11
Speed of Limb Movement	Not Important	5	Basic	9
Night Vision	Not Important	5	Basic	9
Explosive Strength	Not Important	5	Basic	9
Gross Body Equilibrium	Not Important	5	Basic	9
Dynamic Strength	Not Important	5	Basic	9
Stamina	Not Important	5	Basic	6
Peripheral Vision	Not Important	5	Basic	6
Glare Sensitivity	Not Important	5	Basic	6
Rate Control	Not Important	0	Basic	6

Source: U.S. Department of Labor / Employment and Training Administration, O*NET database version 11.

Current Occupations Continued

Current Occupation

39-5011.00 - Barbers

Provide barbering services, such as cutting, trimming, shampooing, and styling hair, trimming beards, or giving shaves.

Occupational Knowledge

Knowledge	Importance	Imp:(0-100)	Level	Lvl:(0-100)
Customer and Personal Service	Very Important	83	Advanced	64
Sales and Marketing	Somewhat Important	37	Intermediate	34
English Language	Somewhat Important	42	Intermediate	31
Education and Training	Somewhat Important	32	Intermediate	29
Psychology	Somewhat Important	27	Intermediate	27
Administration and Management	Somewhat Important	25	Basic	23
Design	Somewhat Important	31	Basic	23
Chemistry	Not Important	21	Basic	23
Public Safety and Security	Somewhat Important	32	Basic	21
Mechanical	Not Important	19	Basic	20
Clerical	Not Important	21	Basic	20
Personnel and Human Resources	Not Important	24	Basic	20
Law and Government	Somewhat Important	25	Basic	19
Economics and Accounting	Somewhat Important	28	Basic	19
Mathematics	Not Important	23	Basic	18
Communications and Media	Not Important	22	Basic	17
Foreign Language	Not Important	16	Basic	13
Sociology and Anthropology	Not Important	14	Basic	13
Production and Processing	Not Important	13	Basic	12
Philosophy and Theology	Not Important	13	Basic	12
Therapy and Counseling	Not Important	15	Basic	12
Transportation	Not Important	18	Basic	11
Biology	Not Important	8	Basic	8
Fine Arts	Not Important	10	Basic	7
Medicine and Dentistry	Not Important	8	Basic	7
Telecommunications	Not Important	9	Basic	5
Geography	Not Important	4	Basic	5
History and Archeology	Not Important	8	Basic	5
Engineering and Technology	Not Important	5	Basic	5
Building and Construction	Not Important	5	Basic	4
Physics	Not Important	3	Basic	3
Computers and Electronics	Not Important	4	Basic	3
Food Production	Not Important	1	Basic	1

Source: U.S. Department of Labor / Employment and Training Administration, O*NET database version 11.

Occupational Skills

Skill	Importance	Imp.(0-100)	Level	Lvl.(0-100)
Speaking	Important	68	Advanced	50
Active Listening	Important	74	Intermediate	48
Social Perceptiveness	Important	61	Intermediate	44
Judgment and Decision Making	Important	53	Intermediate	43
Service Orientation	Important	56	Intermediate	43
Critical Thinking	Somewhat Important	48	Intermediate	43
Active Learning	Important	51	Intermediate	42
Equipment Selection	Somewhat Important	47	Intermediate	41
Monitoring	Somewhat Important	43	Intermediate	41
Learning Strategies	Somewhat Important	46	Intermediate	41
Management of Financial Resources	Somewhat Important	47	Intermediate	40
Time Management	Important	51	Intermediate	40
Coordination	Somewhat Important	40	Intermediate	36
Management of Material Resources	Somewhat Important	41	Intermediate	36
Reading Comprehension	Somewhat Important	44	Intermediate	34
Persuasion	Somewhat Important	32	Intermediate	34
Equipment Maintenance	Somewhat Important	39	Intermediate	33
Management of Personnel Resources	Somewhat Important	36	Intermediate	32
Operations Analysis	Somewhat Important	35	Intermediate	31
Writing	Somewhat Important	32	Intermediate	29
Repairing	Somewhat Important	31	Intermediate	29
Mathematics	Somewhat Important	38	Intermediate	28
Science	Not Important	22	Intermediate	28
Negotiation	Somewhat Important	38	Intermediate	27
Instructing	Somewhat Important	34	Intermediate	26
Installation	Not Important	24	Intermediate	26
Technology Design	Not Important	23	Basic	22
Complex Problem Solving	Somewhat Important	29	Basic	21
Troubleshooting	Not Important	23	Basic	20
Quality Control Analysis	Not Important	24	Basic	19
Systems Evaluation	Not Important	12	Basic	17
Operation and Control	Not Important	15	Basic	15
Operation Monitoring	Not Important	11	Basic	10
Systems Analysis	Not Important	10	Basic	7
Programming	Not Important	4	Basic	2

Source: U.S. Department of Labor / Employment and Training Administration, O*NET database version 11.

Occupational Abilities

Ability	Importance	Imp (0-100)	Level	Lvl (0-100)
Oral Comprehension	Important	66	Advanced	50
Oral Expression	Important	60	Advanced	50
Arm-Hand Steadiness	Important	69	Intermediate	48
Finger Dexterity	Important	53	Intermediate	45
Problem Sensitivity	Somewhat Important	47	Intermediate	45
Inductive Reasoning	Somewhat Important	44	Intermediate	45
Near Vision	Important	63	Intermediate	45
Speech Recognition	Important	56	Intermediate	43
Selective Attention	Important	56	Intermediate	43
Deductive Reasoning	Somewhat Important	44	Intermediate	43
Written Comprehension	Somewhat Important	41	Intermediate	43
Manual Dexterity	Important	60	Intermediate	43
Control Precision	Somewhat Important	44	Intermediate	41
Originality	Somewhat Important	44	Intermediate	39
Visualization	Somewhat Important	47	Intermediate	39
Trunk Strength	Somewhat Important	47	Intermediate	38
Information Ordering	Somewhat Important	41	Intermediate	38
Fluency of Ideas	Somewhat Important	38	Intermediate	34
Speech Clarity	Important	53	Intermediate	34
Written Expression	Somewhat Important	38	Intermediate	34
Time Sharing	Somewhat Important	38	Intermediate	32
Visual Color Discrimination	Somewhat Important	35	Intermediate	30
Multilimb Coordination	Somewhat Important	31	Intermediate	30
Category Flexibility	Somewhat Important	31	Intermediate	29
Flexibility of Closure	Somewhat Important	25	Intermediate	25
Speed of Closure	Not Important	22	Basic	23
Auditory Attention	Not Important	19	Basic	23
Wrist-Finger Speed	Somewhat Important	25	Basic	23
Dynamic Strength	Somewhat Important	25	Basic	21
Extent Flexibility	Not Important	22	Basic	20
Hearing Sensitivity	Not Important	19	Basic	20
Far Vision	Not Important	22	Basic	20
Memorization	Not Important	22	Basic	18
Static Strength	Not Important	19	Basic	16
Number Facility	Not Important	16	Basic	16
Perceptual Speed	Not Important	16	Basic	16
Depth Perception	Not Important	16	Basic	13
Stamina	Not Important	16	Basic	13
Gross Body Coordination	Not Important	9	Basic	9
Response Orientation	Not Important	9	Basic	7
Mathematical Reasoning	Not Important	6	Basic	4
Gross Body Equilibrium	Not Important	6	Basic	4
Reaction Time	Not Important	6	Basic	4
Speed of Limb Movement	Not Important	3	Basic	2
Rate Control	Not Important	3	Basic	2
Spatial Orientation	Not Important	0	Basic	0
Sound Localization	Not Important	0	Basic	0
Night Vision	Not Important	0	Basic	0
Dynamic Flexibility	Not Important	0	Basic	0
Peripheral Vision	Not Important	0	Basic	0
Explosive Strength	Not Important	0	Basic	0
Glare Sensitivity	Not Important	0	Basic	0

Source: U.S. Department of Labor / Employment and Training Administration, O*NET database version 11.

Dear Faculty:

I am conducting a review/evaluation of one of OCC's Associate in Applied Science degree program (Cosmetology) for the College Curriculum Review Committee.

I am asking that each of you (full-time faculty members of the discipline) **please review the course catalog description** for the following **courses that you teach** and check the appropriate response that applies to each course description.

Please identify the course(s) that you teach:

ACC-1500 _____/ BUS-1210 _____/BUS-2030 _____/

BUS-1100 _____/BUS-1310 _____/MKT-1020 _____/

ENG-1350 _____/ENG-2200 _____/MAT-1070 _____/

SOC-2510 _____/PSY-2510 _____/SPE-1290 _____/

* Deactivated 2008 CNS-1140 _____/CNS-1160 _____/

Catalog Course Description:

	YES	NO
Accurate	_____	_____
Clear	_____	_____
Current	_____	_____
Appropriate No. of Credits	_____	_____

Please return to me via this e-mail or inner-office mail no later than Nov. 11, 2009 or ASAP; I appreciate your help and quick response.

Thank you,
 Imagene Bailey,
 Orchard Ridge Counseling Dept. ex/3453
 10/09

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: ACC-1500; BUS-1210; BUS-1100; BUS-1310; SOC-2510; PSY 2510; and CNS-1160

Course Number (S)

*Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.
Please Note: All reporters reported the same results regarding the catalog course descriptions.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	X <input type="checkbox"/>	<input type="checkbox"/>
Clear	X <input type="checkbox"/>	<input type="checkbox"/>
Current	X <input type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	X <input type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer:

Please return to _____ at _____ by _____
Name Campus Date

DATA ANALYSIS

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

Coordinator: Complete this form after reviewing the Catalog Course Data Collection forms from members of your Discipline/Program on all of the courses listed in the Catalog. Please also attach a photocopy of all program requirements and course descriptions in the catalogue.

List every course that is listed in the catalog. Check where revision is indicated or no revisions seem necessary. Please, add lines where needed.

	Revision needed	No Revision necessary
Course Number ACC-1500	_____	___X___
Course Number BUS-1210	_____	___X___
Course Number BUS-2030	_____	___X___
Course Number BUS-1100	_____	___X___
Course Number BUS-1310	_____	___X___
Course Number MKT-1020	_____	___X___
Course Number ENG-1350	_____	___X___
Course Number ENG-2200	_____	___X___
Course Number MAT-1070	_____	___X___
Course Number SOC-2510	_____	___X___
Course Number PSY-2510	_____	___X___
Course Number SPE-1290	_____	___X___
Course Number CNS-1160	_____	___X___

CATALOG COURSE DESCRIPTION REVIEW SUMMARY:

Approximately 42% of courses surveyed indicated that no revision in the Catalog Course description was necessary.

Dear Faculty:

I am conducting a review/evaluation of one of OCC's Associate in Applied Science degree program (Cosmetology) for the College Curriculum Review Committee.

I am asking that each of you (full-time faculty members of the discipline) **please review the course catalog description** for the following **courses that you teach** and check the appropriate response that applies to each course description.

Please identify the course(s) that you teach:

ACC-1500 _____ / BUS-1210 _____ / BUS-2030 _____ /

BUS-1100 _____ / BUS-1310 _____ / MKT-1020 _____ /

ENG-1350 _____ / ENG-2200 _____ / MAT-1070 _____ /

SOC-2510 _____ / PSY-2510 _____ / SPE-1290 _____ /

CNS-1141 _____ / CNS-1160 ~~_____~~ /

Catalog Course Description:

	YES	NO
Accurate	✓ _____	_____
Clear	✓ _____	_____
Current	✓ _____	_____
Appropriate No. of Credits	✓ _____	_____

Please return to me via this e-mail or inner-office mail no later than Nov. 11, 2009 or ASAP; I appreciate your help and quick response.

Thank you,
Imogene Bailey,
Orchard Ridge Counseling Dept. ex/3453
10/09

Dear Faculty:

I am conducting a review/evaluation of one of OCC's Associate in Applied Science degree program (Cosmetology) for the College Curriculum Review Committee.

I am asking that each of you (full-time faculty members of the discipline) **please review the course catalog description** for the following **courses that you teach** and check the appropriate response that applies to each course description.

Please identify the course(s) that you teach:

ACC-1500 _____ / BUS-1210 / BUS-2030 _____
 BUS-1100 / BUS-1310 _____ / MKT-1020 _____
 ENG-1350 _____ / ENG-2200 _____ / MAT-1070 _____
 SOC-2510 _____ / PSY-2510 _____ / SPE-1290 _____
 CNS-1141 _____ / CNS-1160 _____

Catalog Course Description:

	YES	NO
Accurate	<input checked="" type="checkbox"/>	_____
Clear	<input checked="" type="checkbox"/>	_____
Current	<input checked="" type="checkbox"/>	_____
Appropriate No. of Credits	<input checked="" type="checkbox"/>	_____

Hany Bronte

Please return to me via this e-mail or inner-office mail no later than Nov. 11, 2009 or ASAP; I appreciate your help and quick response.

Thank you,
 Imogene Bailey,
 Orchard Ridge Counseling Dept. ex/3453
 10/09

Dear Faculty:

I am conducting a review/evaluation of one of OCC's Associate in Applied Science degree program (Cosmetology) for the College Curriculum Review Committee.

I am asking that each of you (full-time faculty members of the discipline) **please review the course catalog description** for the following **courses that you teach** and check the appropriate response that applies to each course description.

Please identify the course(s) that you teach:

ACC-1500 _____/ BUS-1210 _____/BUS-2030 _____/

BUS-1100 _____/BUS-1310 _____/MKT-1020 _____/

ENG-1350 _____/ENG-2200 _____/MAT-1070 _____/

SOC-2510 _____/PSY-2510 _____/SPE-1290 _____/

CNS-1141 _____/CNS-1160 _____/

Catalog Course Description:

	YES	NO
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Appropriate No. of Credits	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please return to me via this e-mail or inner-office mail no later than Nov. 11, 2009 or ASAP; I appreciate your help and quick response.

Thank you,
 Imagene Bailey,
 Orchard Ridge Counseling Dept. ex/3453
 10/09

Dear Faculty:

I am conducting a review/evaluation of one of OCC's Associate in Applied Science degree program (Cosmetology) for the College Curriculum Review Committee.

I am asking that each of you (full-time faculty members of the discipline) **please review the course catalog description** for the following **courses that you teach** and check the appropriate response that applies to each course description.

Please identify the course(s) that you teach:

ACC-1500 _____ / BUS-1210 _____ / BUS-2030 _____ /
 BUS-1100 _____ / BUS-1310 _____ / MKT-1020 _____ /
 ENG-1350 _____ / ENG-2200 _____ / MAT-1070 _____ /
 SOC-2510 _____ / PSY-2510 _____ / SPE-1290 _____ /
 CNS-1141 _____ / CNS-1160 _____ /

Catalog Course Description:

	YES	NO
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input type="checkbox"/>	<input type="checkbox"/>
Current	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate No. of Credits	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please return to me via this e-mail or inner-office mail no later than Nov. 11, 2009 or ASAP; I appreciate your help and quick response.

Thank you,
 Imogene Bailey,
 Orchard Ridge Counseling Dept. ex/3453
 10/09

Krishna Stilianos Ph.D.
 Krishna Stilianos

Dear Faculty:

I am conducting a review/evaluation of one of OCC's Associate in Applied Science degree program (Cosmetology) for the College Curriculum Review Committee.

I am asking that each of you (full-time faculty members of the discipline) **please review the course catalog description** for the following **courses that you teach** and check the appropriate response that applies to each course description.

Please identify the course(s) that you teach:

ACC-1500 _____ / BUS-1210 _____ / BUS-2030 _____ /
 BUS-1100 _____ / BUS-1310 _____ / MKT-1020 _____ /
 ENG-1350 _____ / ENG-2200 _____ / MAT-1070 _____ /
 SOC-2510 _____ / PSY-2510 _____ / SPE-1290 _____ /
 CNS-1141 _____ / CNS-1160 _____ /

Catalog Course Description:

	YES	NO
Accurate	<input checked="" type="checkbox"/>	_____
Clear	<input checked="" type="checkbox"/>	_____
Current	<input checked="" type="checkbox"/>	_____
Appropriate No. of Credits	<input checked="" type="checkbox"/>	_____

Please return to me via this e-mail or inner-office mail no later than Nov. 11, 2009 or ASAP; I appreciate your help and quick response.

Thank you,
 Imagene Bailey,
 Orchard Ridge Counseling Dept. ex/3453
 10/09

DATA COLLECTION

CORE REVIEW

B. SYLLABUS REVIEW

FOR: ACC-1500-01501
Course Number

INSTRUCTORS →	0	1	5	0	1															
Mandatory Items (per FMA and Federal Law)																				
ADA Notification	✓																			
Course Goals	✓																			
Grading Standards and Practices	✓																			
Tentative Schedule of Assignments and Tests	✓																			
Recommended Items (per Academic Senate)																				
Course Name and Number	✓																			
Instructor, Office Location, Method of Contact	✓																			
Office Hours																				
Available Assistance	✓																			
Course Catalog Description with Prerequisites																				
General Education Attributes (where pertinent)																				
Required Books and Supplies	✓																			
List of Supportive Materials (where available)	✓																			
Evaluation/Testing System & Policies	✓																			
Attendance Policy	✓																			
Safety Instructions																				
Disclaimer Allowing for Reasonable Revisions																				
Optional Items																				
Semester Meeting Times & Room	✓																			
Teaching/Learning Strategies	✓																			
Applicable Forms Pertinent to Course																				
Reference to Student Policies in OCC Catalog																				
Policy on Use of Computing Resources	✓																			
Description of Required Computing Skills																				
Policy on Plagiarism	✓																			
Student Bill of Responsibilities	✓																			

Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.

Oakland Community College
Fall 2009 – Accounting 1500 – Sec. 01501 - F 208
Tuesday Afternoons – 2:30 PM – 5:25 PM
September 8, 2009 – December 15, 2009
Adjunct Professor David J. Knipper, CPA
E-MAIL: div053@yahoo.com
(SUBJECT TO CHANGE)

SYLLABUS AND INSTRUCTOR'S BACKGROUND

Welcome to our class. I look forward to assisting you as we work together to make this class interesting, educational, and enjoyable. If you are committed to doing your best, I am confident your expectations will be rewarded. **A FAIR WARNING!** Stay current with the assigned work. You will learn week by week and each new subject depends on your understanding of the prior week's work.

TEXTBOOK AND MATERIALS: We use Survey of Accounting, Edmonds, Edmonds (McGraw Hill) (Select chapters). Calculator and No. 2 pencil and Scantron

OVERALL GRADING: We will have 4 examinations worth 100 points each, 9 chapters of homework worth 63 points, and a 300-350 word paper worth 37 points for a total of 500 points. For example, if you earn 425 points, your % earned is 85% (425/500) and you will be awarded a B as follows:

92.5% and above = A	77.5% = C+	Below 60.0% = FAIL
90.0% = A-	72.5% = C	
87.5% = B+	70.0% = C-	
82.5% = B	67.5% = D+	
80.0% = B-	60.0% = D	

HOMEWORK GRADING: Generally, each week's homework will be collected at the start of class, reviewed, graded, and returned right away. We will review all homework in class. To earn maximum credit, you must show me the work has been realistically attempted rather than perfectly completed. Homework is due according to the course outline. Late homework will not receive full credit. **Plan on several hours of homework each week when assigned.**

MISSED EXAM POLICY: I expect each student will take each exam on the scheduled date. For any unavoidable conflicts, see me immediately. If I agree, I will reschedule the exam. If you miss one exam, you may continue in class and your grade will be determined as the class average on that exam, less 5 points. If you miss a second exam, you may continue in class but will earn either a WF or WP as permitted by the College's grading system. If you intend to withdraw from the class **AFTER** the College-designated withdrawal date, you **MUST** discuss your reason with me so the appropriate letter grade (e.g. A, B, C, etc.) or WP or WF is recorded for you.

ATTENDANCE/PARTICIPATION: Take this course seriously and strive for 100% attendance. Alert me in advance if you know you will be missing a class. Attendance will be taken and recorded.

CHEATING: Any cheating or plagiarizing the work of others is unacceptable and will have consequences for all parties if it occurs.

BLACKBOARD: See Instructor's Power Point lecture charts and other information on Blackboard

ORCHARD RIDGE STUDENT RESOURCES: ASC, LIBRARY, ACCESS

Located in K100, the **Academic Support Center (ASC)** is a learning center open to all students. The ASC has many services available including free tutoring in many subjects, peer writing tutors, study group leaders, and open writing lab tutors. Our lab has about 100 computers with many programs that can be used to complete coursework assignments, improve language skills, or for personal development. Ask at the desk for cd's, tapes, and videos that will help you set goals, improve time management, take tests better, or reduce stress. Faculty, paraprofessionals, and computer and desk assistants can help get you started.

Other ASC services include weekly Student Success Seminars and an ASC 057 College Success Skills course that is offered fall and winter semesters. ASSET, MTELP, writing assessments, and make-up testing are also done in the ASC. Contact us at (248) 522-3435 to check open hours, make tutoring or testing appointments, or make arrangements for other services.

The **Orchard Ridge Library** is in K200. Each of OCC's five campuses has its own Library which provides traditional materials (books, periodicals, videos, etc.) as well as Internet-access PC's. The five Libraries share resources, and OCC students, faculty, and staff are free to use any OCC Library.

The Library Web site, with its online databases, hot lists, and guides, along with its link to [Im@gine](#), our Library catalog and information system, provides a gateway to online research. On campus you may access a number of excellent research databases and magazines, journals, and newspapers (some are also available off campus to qualified OCC users). On and off campus you may use our Web site to conduct a focused search on the Internet, aided by our Internet guides and hot lists.

We direct you to the best search engines and subject directories, tell you how to cite Internet sources, link you to local and state sites, point you to Libraries here and around the world, guide you through various subject areas (business, government, health, literature, science, and more). In addition to giving one-on-one reference service, library staff is happy to provide group orientations and instruction in seeking information.

ACCESS (Accessibility Compliance Center and Educational Support Services) is located in K111. The ACCESS Department promotes academic achievement and self-direction to special needs populations by providing accommodations and/or services to those students who:

Category I: Have a documented disability, which warrants a need for accommodations.

Category II: Have demonstrated an inability to succeed academically without specific counseling and tutorial support.

ADA Notification: Students requiring special assistance (including those affected by the Americans with Disabilities Act) should contact the ACCESS Office (248-522-3480), which will inform the instructor of any special conditions pertaining to their learning.

INSTRUCTOR'S BACKGROUND – DAVID J. KNIPPER, CPA

I was born and raised in Rochester, NY, graduated from Boston College with a BS in Accounting, and earned my CPA certificate in NY. My employers have been Deloitte & Touche (an international CPA firm), GM, GMAC, American Axle & Manufacturing, Edison Schools, Inc. and McNish's Sporting Goods. My positions have all been in finance and accounting and I have served as Chief Financial Officer (CFO) at subsidiaries of GMAC, American Axle, and Edison Schools. In 1995, I began teaching accounting at OCC as an Adjunct Professor of Accounting.

and Community College - Orchard Ridge Campus			Tuesday Afternoons - 2:30 PM - 5:25 PM			
Course Outline - Fall 2009 - ACC 1500-01501			Adjunct Professor David J. Knipper CPA			
SUBJECT TO CHANGE - Three (3) Credits			F-208		HOME-	HOME-
			HOMEWORK	HOMEWORK	WORK	WORK
CLASS #	DATE	CLASS	Questions	Exercises	Problems	Key Terms
1	9/8/2009	Introduction				
		Chapter 1 - Elements of Financial Statements	1,7,9,10,15,18,22,26,29	1,17	27	Pg. 22-23
2	9/15/2009	Rev. Ch. 1 Homework				
		Ch. 2 - Understanding the Accounting Cycle	1- 4, 8,12,16,24,30,34,35	9,10	27	Page 66
3	9/22/2009	Review Ch 2. Homework		25	28	Page 66
		Review Ch. 1 and Ch. 2				
4	9/29/2009	Exam - Chapters 1 and 2	Read Chapter 3			
5	10/6/2009	Review exam				
		Ch. 3 - Accounting for Merchandising Businesses	2,4,8,10,14,19,20,22	8	25	Page 108
6	10/13/2009	Review Ch. 3 Homework				
		Ch. 4 - Accounting for Inventories	1,5,9,13,14,16,17,35,36,39		20,22	Page 148
7	10/20/2009	Review Ch. 4 Homework				
		Ch. 5 - Accounting for Receivables	1,4,9,12,15,19,27,30	1	21	Page 183
8	10/27/2009	Review Ch. 5 Homework	Prepare for exam		Ch. 5	
		Review Chapters 3, 4, and 5	Read Chapter 6		Pr. 23	
9	11/3/2009	Exam - Chapter 3, 4, and 5				
		Ch. 6 - Account. For Long-Term Operational Assets	2,4,7,9,12,18,21,27,29	7	24	Page 226
10	11/10/2009	Review exam				
		Review Ch. 6 homework				
		Ch. 7 - Accounting for Liabilities	2,4,7,9,10,11,21,25,26,3	8	21	Page 266
11	11/17/2009	Review Ch. 7 Homework	Read Chapter 8			
		Ch. 8 - Proprietorships, Partnerships, and Corp.	1,8,10,14,22,23,32	4	18	Page 301
12	11/24/2009	Exam - Chapters 6 and 7				
13	12/1/2009	Review exam				
		Review Ch. 8 homework				
		Ch. 9 - Financial Statement Analysis	1,2,5	Page 335	17	Page 337
				Rev. Problem		
14	12/8/2009	Review Ch. 9 homework				
		Hand In 250-300 word paper.				
15	12/15/2009	Exam - Chapters 8 and 9 and Other				

DATA COLLECTION

CORE REVIEW

B. SYLLABUS REVIEW

FOR: ACC-1500
Course Number

INSTRUCTORS ⇨	0	1	5	0	2															
Mandatory Items (per FMA and Federal Law)																				
ADA Notification	✓																			
Course Goals	✓																			
Grading Standards and Practices	✓																			
Tentative Schedule of Assignments and Tests	✓																			
Recommended Items (per Academic Senate)																				
Course Name and Number	✓																			
Instructor, Office Location, Method of Contact	✓																			
Office Hours																				
Available Assistance	✓																			
Course Catalog Description with Prerequisites																				
General Education Attributes (where pertinent)																				
Required Books and Supplies	✓																			
List of Supportive Materials (where available)	✓																			
Evaluation/Testing System & Policies	✓																			
Attendance Policy	✓																			
Safety Instructions																				
Disclaimer Allowing for Reasonable Revisions																				
Optional Items																				
Semester Meeting Times & Room	✓																			
Teaching/Learning Strategies	✓																			
Applicable Forms Pertinent to Course																				
Reference to Student Policies in OCC Catalog																				
Policy on Use of Computing Resources	✓																			
Description of Required Computing Skills																				
Policy on Plagiarism	✓																			
Student Bill of Responsibilities	✓																			

Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.

Oakland Community College
Fall 2009 – Accounting 1500 – Sec. 01502 – F 208
Tuesday Evenings – 6:00 PM – 8:55 PM
September 8, 2009 – December 15, 2009
Adjunct Professor David J. Knipper, CPA
E-MAIL: div053@yahoo.com
(SUBJECT TO CHANGE)

SYLLABUS AND INSTRUCTOR'S BACKGROUND

Welcome to our class. I look forward to assisting you as we work together to make this class interesting, educational, and enjoyable. If you are committed to doing your best, I am confident your expectations will be rewarded. **A FAIR WARNING!** Stay current with the assigned work. You will learn week by week and each new subject depends on your understanding of the prior week's work.

TEXTBOOK AND MATERIALS: We use Survey of Accounting, Edmonds, Edmonds (McGraw Hill) (Select chapters). Calculator and No. 2 pencil and Scantron

OVERALL GRADING: We will have 4 examinations worth 100 points each, 9 chapters of homework worth 63 points, and a 300-350 word paper worth 37 points for a total of 500 points. For example, if you earn 425 points, your % earned is 85% (425/500) and you will be awarded a B as follows:

92.5% and above = A	77.5% = C+	Below 60.0% = FAIL
90.0% = A-	72.5% = C	
87.5% = B+	70.0% = C-	
82.5% = B	67.5% = D+	
80.0% = B-	60.0% = D	

HOMEWORK GRADING: Generally, each week's homework will be collected at the start of class, reviewed, graded, and returned right away. We will review all homework in class. To earn maximum credit, you must show me the work has been realistically attempted rather than perfectly completed. Homework is due according to the course outline. Late homework will not receive full credit. **Plan on several hours of homework each week when assigned.**

MISSED EXAM POLICY: I expect each student will take each exam on the scheduled date. For any unavoidable conflicts, see me immediately. If I agree, I will reschedule the exam. If you miss one exam, you may continue in class and your grade will be determined as the class average on that exam, less 5 points. If you miss a second exam, you may continue in class but will earn either a WF or WP as permitted by the College's grading system. If you intend to withdraw from the class AFTER the College-designated withdrawal date, you **MUST** discuss your reason with me so the appropriate letter grade (e.g. A, B, C, etc.) or WP or WF is recorded for you.

ATTENDANCE/PARTICIPATION: Take this course seriously and strive for 100% attendance. Alert me in advance if you know you will be missing a class. Attendance will be taken and recorded.

CHEATING: Any cheating or plagiarizing the work of others is unacceptable and will have consequences for all parties if it occurs.

BLACKBOARD: See Instructor's Power Point lecture charts and other information on Blackboard

ORCHARD RIDGE STUDENT RESOURCES: ASC, LIBRARY, ACCESS

Located in K100, the **Academic Support Center (ASC)** is a learning center open to all students. The ASC has many services available including free tutoring in many subjects, peer writing tutors, study group leaders, and open writing lab tutors. Our lab has about 100 computers with many programs that can be used to complete coursework assignments, improve language skills, or for personal development. Ask at the desk for cd's, tapes, and videos that will help you set goals, improve time management, take tests better, or reduce stress. Faculty, paraprofessionals, and computer and desk assistants can help get you started.

Other ASC services include weekly Student Success Seminars and an ASC 057 College Success Skills course that is offered fall and winter semesters. ASSET, MTELP, writing assessments, and make-up testing are also done in the ASC. Contact us at (248) 522-3435 to check open hours, make tutoring or testing appointments, or make arrangements for other services.

The **Orchard Ridge Library** is in K200. Each of OCC's five campuses has its own Library which provides traditional materials (books, periodicals, videos, etc.) as well as Internet-access PC's. The five Libraries share resources, and OCC students, faculty, and staff are free to use any OCC Library.

The Library Web site, with its online databases, hot lists, and guides, along with its link to [Im@gine](#), our Library catalog and information system, provides a gateway to online research. On campus you may access a number of excellent research databases and magazines, journals, and newspapers (some are also available off campus to qualified OCC users). On and off campus you may use our Web site to conduct a focused search on the Internet, aided by our Internet guides and hot lists.

We direct you to the best search engines and subject directories, tell you how to cite Internet sources, link you to local and state sites, point you to Libraries here and around the world, guide you through various subject areas (business, government, health, literature, science, and more). In addition to giving one-on-one reference service, library staff is happy to provide group orientations and instruction in seeking information.

ACCESS (Accessibility Compliance Center and Educational Support Services) is located in K111. The ACCESS Department promotes academic achievement and self-direction to special needs populations by providing accommodations and/or services to those students who:

Category I: Have a documented disability, which warrants a need for accommodations.

Category II: Have demonstrated an inability to succeed academically without specific counseling and tutorial support.

ADA Notification: Students requiring special assistance (including those affected by the Americans with Disabilities Act) should contact the ACCESS Office (248-522-3480), which will inform the instructor of any special conditions pertaining to their learning.

INSTRUCTOR'S BACKGROUND – DAVID J. KNIPPER, CPA

I was born and raised in Rochester, NY, graduated from Boston College with a BS in Accounting, and earned my CPA certificate in NY. My employers have been Deloitte & Touche (an international CPA firm), GM, GMAC, American Axle & Manufacturing, Edison Schools, Inc. and McNish's Sporting Goods. My positions have all been in finance and accounting and I have served as Chief Financial Officer (CFO) at subsidiaries of GMAC, American Axle, and Edison Schools. In 1995, I began teaching accounting at OCC as an Adjunct Professor of Accounting.

Oakland Community College - Orchard Ridge Campus			Tuesday Evenings - 6:00 PM - 8:55 PM			
Course Outline - Fall 2009 - ACC 1500-01502			Adjunct Professor David J. Knipper CPA			
SUBJECT TO CHANGE - Three (3) Credits			F-208		HOME-	HOME-
			HOMEWORK	HOMEWORK	WORK	WORK
CLASS #	DATE	CLASS	Questions	Exercises	Problems	Key Terms
1	9/8/2009	Introduction				
		Chapter 1 - Elements of Financial Statements	1,7,9,10,15,18,22,26,29	1,17	27	Pg. 22-23
2	9/15/2009	Rev. Ch. 1 Homework				
		Ch. 2 - Understanding the Accounting Cycle	1- 4, 8,12,16,24,30,34,35	9,10	27	Page 66
3	9/22/2009	Review Ch 2. Homework		25	28	Page 66
		Review Ch. 1 and Ch. 2				
4	9/29/2009	Exam - Chapters 1 and 2	Read Chapter 3			
5	10/6/2009	Review exam				
		Ch. 3 - Accounting for Merchandising Businesses	2,4,8,10,14,19,20,22	8	25	Page 108
6	10/13/2009	Review Ch. 3 Homework				
		Ch. 4 - Accounting for Inventories	1,5,9,13,14,16,17,35,36,39		20,22	Page 148
7	10/20/2009	Review Ch. 4 Homework				
		Ch. 5 - Accounting for Receivables	1,4,9,12,15,19,27,30	1	21	Page 183
8	10/27/2009	Review Ch. 5 Homework	Prepare for exam		Ch. 5	
		Review Chapters 3, 4, and 5	Read Chapter 6		Pr. 23	
9	11/3/2009	Exam - Chapter 3, 4, and 5				
		Ch. 6 - Account. For Long-Term Operational Assets	2,4,7,9,12,18,21,27,29	7	24	Page 226
10	11/10/2009	Review exam				
		Review Ch. 6 homework				
		Ch. 7 - Accounting for Liabilities	2,4,7,9,10,11,21,25,26,3	8	21	Page 266
11	11/17/2009	Review Ch. 7 Homework	Read Chapter 8			
		Ch. 8 - Proprietorships, Partnerships, and Corp.	1,8,10,14,22,23,32	4	18	Page 301
12	11/24/2009	Exam - Chapters 6 and 7				
13	12/1/2009	Review exam				
		Review Ch. 8 homework				
		Ch. 9 - Financial Statement Analysis	1,2,5	Page 335	17	Page 337
				Rev. Problem		
14	12/8/2009	Review Ch. 9 homework				
		Hand In 300-350 word paper.				
15	12/15/2009	Exam - Chapters 8 and 9 and Other				

DATA COLLECTION

CORE REVIEW

B. SYLLABUS REVIEW

FOR: BUS - 1210
Course Number

INSTRUCTORS →										
Mandatory Items (per FMA and Federal Law)										
ADA Notification										
Course Goals	✓									
Grading Standards and Practices	✓									
Tentative Schedule of Assignments and Tests	✓									
Recommended Items (per Academic Senate)										
Course Name and Number	✓									
Instructor, Office Location, Method of Contact	✓									
Office Hours	✓									
Available Assistance	✓									
Course Catalog Description with Prerequisites										
General Education Attributes (where pertinent)										
Required Books and Supplies	✓									
List of Supportive Materials (where available)	✓									
Evaluation/Testing System & Policies	✓									
Attendance Policy	✓									
Safety Instructions										
Disclaimer Allowing for Reasonable Revisions										
Optional Items										
Semester Meeting <u>Times & Room</u>	✓									
Teaching/Learning Strategies	✓									
Applicable Forms Pertinent to Course	✓									
Reference to Student Policies in OCC Catalog										
Policy on Use of Computing Resources										
Description of Required Computing Skills										
Policy on Plagiarism										
Student Bill of Responsibilities	✓									

Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.

BUS 1210
SMALL BUSINESS

Welcome to BUS 1210 (How to Start and Operate a Small Business).

This course is different than any other course you may have taken before. We attempt to make it very practical and useful as well as very hands on. Much of the class time will be devoted to the semester project (The Business Plan). This project is reflective of what a real small business should be doing.

You may choose to work on your business plan by yourself, or you may prefer to team up with one or more of your classmates. This decision is up to you.

Please start on the business plan as soon as possible. The textbook, the instructor, the classroom guest speakers, and countless outside information is available to assist you.

You are encouraged to attend all class sessions and ask frequent questions.

BUS 1210

HOW TO START AND OPERATE A SMALL BUSINESS

FALL 2009

Mr. Harvey Bronstein
Office: F 310
Phone: (248) 522-3622
Fax: (248) 522-3621
E-mail: hsbronst@oaklandcc.edu

TEXT: Small Business Management
By Timothy Hatten, 4th Ed.
Houghton Mifflin Publishing

SEPT	14	Course Introduction, Chapter 1
	21	Chapter 2
	28	Chapter 3, Guest speaker
OCT	5	Chapter 4, Test I due. (Ch.1, 2, 3), Guest speaker
	12	Chapter 5
	19	Chapter 6
	26	Guest speaker
NOV	2	Chapter 7, Test II due. (Ch. 4, 5, 6)
	9	Chapter 8
	16	Chapter 9
	23	Chapter 10, Test III due. (Ch. 7, 8, 9)
	30	Chapter 11
DEC	7	Chapter 13
	14	Test IV due. (Ch. 10, 11, 13), Presentations
	21	Presentations

WRITTEN BUSINESS PLANS DUE DECEMBER 14, 2009

GRADE FACTORS

Written Business Plan	30%
Oral Business Plan	15%
4 Exams @ 10% each	40%
Attendance	10%
Class participation	5%

GRADE SCALE					
92-100	A	90-91	A-	88-89	B+
82-87	B	80-81	B-	78-79	C+
72-77	C	70-71	C-	68-69	D+
60-67	D	0-59	F		

Please contact the instructor at any time especially in the classroom or by telephone. It is important that the student and the instructor work together.

Harvey Bronstein (248) 522 3622

DATA COLLECTION

CORE REVIEW

B. SYLLABUS REVIEW

FOR: BUS-2030
Course Number

INSTRUCTORS ⇨	None Listed									
Mandatory Items (per FMA and Federal Law)										
ADA Notification										
Course Goals	✓									
Grading Standards and Practices	✓									
Tentative Schedule of Assignments and Tests	✓									
Recommended Items (per Academic Senate)										
Course Name and Number	✓									
Instructor, Office Location, Method of Contact	✓									
Office Hours	✓									
Available Assistance	✓									
Course Catalog Description with Prerequisites										
General Education Attributes (where pertinent)										
Required Books and Supplies	✓									
List of Supportive Materials (where available)	✓									
Evaluation/Testing System & Policies	✓									
Attendance Policy	✓									
Safety Instructions										
Disclaimer Allowing for Reasonable Revisions										
Optional Items										
Semester Meeting Times & Room	✓									
Teaching/Learning Strategies	✓									
Applicable Forms Pertinent to Course	✓									
Reference to Student Policies in OCC Catalog										
Policy on Use of Computing Resources	✓									
Description of Required Computing Skills										
Policy on Plagiarism										
Student Bill of Responsibilities	✓									

Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.

**OAKLAND COMMUNITY COLLEGE
BUSINESS LAW I**

Instructor: J. Michael Kinney

Office Hours: M, 11:00–12:00, 3:00–3:30, 5:00–6:00
T, 7:30–8:00, 5:30–6:00
W, 7:30–9:00 - Any other time by appointment.

Office Phone & Voice Mail: 248-522-3625,
E-Mail: jmichaelkinney@yahoo.com

E-Mail is the quickest way to get in touch with me. For heaven's sake spell my e-mail address correctly. Use the above E-Mail address and be careful what you put in the subject line. Words Like Viagra, Prescription, etc. will result in my spam blaster eliminating your E-Mail. Also if the subject line contains a dollar sign "\$" or an exclamation point "!" my spam blaster will eliminate it. When I receive your E-Mail I will immediately respond back to you even if all I say is "Got It". If you do not receive a response back in six hours you must assume I did not receive your message.

CLASS MATERIAL:

Text: West's Business Law, Clarkson, et. al. - Eleventh Edition

Introduction to the legal process	Chapters 1 - 3
Exam 1	
Common Law Contracts	Chapters 10 – 19
Sales Contracts	Chapters 20 – 23
Exam 2	
Torts	Chapters 6 – 7
Agency Law	Chapters 31 – 32
Intellectual Property	Chapter 8
Criminal Law	Chapter 9
Constitution & Business	Chapter 4
Exam 3	

There will be three exams and from time to time we will have a very brief class quiz on an important point. I will use these to see if I am clearly communicating and simplifying the principles of law. You may use these brief class quizzes to see if you understand the concepts. These may be from the readings that you have prepared for class or from a preceding class. These will be worth points toward your point total for the class.

SUBSTANTIVE GRADING STANDARDS:

"A" = A complete grasp of the principles of law and an ability to apply these principles to practical situations. The "A" student will recognize the key facts even if they are missing from the exam question and provide an analysis which includes the facts stated and any facts not stated but assumed. The "A" student will often maximize points by analyzing the legal issues from the vantage point of both parties. The "A" student will remain focused on the task assigned and analyze only those issues which are relevant to a determination of the assignment.

"B" = A thorough grasp of the major principles of law and an ability to apply these principles to practical situations. The "B" student will be able to provide an analysis of the law applied to the key facts given; arriving at a reasonable and legally supported conclusion when applied to a real life situation. The "B" student will remain reasonably focused on the task

assigned and analyze only those issues which are relevant to a determination of the assignment.

"C" = The "C" student is able to recognize the major principles of law, state them, but not effectively apply these principles to arrive at a reasonable conclusion when applied to a real life situation. The "C" student may not remain focused on the task assigned and may analyze issues which are not relevant to a determination of the assignment. The "C" student may also state a conclusion to a practical legal situation without analyzing the supporting law.

"D" = The "D" student is able to recognize a few principles of law, state them incompletely or incorrectly, and gets confused when attempting to apply them. Part of this confusion may come from discussion of wholly irrelevant legal principles, even if these principals are correct in another context.

"F" = The "F" student gives up completely and does not try to recognize or apply the principles of law. Some "F" students make up their own laws and apply them.

UNBOUNDED CURVE:

This class will be graded on an unbounded open curve based on total points earned on the exams plus additional points you may have. On each exam you will know how your points compare with others who took the same exam. Neither you nor I will know how many points constitute a specific grade until the curve is cut at the last moment before grades are due. You are expected to do your best at all times.

EXAMS:

In my exams you may use any notes of any kind that you have created yourself. I don't care if you copy your friend's notes, the book word for word or anything else as long as it is has come from your own fingers and not a copy machine. **YOU MAY NOT USE ANOTHER STUDENT'S EXAM.** If a foreign translation dictionary is of use to you feel free to use it.

I try to structure my exams so that a well-organized student can get an A in one hour. Some people would prefer to take more time to complete their exam. I have no objection to anyone taking as long as they wish so long as the exam is completed in one sitting. Be sure to leave yourself plenty of time.

BUSINESS LAW TEST FILE:

I have placed all of my old exams on file in the library at the reference desk. Please take advantage of this. Even though I change the story in the questions the law and the approach to the answer certainly remains the same.

EXAM REVIEWS:

We will hold a brief review in class before each exam. I would encourage you to work together with your classmates to prepare your notes. I will answer any questions you might have relevant to the exam. If you wish to have a more detailed review, you may schedule an out of class review and I will go over the material covered on the exam in great detail.

MISSED EXAMS:

if you do not take the exam at the regular time and you have not made arrangements before the exam to take it at another time, you must have concrete proof of the disastrous consequences which have befallen you. If you were in the hospital, copies of any admission papers will do. If you were in an accident, a copy of an accident report will be fine. If you were in jail a copy of your release bond. Proof of broken bones in casts will be taken at face value. If your grandmother really did die I would like either an obituary clipping from the newspaper or a funeral home memory card. Just write "grandmother" on it and hand it to me and I will be compassionate.

ADDITIONAL POINTS SUBJECT TO THE REASONABLE EFFORT RULE:

If you have attended at least 80% of the classes you qualify under the reasonable effort rule and are eligible for many more opportunities for points in addition to the exam points. (3 misses for a class that meets once each week)

All points are the same whether they come from the exams or from outside work.

I will give credit within this rule of 3 points for each IIC "student success seminar" you attend. I believe there is one each week which would give you 45 points if you went to all of them. Check with the IIC for the time and place.

CASE BRIEFS:

One of the good ways to learn the process of legal analysis which will be necessary in the exams is to read judges' opinions and to brief cases. I will give up to 7 exam points of exam credit for each case brief. This applies when you brief the case after reading the judge's opinion. This does not apply to cases that you read about in your book, on the internet or anywhere else. **YOU MUST READ THE JUDGE'S ORIGINAL OPINION and not just someone else's opinion on the judge's opinion.** The librarians will help you find the judge's original opinion on cases that interest you. There is not enough information contained in your book to complete a brief from that source. You may do as many as ten of these briefs for seven points each.

OUTLINE FOR A CASE BRIEF:

1. Case Title
2. Case Citation
3. Background Facts
4. Law or Facts in Dispute
5. Action Taken by Lower Courts
6. Summary of Arguments by Each Party at this Court
7. The Analysis of the Facts and Law by This Court
8. The Conclusion or Holding Reached by this Court
9. The Order Issued by this Court

Your brief does not need to be long but it does need to hit all the above critical areas.

If you have a specific area of law that interests you, you may prepare an analysis of that area for class participation points. The specific number of points will depend on the thoroughness of your analysis.

PROFESSIONAL QUALITY:

Any brief or legal analysis other than in-class exams must be word processed and spell checked.

IF YOU ARE UNABLE TO COMPLETE THE CLASS:

If you request a withdrawal in this class at any time before the final grades are entered I will give you a "WP".

If you do not complete this class because you have not taken the final exam I will enter an "F" for you.

If you have substantially completed this class but have something happen in your life which makes it impossible for you to complete this class and you request it I will enter an "I" which allows you to complete the class within one year.

Note: Impossible means impossible. It does not mean that your car broke down.

Note: You must communicate with me and request either a "WP" or an "I". Your communication is complete when I respond "OK" not when you leave me a message or send me an e-mail.

SPECIAL CELL PHONE RULE:

This class will be conducted in a cell phone free environment. Any audible cell phone interruption will be subject to a negative 7 point (-7) penalty.

FINAL DEADLINE FOR OUTSIDE WORK:

All work for additional points other than the last exam must be submitted by December 7, 2009.

MALPRACTICE WARNING

This class is intended to provide you with an overview of the law in certain areas. If you have a legal problem you should retain an attorney for a thorough analysis of your problem and the appropriate law. The instructor is not acting as your attorney and will not do so during the term of this class. If you need to retain an attorney, your instructor or the Oakland County Bar Association will provide you with a list of possible referrals.

Cases of Interest

Roe v Wade, Women's Abortion Rights, U.S. Supreme Court, 410 U.S. 113, 93 S.Ct. 705

Sipes v McGhee & Shelley v Kraemer Minority Homeowners Excluded, U.S. Supreme Court 334 U.S. 1, 68 S. Ct. 836

Brown v Board of Education, Civil Rights, U.S. Supreme Court 347 U.S. 483, 74 S. Ct. 686

Pleussy v Ferguson, 1/8 black - sit in the back, U.S. Supreme Court 163 U.S. 537, 16 S. Ct. 1138

Dred Scott v. Sanford, Historical Civil Rights - If you take your slave into a part of the country where slavery is banned, is he still a slave? 60 U.S. 393 (1857)

Sands v. Sands, Michigan Divorce, You Hide It, You Lose It., 482 N.W.2d 203

Pring v. Penthouse, Libel - Sex Act Causing Levitation, 695 F2d 438, 426 U.S. 1132, 103 S Ct 3112

Douglass v. Hustler Magazine, Inc., Does A Nude Picture Release to Playboy Cover Hustler, 769 F2d 1128

Meyer v. Mitnick, 244 Mich App 697, If the engagement is broken, does she have to give back the ring?

New York Times v. Sullivan, Do Public Figures Have Libel Protection, 376 US 254, 84 S Ct 710

Williams v. Cunningham Drug, Does A Store Owner Owe A Duty Of Care To Protect Customers From Criminal Acts in the parking lot, 418, NW 2d 381

Galella v. Onassis, Do Annoying Photographers Owe Famous People A Right Of Privacy, 487 F 2d 986

Commwealth v. Louise Woodward, Nanny Causes Child's Death, 427 Mass 659

Fisher v. Lowe, An opinion in poetry, 122 Mich App.418; 333 NW2d 67 (1983)

Williams v. Williams, Tape recording your ex-spouse's phone calls 229 Mich App 318; 581 NW2d 777 (1998)

Harris v. Harris, Bigamous Marriages, 201 Mich App 65, 506 N.W.2d 3, 1993

People v Ferency, Radar Speeding, 133 Mich App 526

In Re Estate of Sosa Crisan (1961), Implied Contract, 362 Mich. 569, 107 N.W.2d 907

Haas v. Ionia, step on a crack, break your own back, 214 Mich App 361

Baker v. Arbor Drug, Drug interaction death, no warning, 544 N.W.2d 727

Fuhr v. Hazel Park, Can a woman coach a boys' high school basketball team? 131 F.Supp. 2d 947

Fineman v. Citicorp USA, Inc. (1985), Use Of Credit Card As Contract Acceptance, 137 Ill. App. 3d 3055, 92 Ill. Dec. 780, 485 N.E. 2d 591.

Hamer v Sidway (1891), Detrimental Reliance & Promissory Estoppel, 124 N.Y. 538, 27 N.E. 256

Iverson v Scholl, Inc. (1985), Rights of Minors, 136 Ill.App.3d 962

Haydocy Pontiac, Inc. v. Lee (1969), Sleazy Minor Lying About Her Age, 19 Ohio App. 2d 217

Webster Street Partnership v Sheridan (1985), Rights of Minors, 220 Neb 9, 368 N.W.2d 439

Lucy v Zehmer (1954), How Drunk Do You Have To Be, 196 Va 493, 84 S.E.2d 516

UAW v Johnson Controls (1991), Women's Rights,
499 U.S. 187, 111 S.Ct 1196, 113 L. Ed 2d 158

Employment Division of Human Resources of the State of Oregon v. Smith (1990) Is Religious
Drug Use Protected Freedom Of Religion, 494 U.S. 872, 110, S.Ct 1595, 108 L.Ed 2d 876

Heart of Atlanta Motel (1964), Civil Rights & The Commerce Clause,
379 U.S. 241, 85 S.Ct. 348, 13 L.Ed. 2d 258

Johnson v K-Mart Enterprises, Inc. (1980), False Arrest, 98 Wis.2d 533, 297 N.W. 2d 74

Palsgraf v Long Island Railroad Co. (1928), Proximate Cause, 248 N.Y. 339, 162 N.E. 99

Dun & Bradstreet, Inc. v. Greenmoss Builders, Inc. (1983), Defamation By Computer,
143 Vt. 66, *; 461 A.2d 414,

Guarino v Mine Safety Appliance Co (1969), Danger Invites A Rescue,
25 N.Y. 2d 460, 255 N.E. 2d 173, 306 N.Y.S. 2d 942

Terry v Ohio (1968), Reasonable belief that a threat to public safety must exist before police can
stop and frisk, 392 U.S. 1

Miranda v Arizona (1966), You Have The Right To Remain Silent ...,
384 U.S. 436, 86 S.Ct. 1602, 16 L.d.2d 694

Texaco, Inc. v Pennzoil Co. (1987), 10.53 Billion Dollars For Such A Little Lie, 729 S.W.2d 768

Sony Corp. v Universal City Studios (1984), The Case That Changed The Video World,
464 U.S. 417, 104 S.Ct 774, 78 L.Ed.2d 574

Feist Publications, Inc. v Rural Telephone Service Co. (1991), Facts May Not Be Copyrighted,
499 U.S. 340, 111 S.Ct. 1282, 112 L.Ed.2d 358

Florida Lime & Avocado Growers v. Paul (1963), Interstate Commerce,
373 U.S. 132, 83 S. Ct 1210, 10 L. Ed. 2d 248

Maine v. Taylor (1986), Interstate Commerce of Baitfish, 477 U.S. 131,
106 S.Ct. 2440, 91 L.Ed. 2d 110

Philadelphia v. New Jersey (1975), Is New Jersey A Dump?
437 U.S. 617, 98 S.Ct 2531, 57 L. Ed. 475

Leavitt v. Monaco Coach Corporation, If the motor home doesn't make it over the mountains Is
that a breach of warranty?, 616 N.W.2d 175

Burlington v. Ellerth, Major sexual harassment precedent 1185 S.Ct. 2257.

Elozovic V. Ford Motor Company, 472 Mich. 408 697 N.W.2d 851 Supervisor held personally
liable for sexual harassment, employer not liable

Toussaint v. Blue Cross; Ebling v. Masco, 408 Mich 579, 292 NW2d 880, Wrongful discharge
from employment in Michigan

Conway, Inc. v. Ross, 627 P2d 1029, Can a topless dancer in Alaska be fired for providing
other services to customers on her own time?

Kato v. Briney 183 NW2d 657, Can you rig a shotgun to protect uninhabited property?

Doe v. Mills 212 Mich App 73, 536 NW2d 824, Can you publicly humiliate someone entering an
abortion clinic?

Glass v. Goeckel, Mich Supreme Court 2005, What rights do you have to walk the beaches of
Michigan?

OAKLAND COMMUNITY COLLEGE
J. Michael Kinney
BUSINESS LAW COURSES
AND THE CPA EXAM

For those of you who have a career interest in accounting (possibly the world's second oldest profession), I have prepared this handout of the sections of law covered on the Certified Public Accountants (CPA) exam. We will cover most but not all of these areas in Business Law I (BUS 2030) and Business Law II (BUS 2040). Some are covered more thoroughly in class than the others but all areas are covered in the book. When you are preparing for the CPA exam by taking a CPA review course, you will cover all these areas again.

Common Law Contracts - Bus 2030 - Covered Thoroughly

Sales - UCC Article 2 - Bus 2030 - Covered Thoroughly

Commercial Paper - Negotiable Instruments - UCC Articles 3 & 4
Bus 2040 - Moderate Coverage

Secured Transactions - UCC Article 9
BUS 2040 - Covered Thoroughly

Creditor's Rights - Suretyship - BUS 2040 - Covered Moderately

Bankruptcy - BUS 2040 - Covered Thoroughly

Agency - BUS 2030 - Covered Moderately

Regulation of Employment - BUS 2040 - Covered Thoroughly

Partnerships - General & Limited - BUS 2040 - Covered Thoroughly

Corporations - BUS 2040 - Covered Thoroughly

Investment Securities & Regulation - BUS 2040 - Covered Lightly

Documents of Title - UCC Article 7 - Not Covered

Property - Real & Personal - BUS 2040 - Covered Thoroughly

Insurance - Not Covered

Estates & Trusts - BUS 2040 - Covered Thoroughly

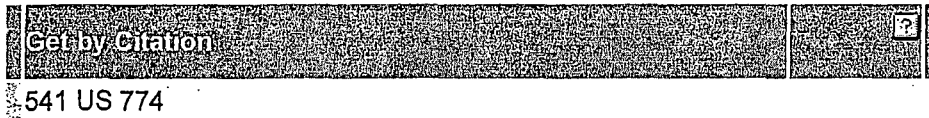
Accountant Liability - BUS 2040 - Covered Lightly

Finding And Reading Cases On Lexis

This only works if you are at the OCC Library on the computer that is set up for Lexis

- Step 1. Start Internet Explorer and go to www.lexis.com
- Step 2. The computer will have the secret password stored so click on "Sign On"
- Step 3. At the top of the page you will find a tab labeled "Get a Document" click on that tab.

The following page will be displayed. Type the citation you are looking for in the box.



- Step 4. Verify that the title of the case is the case you are looking for:

City of Littleton v. Z. J. Gifts D-4, L.L.C., 541 U.S. 774

- Step 5. Page through lots of pages until you find the beginning of the Judge's opinion.

OPINION BY: BREYER

- Step 6. You will find that the judge generally follows the following outline until the final conclusion is reached.

Background Facts
Law or Facts in Dispute
Action Taken by Lower Courts
Summary of Arguments by Each Party at this Court
The Analysis of the Facts and Law by This Court
The Conclusion or Holding Reached by this Court
The Order Issued by this Court

- Step 7. The final conclusion or holding will look something like the sentence below:

For these reasons, the judgment of the Tenth Circuit is reversed.

Sometimes the court will issue an order sending (Remanding) the case back to the lower court.

DATA ANALYSIS

Coordinator: After reviewing the Data Analysis forms on all the courses in the Discipline/Program, please summarize your analysis of whether or not there are course syllabi in your Discipline/Program that need revision due to inconsistencies or omissions, or other issues.

SYLLABUS REVIEW SUMMARY:

- **It is the findings of this reviewer that 50% of the course syllabi reviewed; all syllabi met the mandatory items category per FMA and Federal law.**
- **In the recommended items for course syllabus per Academic Senate, ½ of the course syllabi reviewed met 66% of the recommended items. The other ½ of the course syllabi reviewed met 58% of the recommended items listed.**
- **In the optional items course syllabi, all syllabi met at least 50-62% of the items listed.**

CRC
PART II-DISCIPLINE REVIEW

Coordinator: Data Collection and Data Analysis forms for the following review areas are attached.

E. INTERDISCIPLINARY INTERACTIONS

- Collect information from Disciplines/Programs that are using your courses as part of their required or recommended coursework.
- Analyze whether or not the use of your courses by Disciplines/ Programs is effective.

F. COMPARABLE COURSES AND TRANSFERABILITY

- Contact Counseling transfer experts to get information about the transfer of courses in your Discipline and about pertinent articulation agreements.
- Analyze the comparability and transfer of the courses in your Discipline.

G. GENERAL EDUCATION/OUTCOMES ASSESSMENT

- Collect information on how the General Education Attributes are integrated into the instruction of the courses in your Discipline by distributing the Data Collection form to all full and adjunct faculty teaching courses with General Education Attributes indicated in the catalog.
- Analyze the coverage of General Education Attributes in the courses in your Discipline and discuss any findings from SAGE that pertain to instruction in your courses.

DATA COLLECTION

DISCIPLINE REVIEW

E. INTERDISCIPLINARY INTERACTIONS

Coordinator: Please distribute this form to a varied sample of Instructors who use courses in your Discipline as required, support, or elective courses in their Discipline or Program. Contact the Chair of Counseling on your campus to help you determine to whom to send this form if you need assistance.

The purpose of this survey is to determine the nature and extent of interdisciplinary activities and interactions for our Discipline

1. Please respond whether the course(s) listed below serve students in your Discipline/Program as:

	Requirement	Support	Elective	No Role
<u>MED.AAS</u> Course	AAC-1500	_____	_____	_____
<u>MGT.CMN.CT</u> Course	MAT-1070	BUS-1100	_____	_____
<u>MGT.AOM.AAS</u> Course	ENG-1350	SPE-1290	_____	_____
<u>LBT-AAS</u> Course	_____	MAT-1070	_____	_____

2. To fulfill the needs of the students in your program discipline list each course that:

Is working well: _____
Needs revision: _____

Give reasons for necessary revisions in your Interdisciplinary Interactions Review Summary

3. How do these courses contribute to the goals and desired outcomes of your Discipline/ Program?

Counselor Notes:

The courses listed above are required and supportive courses that will satisfy the College's graduation requirements for an Associate in Applied Science Degree, and/ or Certificate program for many of the colleges degreed and certificate that are awarded to students. The above programs are just a few that are listed to include the courses required for the Cosmetology Associate in Applied Science Degree.

Other Associate in Applied Science degree programs that include courses from this program are as follow:

BUS.ABA
ACC.ABA

F. COMPARABLE COURSES AND TRANSFERABILITY

Coordinator: Consult with a counselor specializing in transfer to answer the following questions:

1. List OCC course comparable to those offered in other institutions.

ACC-1500	ART-1520
BUS-1210	SOC
BUS-2030	PSY
ENG-1350	SPE-1290
ENG-2200	
BUS-1100	
BUS-1310	
MKT-1020	

2. List OCC courses not offered at other institutions.

CNS-1140 and CNS-1160 May transfer as electives to other institutions.

3. List three institutions to which the courses in your Discipline/Program transfer.

- Wayne State University
- Oakland University
- Walsh College
- Eastern Michigan University
- University of Michigan Dearborn Campus
- University of Detroit Mercy

DATA ANALYSIS

DISCIPLINE REVIEW

F. COMPARABLE COURSES AND TRANSFERABILITY

Coordinator: Please use the data from the Comparable Courses/Programs and Transfer Data Collection form to answer the following questions:

4. Discuss whether or not the courses in your discipline are comparable to those offered at other institutions, and if they are not comparable, discuss how they serve our students.

The courses offered in the COSMETOLOGY discipline that are listed are comparable to those offered at other institutions and the credit hours are equivalent as well.

References:

- Transfer Course Equivalency Guides
- www.MACRAO.org

5. Describe the extent to which your course offerings will transfer to other institutions.
 - Some courses may transfer as electives only as indicated by the CNS courses.

**COMPARABLE COURSES AND
TRANSFERABILITY REVIEW SUMMARY:**

DATA COLLECTION

DISCIPLINE REVIEW

CORE REVIEW

D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

Coordinator: Distribute this form to all full-time and adjunct faculty.

What resources or services does the Discipline/Program need in order to improve instruction? Please explain the reason you are requesting each resource.

- None Requested

What curriculum revisions or development would enhance instruction in your Discipline/Program?

- Unremarkable

Please return to _____ at _____ by _____.
Name Campus Date

DATA ANALYSIS

CORE REVIEW

D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

Coordinator: Please summarize the needs, resources, and curriculum actions indicated on the Data Collection forms.

What resources or services does your Discipline/Program need?

- Unremarkable at this time.

What curriculum revisions or development does your Discipline/Program see as beneficial to instruction?

Please note the Cosmetology degreed program does not indicate a Discipline/Program Chair.
No curriculum revisions discussed, recommended, suggested or requested at the time of this report.

**DISCIPLINE/PROGRAM NEEDS AND RESOURCES
REVIEW SUMMARY:**

- **Unremarkable**

G. GENERAL EDUCATION _____
Course Number

Coordinator: Distribute this form to all full-time or adjunct faculty members for every course that they are teaching which has General Education Attributes indicated in the Catalog.

Please check the General Education Attributes you are teaching and assessing in your instruction of this course.

GE Attributes Listed in the Catalog	Teaching	Assessing
_____	_____	_____
_____	_____	_____
_____	_____	_____

Please list briefly what strategies you are using to teach and assess the GE Attributes, as indicated above.

Learning Activities

Assessment Strategies

Summarize what revisions you have made in your instruction as a result of teaching and assessing the above General Education Attributes.

Please return to _____ at _____ by _____
Name Campus Date

DATA ANALYSIS

DISCIPLINE REVIEW

G. GENERAL EDUCATION/OUTCOMES ASSESSMENT

Coordinator: Complete this form after reviewing the General Education Data Collection forms filled in by the members of your Discipline on all the courses in the catalog which have GE Attributes indicated in the Catalog.

<i>Course Number</i>	<i>% of Faculty Teaching</i>	<i>% of Faculty Assessing GE Attributes</i>	<i>% of Faculty information to improve instruction</i>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

GENERAL EDUCATION/OUTCOMES ASSESSMENT REVIEW SUMMARY:

Coordinator: Comment on the above data as well as on any SAGE findings that apply to the instruction in your Discipline.

- **The General Education/Out Comes are unremarkable at the time of this report.**

Faculty Sign-Off Form*

For Curriculum Review of Discipline:

I approve the Curriculum Review Report as written by the Faculty Program Review Coordinator.

Yes _____ No _____

Comments: (Attach additional sheets if necessary)

Name (printed) _____

Signature _____

Date December 4, 2009

* This form is to be copied by and distributed to all faculty within the Discipline to ensure awareness and participation.