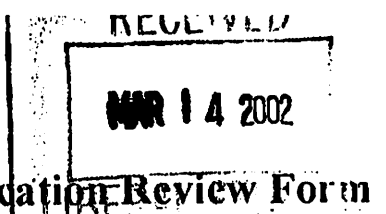


UWOC - 3/19/02
Senate 4/2/02



01-69

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours)

Existing and Special Topics Course

Course: BLAW 235: Legal Environment of Business

Instructor of Record: Dr. Martha A. Troxell phone: 357-5749 e-mail: mtroxell@iup.edu

Step One: Attach signed Budget Approval Form to this form.

Step Two: Department or its Curriculum Committee

The committee has reviewed the proposal to offer the above course using distance education technology, and responds to the CBA criteria as follows:

- 1. Will a qualified instructor teach the course? Yes No
- 2. Will the technology serve as a suitable substitute for the traditional classroom? Yes No
- 3. Are there suitable opportunities for interaction between the instructor and student? Yes No
- 4. a. Will there be suitable methods used to evaluate student achievement? Yes No
- b. Have reasonable efforts been made to insure the integrity of evaluation methods (academic honesty) Yes No

5. Recommendation:
 Positive (The objectives of the course can be met via distance education.)
 Negative

Thal Affert
signature of department designee date

If positive recommendation, immediately forward copies of this form and attached materials to the Provost and the Liberal Studies Office for consideration by the University-Wide Undergraduate Curriculum Committee. Dual-level courses also require review by Graduate Committee for graduate-level offering. Send information copies to 1) the college curriculum committee, 2) dean of the college, and 3) Dean of the School of Continuing Education.

Step Three: UNIVERSITY-WIDE UNDERGRADUATE CURRICULUM COMMITTEE

Positive recommendation
 Negative recommendation

Gail S. Schriest March 19, 2002
signature of committee chair date

Forward this form to the Provost within 24 calendar days after receipt by committee.

Step Four: Provost

Approved as distance education course
 Rejected as distance education course

MS Ray 3/21/02
signature of Provost date

Step Five:

Forward materials to Dean of the School of Continuing Education.

Old Program Name

New Program Name

III. Approvals (signatures and date)

Department Curriculum Committee

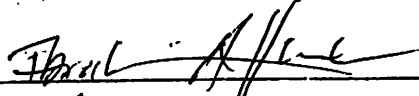
College Curriculum Committee

*Director of Liberal Studies (where applicable)

Department Chair

College Dean

*Provost (where applicable)



Undergraduate Distance Education Review Form

BLAW 235: LEGAL ENVIRONMENT OF BUSINESS

1. Will a qualified instructor teach the course?

Dr. Troxell has taught the topic at IUP since 1977. In addition, Dr. Troxell designed the online version of the course and will be conducting the online course.

2. Will the technology serve as a suitable substitute for the traditional classroom?

Online technology enhances the opportunities in the classroom. Not only is the material presented to the students in a traditional fashion, but student discussions are more closely guided by the instructor with online technology. Each student will be expected and have the opportunity to contribute to discussion of relevant legal topics. Online technology gives more students the opportunity to participate than the traditional classroom. Diversity of the student body is enhanced by online technology, which is very relevant to an introductory law course.

3. Are there suitable opportunities for interaction between the instructor and student?

Opportunities for interaction between the instructor and student are increased with online technology. Interaction takes more than one form and approaches the learning skills of students differently.

4.a. Will there be suitable methods used to evaluate student achievement?

The same methods of evaluation will be used as in the regularly taught course, that is: tests; scheduled student projects; and class participation.

4.b. Have reasonable efforts been made to insure the integrity of evaluation methods (academic integrity)?

One of the biggest concerns with online courses is academic integrity. Because of the variety of evaluation methods used, consistency and participation in these methods by the students will alert the instructor to irregularities. Additionally, certain testing features available online will be used to discourage academic dishonesty (tests using randomly selected questions from a large databank of questions installed by the professor; individual display of questions; timed exams).

**INDIANA UNIVERSITY OF PENNSYLVANIA
EBERLY COLLEGE OF BUSINESS
DEPARTMENT OF FINANCE AND LEGAL STUDIES
BLAW 235: LEGAL ENVIRONMENT OF BUSINESS
ON-LINE COURSE SYLLABUS**

COURSE TITLE: BLAW 235: LEGAL ENVIRONMENT OF BUSINESS

SEMESTER: SUMMER 2002

TIME: Sec 801: Monday through Friday
8:00 - 10:00 a.m.

PLACE: ECB Rm. 218

INSTRUCTOR: Dr. Martha A. Troxell

OFFICE: ECB Rm. 322E

OFFICE HOURS: Monday through Friday
8:00 to 10:00 a.m.

TELEPHONE: (724)357-5749 (Office)
(724)357-4818 (Finance & Legal Studies Dept.)

E-MAIL: mtroxell@grove.iup.edu

WEB SITE: <http://www.eberly.iup.edu/mtroxell/>

TEXTBOOK: BUSINESS LAW: Ethical, International & E-Commerce
Environment
Author: Henry R. Cheeseman
Edition: Fourth
Publisher: Prentice Hall

SUPPLEMENTAL READINGS: Additional supplemental readings and support materials will be posted by the instructor during the course.

CATALOG DESCRIPTION: Explores the current American legal system by providing students with an introduction to a variety of legal topics important to all individuals and businesses. Topics must include sources of law, the court system and basic procedures, tort law, criminal law, and contracts. Topics may also include legal

research and intellectual property. Ethical issues and international law are integrated throughout the course.

PREREQUISITES: None

OUTLINE OF MATERIAL COVERED

LEGAL ENVIRONMENT OF DOMESTIC AND INTERNATIONAL LAW

1. Nature of Law and Critical Legal Thinking
Chapter 1; pages 1-17
2. Judicial and Alternative Dispute Resolution
Chapter 2; pages 18 - 45
3. Constitutional Authority to Regulate Business
Chapter 3; pages 46 - 65
4. Administrative Law and Government Regulation
Chapter 45; pages 897 - 913
5. Comparative and International Law
Chapter 4; pages 66 - 89

FIRST TEST

TORTS, CRIMES, INTELLECTUAL PROPERTY AND INTERNET LAW

6. Intentional Torts, Negligence and Strict Liability
Chapter 5; pages 90-115
7. Product Liability
Chapter 6; pages 116 - 136
8. Criminal Law and Business Crimes
Chapter 7; pages 137 - 159
9. Intellectual Property and Internet Law
Chapter 17; pages 320 - 348
10. Ethics and Social Responsibility of Business
Chapter 8; pages 160 - 178

SECOND TEST

CONTRACTS AND ELECTRONIC COMMERCE

11. Nature of Traditional and Internet Contracts
Chapter 9; pages 179 - 193
12. Agreements
Chapter 10; pages 194 - 210
13. Consideration
Chapter 11; pages 211 - 224
14. Capacity and Legality
Chapter 12; pages 225 - 245
15. Genuineness of Assent
Chapter 13; pages 246 - 260
16. Writing and Contract Form
Chapter 14; pages 261 - 277
17. Third Party Rights and Discharge of Contracts
Chapter 15; pages 278 - 298
18. Contract Remedies and Torts Associated with Contracts
Chapter 16; pages 299 - 319
19. E-Commerce and Internet Law
Chapter 18; pages 349 - 376

FINAL

The final exam will include the material on items ##11 - 19, inclusive. The final exam will be held on Friday, July 5, 2002.

COURSE OBJECTIVES

1. To familiarize the student with the legal environment in which businesses must operate.
2. To introduce the student to the historic sources of our legal system and to compare the U.S. legal system with other legal systems in the world.
3. To introduce the student to the legal process, its advantages and disadvantages, and the need and availability of alternative dispute resolution.
4. To familiarize the student with basic business/legal terminology as an aid in

preparing the student for the business environment, business negotiations and transactions.

5. To have the student acquire the knowledge base in business law necessary to successfully compete in the business world.
6. To introduce the student to the place of U.S. business law in the world market place and to understand the basic concepts of international business law.
7. To familiarize the student with the interrelationships of law and society, law and economics, law and religion, law and morals, law and ethics, law and fairness.
8. To familiarize the student with the basic building block of business transactions - the contract - and its primary structure.
9. To acquaint and familiarize the student with the new world of the internet and e-commerce law.

ONLINE REQUIREMENTS

RESOURCE REQUIREMENTS: To study online you will need regular access to a computer terminal with a modem and appropriate software, internet access and an email address.

MINIMUM HARDWARE REQUIREMENTS:

- PC, 486 or better microprocessor
- Macintosh, better than 68030 processor
- Minimum of 8 MB RAM
- Minimum 20 MB free disk space
- Modem, 28,800 bps or faster

SOFTWARE:

- (PC) 32-bit enabled Windows (Windows 95, NT, or 32-bit 3.1)
- (MAC) System 7.5 or higher
- communications software, web browser, email program
- a word-processing program or at least a text editor

INTERNET ACCESS:

- You will need a graphical browser which is Java and Javascript enabled to use all the features of the online environment. The preferred browser is Netscape 3.0 or higher or Microsoft Internet Explorer 4.0 or higher.

ONLINE INSTRUCTIONAL PROCEDURES:

- After reading the chapter in the textbook, look at the additional reading assignments from other sources that will be timely posted. These outside reading assignments are from the media, the courts and other scholars concerning parts of the material that you just read in the text. Also, instructor's notes and comments will be available online.
- The availability (dates and times) for the course tests will be posted and strictly adhered to.
- There are three projects which must be completed online. Descriptions of these projects are contained in the remaining body of the course outline. These are due as scheduled. No two students may turn in the same project. Each student may contact the instructor prior to turning in their project to obtain a "lock" on their project, if desired. If two students choose the same project, the instructor will notify each immediately and each will choose other projects for completion.

GRADING

1. Grading on each exam will be as follows:

85-100%	= A
75- 84%	= B
65- 74%	= C
50- 64%	= D
Below 50%	= F
2. Each of the three exams, including the final, will be weighted equally in calculation of the final grade.
3. Participation in online discussion groups is required. These groups will be assigned in the first week of classes. Not everything in a course can be learned from the text alone. The text is only a guide. Discussion participation allows me to be assured that assignments are being read and are a precursor to doing well in the exams and the course generally.
4. All exams will be multiple choice. The number of questions on each exam will be announced prior to the exam administration.
5. Please read the assigned chapters before coming to class. My lectures and class discussions assume you have read the material and are familiar at least with terminology. This will eliminate obvious questions that are answered in the book and allow the concepts and interrelationships to be learned in the classroom. Read the book FIRST.
6. Each student must find and turn in three media articles that are relevant to a

topic included in the material for the semester. The articles must be business related and apply specifically to a topic covered in class. In addition, with each article there must be a one to two page written summary of the article and discussion of how it applies to the course. The articles can come from sources such as the Wall Street Journal, Barron's, the New York Times, the Indiana Gazette, Time, Newsweek, Business Week, an internet source, etc. The original article must be included with the assignment. Each assignment must be original and may not be shared with another student. The first article is due by Friday, June 14, 2002; the second article is due by Wednesday, June 26, 2002; the third article is due by Friday, July 5, 2002. Although no specific grade is assigned to this, you **must** complete the assignment to get your grade issued. The quality of both the articles and your written portions is taken into consideration when determining your final grade.

7. Academic dishonesty will not be tolerated in the class. Cheating on examinations, making any part of an exam available to any person or entity (such as copying, moving and/or storing), inappropriate collaboration on projects or assignments, and other forms of dishonesty will be dealt with in a serious and formal manner. The penalty for dishonesty in this class will be course failure and other university actions as appropriate.

BLAW 235: LEGAL ENVIRONMENT OF BUSINESS (Online) Course Analysis Questionnaire

Section A: Details of the Course

- A1 How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies).

The need for an online course in Legal Environment of Business is necessary to keep our course current and competitive. This is a Business Core I course which services the College of Business and other disciplines throughout the university, such as, the Pre-Law minor, Consumer Services, French for International Trade, the Business Minor taken by majors outside the College of Business. This significant population of course participants places large demands on scheduling the course and providing access to students. A section of this course in the Internet-based distance learning (online) format provides opportunities for traditional and nontraditional students to access the course. It will also permit the department to extend its course offering to individuals outside the existing university enrollment.

- A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

The content and objectives of the online course remain consistent with the other sections being offered in the traditional classroom. The difference will be in the method of delivery. The online course will not require any changes or revisions to existing catalog descriptions or other department programs.

- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic)? If so, explain the details of the offering.

This course is an existing course currently taught only in the traditional classroom. This application is for an online section of the same course.

- A4 Is this course to be a dual-level course? If so, what is the approval status at the graduate level?

This course is not dual listed.

- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

This course is not offered for variable credit.

- A6 Do other higher education institutions currently offer this course? If so, please list examples.

It is becoming increasingly common to offer sections of courses, such as the Legal Environment of Business, with an online section, particularly at the same time as other sections are offered in the traditional classroom, thereby giving students a choice.

- A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation. Explain why this content or these skills cannot be incorporated into an existing course.

The course is required for graduation by all business students and is a component of other major and minor offerings across the university. In addition, the business school accrediting association, AACSB, which has accredited the program in the College of Business, requires this course. By having a section of this course available online, the course will be available to both business and non-business majors. Currently scheduling and location difficulties are part of a student's frustration in taking this course in a timely way, which the online component will help overcome.

Section B: Interdisciplinary Implications

- B1 Will this course be taught by one instructor or will there be team teaching? If the latter, explain the teaching plan and its rationale.

This course will be taught by one instructor.

- B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments which clarify their attitudes toward the proposed change(s).

The content of this online course does not conflict with the content of courses offered by other departments. It is an existing course, part of the business core and required for graduation.

- B3 Will seats in this course be made available to students in the School of Continuing Education?

Since this is an online section of an existing course, it represents virtual seating and will be available to students from across campus, including the College of Continuing Education. The online section will make it more convenient and appealing to many of these students.

Section C: Implementation

- C1** Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedules of current faculty. What will be taught less frequently or in fewer sections to make this possible?

No additional faculty resources will be required. The course will be offered in load and will not affect any other course offerings.

- C2** What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

*Space - The online section of the course requires no additional space, rather it will make existing space more available.

*Equipment - Students will be required to have access to a computer either personally or within the existing computer lab facilities already available to students at various locations on campus. The dormitories have been wired for Internet access. The online course section utilizes the WebCT server under the direction of the IDC (Institutional Design Center). Instructors in the College of Business have the computer equipment required to offer online courses from their offices. The section will not require the acquisition of any additional equipment.

*Laboratory Supplies and other Consumable Goods - No laboratory supplies or other consumable goods will be required.

*Library Materials - The section will not require additional library materials or other resources.

*Travel Funds - No additional travel funds will be required.

- C3** Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

No grant funds are required for this component.

- C4** How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

The objective is to offer one online section of the course each semester. There are no seasonal restrictions.

C5 How many sections of this course do you anticipate offering in any single semester?
One.

C6 How many students do you plan to accommodate in a section of this course? Is this planned number limited by the availability of any resources? Explain.

The normal class size for Legal Environment of Business is 40-50. This number should not change for the online component.

C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

No professional or accreditation enrollment limits exist.

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

The need to offer sections of courses online is becoming an academic necessity. This has resulted from new and expanding technologies and the diversity and mobility of the student population. The online section of BLAW 235 is designed to accommodate this evolutionary process and the needs of a significant part of the student population.

PowerPoint Slides to accompany
BUSINESS LAW 4E, by Henry R. Cheeseman

Chapter 1

Introduction to Law and Critical Legal Thinking

What Is Law?

- Law consists of rules that regulate the conduct of individuals, businesses, and other organizations within society. It is intended to protect persons and their property from unwanted interference from others.



Functions of Law

- Facilitating orderly change
- Facilitating planning
- Keeping the peace
- Maintaining the status quo
- Maximizing individual freedom
- Promoting social justice
- Providing a basis for compromise
- Shaping moral standards



Qualities of the Law

- Fairness
 - The American legal system is one of the most comprehensive, fair, and democratic systems of law ever developed and enforced
- Flexibility
 - The American legal system is generally responsive to cultural, technological, economic, and social changes



Schools of Jurisprudential Thought

- Analytical school—Believes law is shaped by logic
- Command school—Believes law is a set of rules developed and enforced by the ruling party
- Critical legal studies school—Believes legal rules are unnecessary and that legal disputes should be solved using rules of fairness
- Feminist school—Believes a female perspective should be considered when laws are developed, interpreted, and applied
- Historical school—Believes law is an aggregate of social traditions and customs
- Law and economics school—Believes promoting market efficiency should be the central concern of legal decision making
- Sociological school—Believes law is a means of achieving and advancing certain sociological goals
- Natural school—Believes law is based on what is “correct”



English Common Law

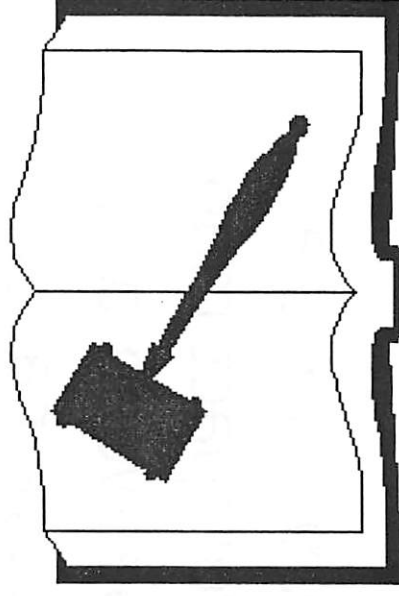
- Common law
 - Developed by judges who issued their opinions when deciding a case. The principles became precedent for later judges deciding similar cases.
- Law court
 - A court that developed and administered a uniform set of laws decreed by the kings and queens after William the Conqueror. Legal procedure was emphasized over merits.
- Court of Chancery (equity court)
 - Court that granted relief based on fairness
- Merchant court
 - Courts established to administer the “law of merchants”

Sources of Law

- Codified law
- Constitutions
- Executive orders
- Judicial decisions
- Regulations and administrative orders
- Treaties

Constitutions

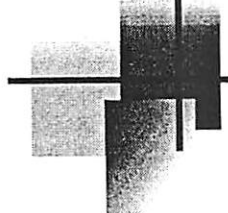
- The U.S. Constitution established the structure of the federal government
 - Legislative
 - Executive
 - Judicial
- The constitution and treaties take precedence over all other laws



Treaties

- A treaty is a compact made between two or more nations





Codified Law

- Statute
 - Written law enacted by the legislative branch of federal and state governments that establishes certain courses of conduct that must be adhered to by covered parties
- Ordinances
 - Laws enacted by local government bodies such as cities and municipalities, counties, school districts, and water districts



Administrative Agency Rules and Regulations

- The legislative and executive branches of federal and state governments are empowered to establish administrative agencies to enforce and interpret statutes enacted by Congress and state legislatures
- Many agencies regulate business

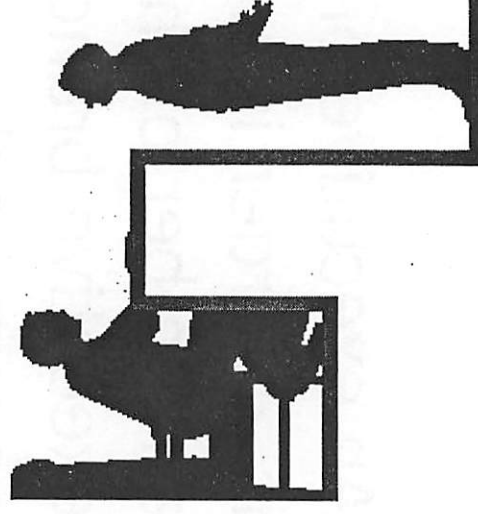
Executive Orders



- An executive order is an order issued by a member of the executive branch of government

Judicial Decisions

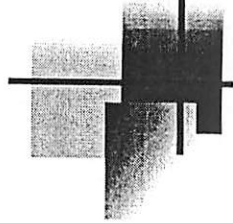
- A judicial decision is a decision about an individual lawsuit issued by federal and state courts





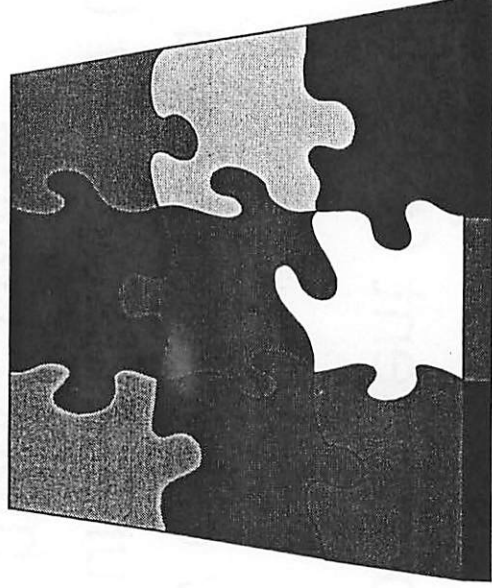
Doctrine of *Stare Decisis*

- Based on the common law tradition, past court decisions become precedent for deciding future cases
- Precedent is a rule of law established in a court decision. Lower courts must follow the precedent established by higher courts
- *Stare decisis*—Latin for “to stand by the decision”—means adherence to precedent



Critical Legal Thinking

- Critical legal thinking is the process of specifying the issue presented by a case, identifying the key facts in the case and the applicable law, and then applying the law to the facts to come to a conclusion that answers the issue presented



Critical legal thinking
puts the pieces of the
puzzle together