

BUSINESS LAW DESCRIPTOR

General Course Description:

Fundamental legal principles pertaining to business transactions. Introduction to the legal process. Topics include sources of law and ethics, contracts, torts, agency, criminal law, business organizations, and judicial and administrative processes.

Course Content:

1. Introduction to law. Classifications (equity, common law, etc.). Sources of and reasons for law. Administrative agencies.
2. State and federal court systems, jurisdiction, methods for alternate dispute resolution. Progress of a case through the court system, role of judge, jury, lawyers, and the parties. The appellate process, types of motions, rulings, judgments, and enforcement of judgments.
3. Law and ethics, corporate social responsibility, stakeholder relationships, and ethical decision making.
4. Contracts under the common law and Uniform Commercial Code, classification, contract terms and elements, performance. Enforcement, breach, and remedies, third person beneficiary contracts, assignment of contracts.
5. Creation of an agency relationship, duties of agents, principals, liabilities (tort and contract) of principals, agents.
6. Torts distinguished from crimes, intentional torts, negligence, business torts, strict liability, tort reform, proposals.
7. Basics of criminal law and how crimes affect business.
8. Sole proprietorships, partnerships, limited partnerships, limited liability partnerships, limited liability companies, corporations, corporate structure and governance.
9. Application of the U.S. Constitution to business activities.

Course Objectives: *At the conclusion of this course, the student should be able to:*

1. Explain the historical development of the law, operation of the court system and sources of commercial law.
2. Explain the social, political and ethical implications of the law and their application to actual and hypothetical business transactions.
3. Distinguish between torts and crimes and describe the purpose of criminal and tort law.
4. Evaluate when a promise is enforceable, the elements of a contract, performance, and the remedies available in the event of breach.
5. Distinguish between contracts governed by the Uniform Commercial Code and those governed by the common law of contracts.
6. Analyze cases. Identify issues and apply the appropriate legal rules to the fact patterns to reach defensible legal conclusions.
7. Demonstrate the ability to utilize the internet to research legal issues and utilize other computer skills to enhance effective business communications and presentations through the use of appropriate business and legal terminology. Analyze whether a source is a reliable source for legal information.
8. Perform legal research, to include evaluating and interpreting a court citation and locating a court case on an assigned topic.
9. Categorize the types of government agencies, powers and functions, controls through congressional action, executive action, and the courts.
10. Differentiate the relationship between state and federal systems, jurisdiction, and the importance of alternate dispute resolution methods to the participants
11. Demonstrate how cases progress through the court system from problem, to filing, to trial, and appeal.
12. Appraise the relationship between law and ethics.
13. Describe the various agency relationships and the duties and liabilities of agents and principals.
14. Describe the Constitutional basis for federal governmental regulation of business, including limits of government power.
15. Explain a corporation's legal structure and differentiate it from other forms of

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business organization, the meaning of limited liability for the owners; describe the relationship of the various stakeholders.
Methods of Evaluation: A. Quizzes B. Tests C. Comprehensive final examination D. Case brief submission E. Papers (IRAC)
Sample Textbooks, Manuals, or Other Support Materials: J. Mallor, A. Barnes, L. Bowers & A. Langvardt, <i>Business Law: The Ethical, Global, and E-Commerce Environment</i> , McGraw-Hill D. Davidson, L. Forsythe & B. Knowles, <i>Business Law, Principles and Cases in the Legal Environment</i> , Aspen Publishers R. Mann & B. Roberts, <i>Smith and Roberson's Business Law</i> , Cengage K. Clarkson, R. Miller & F. Cross, <i>Business Law: Text and Cases - Legal, Ethical, Global, and Corporate Environment</i> , Cengage
Date: 12/12/2011

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Descriptor Guide Sheet

Discipline: The discipline has been determined and is entered.

Subdiscipline: You may decide that a sub-discipline will serve your discipline best. For example, biology faculty may or may not decide to identify subdivisions (cellular vs. organismic, or marine, or ecology/environmental). Discipline faculty will determine what best serves their needs.

General Course Title: Insert a course name in this field that is generally used and will be widely recognized. It need not be the actual course title at all colleges or universities but should describe the topic of the course.

Minimum Units: Indicate the minimum number of units expected of this course, based on semester configuration; we will later offer a conversion into quarter units.

Proposed Number: Use the numbering protocol to assign a tentative number to the course; like the sub-discipline or general course title, during your drafting stages, this number can be changed.

Proposed Suffix: If desirable, add an "L" after the number in the box to indicate a lab; or an "S" to indicate this course is part of a sequence.

Rationale or Comment: Use this space to provide explanation to the field about the number; during the drafting stage, you may also use this space to record a request for an additional suffix or modification of the numbering protocol.

Required Prerequisites or Co-Requisites: List any courses required to be completed prior to taking the listed course; if there is not agreement among segmental faculty about the prerequisites, you might consider describing a similar course without those prerequisites or listing only Advisories/Recommended Preparation (see below). A co-requisite does not mean in the CCCs what it may mean for the 4-year institutions.

Advisories/Recommended Preparation: These recommendations for courses, experiences, or preparation need not be validated; they can be good-faith and generally accepted recommendations from discipline faculty that further the students' chances of success in this or subsequent courses.

Course Content: Count content should list all the expected and essential topics of the course. If this course is a lab/lecture combination, the Lab content should be spelled out separately.

Course Objectives: List the course objectives, competencies, or skills that the students should be able to demonstrate upon completion of the course. Community college faculty should be attentive to explicitly linking the objectives to the topics covered. If this course is a lab/lecture combination, again the learning objectives should be spelled out separately and be linked to the topics covered in the lab component of the course. Use additional sheets as needed.

Methods of Evaluation: List those methods you anticipate would be used to observe or measure the students' achievement of course objectives (e.g., quizzes, exams, laboratory work, field journals, projects, research, demonstrations, etc.)

Textbooks: Recent (published within the past 5-6 years) college-level texts, materials, software packages can be suggested here. While texts used by individual institutions and even individual sections will vary, enter examples of representative work. If this is a lab course or a lab/lecture section, remember to include an example of a lab manual.

FDRG Lead's Signature and Date: When the descriptor template has been finalized by the FDRG is in final form and is ready for posting, the Lead should send this completed and signed document to Katey Lewis at Katey@asccc.org who will post the descriptor and solicit review and comment prior to finalizing the descriptor for the next phase of the C-ID Project.