

## West Chester University Distance Education Course Approval or Modification Form

This form is to be completed for distance education course approvals or for modification of existing distance education courses, where more than fifteen percent of in class instruction is replaced by distance education.  
Please review Instructions before completing this form.

Please email this form to [agrinwis@wcupa.edu](mailto:agrinwis@wcupa.edu) when completed.

1. **Academic Unit:**  CAS,  CBPA,  CHS,  COE, or  CVPA      **Department:** Marketing
2. **Division:**  Undergraduate     Graduate
3. **Nature of Action**
- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Distance education Attribute (Existing Course)<br><input type="checkbox"/> Interdisciplinary Attribute<br><input type="checkbox"/> Writing Emphasis Attribute<br><input type="checkbox"/> Culture Cluster Attribute | <input type="checkbox"/> Distance education Attribute (New Course)<br><input type="checkbox"/> Interdisciplinary Attribute<br><input type="checkbox"/> Writing Emphasis Attribute<br><input type="checkbox"/> Culture Cluster Attribute<br><input type="checkbox"/> Other: |
|---|--|
4. **Proposed Starting Semester/Session** (See Instructions):  Fall,  Spring,  Summer, or  Winter  
Year: 2014
5. **Purpose of Course**
- |  |  |
|--|--|
| <input type="checkbox"/> General Education<br><input type="checkbox"/> Major Program Requirement<br><input checked="" type="checkbox"/> Major Program Elective | <input type="checkbox"/> Minor Program Requirement<br><input type="checkbox"/> New Program/Concentration Requirement |
|--|--|
6. **Present** (if modification to established course)      **Proposed** (new course)
- |                        |                                  |                        |
|------------------------|----------------------------------|------------------------|
| Course Title           | Special Subjects in Business Law | Course Title           |
| Course Abbrev. & No.   | BLA 302                          | Course Abbrev. & No.   |
| Student Credits        | 3                                | Student Credits        |
| Faculty Contact Credit | 3                                | Faculty Contact Credit |
- If not equivalent to student credits, please check:**
7. **Is a similar course offered in the University?**     Yes     No If **Yes**, attach justification and impact statement (see instructions).
8. **Rationale for Change:** Please attach on a separate sheet.
9. **Course Title for the Master Schedule:** Special Subjects in Business Law
10. **Catalog Description:** In-depth coverage of the legal topics of contracts and sales. It is intended as a partial preparation for the uniform Certified Public Accountant (CPA) examination and thus provides students with an adequate knowledge of the most widely examined subjects. Provides marketing students with a detailed knowledge of the legal topics that they will use in their careers and covers basic legal topics highly useful to management majors and all persons engaged in business.
11. **Course syllabus and bibliography.** Attach to this form.
12. **May this course be taken again for credit?**     Yes     No
13. **How often will this course be offered?** Once every other year in summer beginning Summer 2014.
14. **Resources:** Are the following resources adequate? If **No**, attach justification (See instructions).
- |   |   |  |
|---|---|--|
| Faculty   | Library/Remote Access Resources                                     |  |
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |  |
| Facilities  | Instructional/Technology Resources                                  |  |
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |  |
15. **Percentage of Course Delivered via Distance:**
- |   |                   |
|---|-------------------|
| <input type="checkbox"/> <b>Web-Enhanced</b> (CAPC Level 1 Review):         | 15% – 29% Online  |
| <input type="checkbox"/> <b>Blended</b> (CAPC Level 1 Review):              | 30% -- 79% Online |
| <input type="checkbox"/> <b>O8 Online</b> (CAPC Level 1 Review):            | 80% – 99% Online  |
| <input checked="" type="checkbox"/> <b>OL Online</b> (CAPC Level 2 Review): | 100% Online       |
16. **Frequency of Distance Education Delivery:**
- Permanently replace traditional classroom delivery
- Rotation of distance and traditional delivery (Please attach explanation of rotation method.)

**17. Required Statement Addressing the Following Items** *(Please list statements on a separate document. Including them in the syllabus is not sufficient for review.):*

- Clear statement on how online office hours are conducted; to include ways in which instructor(s) may be contacted
- The minimum level of student preparation needed, and, if applicable, prerequisites are clearly stated
- The minimum technical skills needed for students to be successful
- Clear statement on the required hardware (i.e. PC or Mac, webcam) and software (i.e. version of operating system or word processing software)
- Method of assessment/evaluation for measuring course objectives via the distance education format
- Method for instructing students on how to access resources (i.e. library) at a distance
- Method for informing students of the technical support offered, including contacts to help resolve technical problems
- Method for insuring the integrity of evaluation methods, including information about proctored exams, if required
- Method for communicating expectations for participation in online discussions, email, and other forms of communication
- Method for providing students with a schedule of class activities, including due dates for all course activities and, if applicable, a schedule of when students must be in attendance for traditional in-class instruction
- Method for ensuring appropriate student-student and student-faculty interaction through appropriate course design
- Method for addressing issues related to students who fall under the Americans with Disabilities Act

**18. Faculty Training:**

- a. Department certification/statement that faculty assigned to this distance education course have taught an online course previously or a statement from the Distance Education Office, in consultation with the department, that faculty will have undergone training before the start of the semester in which the course is offered.

**19. Verification of Student Identity:**

- Department certifies that the identity of a student who participates in coursework is verified by using, at the option of the instructor, methods such as – (i) A secure login and pass code (i.e. Desire2Learn); (ii) Proctored examinations; and (iii) New or other technologies and practices that are effective in verifying student identification.

**20. Online Accessibility:**

- Faculty member has reviewed the WCU online course checklist and will develop accessible materials as described.

**21. Originating Faculty Member:** Brian Halsey

**Date:** 01/27/2014

**22. Date of Receipt of Form by Associate Provost:**

**23. Recommendations:** (Please type your name, the date, and then indicate your approval by typing “Yes” or “No.” Your approval choice will indicate your signature.)

Dept Chair/Prog Director: Jack Gault	Date: 1/29/2014	Approval: Yes
Academic Dean: Dorothy Ives Dewey for Michelle Patrick	Date: 2/6/2014	Approval: Yes
Graduate Dean (if applicable):	Date:	Approval:
Council of Professional Education Convener (if applicable):	Date:	Approval:
Unit Head (if applicable):	Date:	Approval:
Final Approval Associate Provost:	Date:	Approval:
<b>FOR ASSOCIATE PROVOST OFFICE USE ONLY:</b>		
	Course CIP code (6 digits):	
	Implementation Date:	

**West Chester University**

**Distance Learning Course Approval or Modification Form**

BLA 302 Special Subjects in Business Law

Modification of Course to Permit Delivery in OL Online (100% Online) Format

**#8: *Rationale for Change:***

BLA 302 Special Subjects in Business Law is a currently existing course offered through the College of Business and Public Affairs' Marketing Department. BLA 302 is a business elective available to all business majors, and it is also an elective open to the general student population. It has been offered sporadically in the past.

There are two growing needs that necessitate offering BLA 302 in an online format on a regular basis:

1. A growing demand for general 300 level and above business electives for the College of Business and Public Affairs population; and
2. More particularly, an absolute need for accounting students to acquire 6 credits of business law courses in order to be eligible to sit for the CPA examination in a number of states. At present, only BLA 201 is offered regularly at West Chester. This means that students wishing to become CPA's licensed in many other states have been forced to take additional business law credits at other institutions. For instance, Florida's requirement is representative of the requirements of many states - applicants are required to have a total of six semester hours of business law courses, which must cover contracts, torts, and the Uniform Commercial Code. Accounting students must also have 150 college credits in order to receive their CPA designation.

A Distance Ed (DE) version of the course will allow students greater options for business electives. It will allow those students contemplating earning their CPA in states where 6 business law credits are required to complete same at West Chester, instead of at another institution. It will also allow those students earning for 150 credits additional choices with the College. Additionally, students will have flexibility in their daily schedules to complete this requirement at WCU, at a distance from WCU, while on break, while concurrently pursuing employment opportunities as needed to help fund their educations.

This course will be primarily offered during the winter and summer, allowing faculty to be able to devote exclusive time to oversee the course. Seats in the DE sections will be capped at 25 students to maintain a workload/quality control balance.

**#16: *Frequency of Distance Education Delivery:***

The course will be offered as a distance learning course primarily in the winter and summer sessions as demand warrants, currently projected at once every other year. Depending on needs, the course may be offered during the regular fall and spring semesters as a classroom-based course.

**West Chester University**  
**Distance Learning Course Approval or Modification Form**  
**BLA 302 Special Subjects in Business Law**  
**Modification of Course to Permit Delivery in OL Online (100% Online) Format**

**#17: Required Statement:**

- a. Clear statement on how online office hours are conducted; to include ways in which instructor(s) may be contacted:

Office hours will be conducted in four complimentary ways. First, office hours will be conducted in person during the professor's traditional office hours. Second, office hours will be conducted by phone during regularly scheduled office hours discussed above where student can expect an immediate reply. Third, students may phone or email the professor at any time. Emails and phone calls will always be returned by the end of the next business day. A statement relating to same is placed in the syllabus. Fourth, students may make appointments for in person, phone, or email discussions with the professor outside of normally scheduled office hours.

The syllabus states:

*I am available for walk in office hours on Monday, Wednesday and Friday from noon to 1pm. As this is an online class I am operating on the assumption that you are not on campus during summer, so I will make provisions for other person office hours at WCU by appointment. I am generally available between the hours of 8am and 9am on most weekdays in my home office, and emails and phone calls will always be returned by the end of the next business day. Students may make appointments for in person, phone, or email discussions with the professor outside of normally scheduled office hours.*

- b. The minimum level of student preparation needed, and, if applicable, prerequisites are clearly stated:

The syllabus states:

*No prerequisites are required for this course; however, the instructor strongly recommends that students take BLA 201 prior to taking this course. As WCU students, students will be expected to have previously developed strong English reading and writing skills, in order to be able to research and discuss course materials with other students and the professor as they complete assignments and participate in classroom discussions.*

- c. The minimum technical skills needed of students to be successful:

The syllabus states:

*Please view the WCU Distance Education Student Resources guide. The guide is located at <http://www.wcupa.edu/distanceded/student.asp>. If you need to access hardware while on campus please see the WCU computer lab web page at [http://www.wcupa.edu/\\_SERVICES/Stu.Syk/computerlabs.asp](http://www.wcupa.edu/_SERVICES/Stu.Syk/computerlabs.asp).*

- d. Clear statement on the required hardware (i.e. PC or Mac, webcam) and software (i.e. version of operating system or word processing software) needed:

The syllabus states:

*Students must have access to the most current version of Internet Explorer/Safari/Mozilla. It is expected that all students will be able to open Microsoft Office 2007 files. Students are encouraged to contact the student help desk to ensure that their computer equipment is sufficient for the D2L operating system. Recommended minimum computer configurations are listed on the WCU Academic Computing Center website at <http://www.wcupa.edu/infoservices/acc/computerRecommendations.asp>. Students must be able to readily access the internet via cable or broadband. Students must have access to a computer with standard sound and video capabilities in order to watch and listen to course lectures.*

e. Method of assessment/evaluation for measuring course objectives via the distance education format:

Students' performance will be measured, assessed and evaluated as follows for conformance with course objectives. In addition to the syllabus statement below, the students are provided with several pages of detail regarding how they are graded on the discussions, quizzes and case briefs, including a very detailed rubric regarding the threaded discussion grading requirements.

The Syllabus states:

*Remember that this is a five week long summer session course. We are completing 3 college level credits in that timeframe. Therefore, every week counts (there is no "warm-up period") and there will be multiple required graded items each week. Your performance in the course will be evaluated on the basis of the following criteria:*

1. *Fifteen (15) asynchronous threaded discussions, three (3) per week:  
2% each/ 30% of course grade total*
2. *Five (5) weekly quizzes, one (1) per week: 10% each/50%  
of course grade total*
3. *Two (2) written case briefs:  
10% each/20% of course grade total*

f. Method for instructing students on how to access resources (i.e. library) at a distance:

Statements will be placed in the course syllabus and in the D2L course shell directing students to the WCU Library Services for Distance Students guide. As described on the library website, that guide is intended for students who rarely or never travel to WCU's physical campus and complete all of their library research remotely. The guide is located at <http://subjectguides.wcupa.edu/distance>.

The syllabus states:

*Library online resources for assistance resource searches for assignments may be accessed through <http://www.wcupa.edu/library.fhg/>. Accessing the "Help" link will offer tips for doing library research, identifying types of resources, citing those resources and links to other library catalogs.*

*Of particular interest to this course are the databases under the "Intellectual Property" heading at <http://subjectguides.wcupa.edu/content.php?pid=166599>, the Lexis-Nexis (Academic) database that contains professional level legal search tools, and the "Legal Collection", both available at <http://subjectguides.wcupa.edu/content.php?pid=274485&sid=2263287>.*

g. Method for informing students of the technical support offered, including contacts to help resolve technical problems:

Statements will be placed in the course syllabus and in D2L course shell directing students to the WCU Distance Education Student Resources guide. The guide is located at <http://www.wcupa.edu/distanceed/student.asp>. In the syllabus and within the D2L course shell students also will be provided with links to the WCU computer lab web page at [http://www.wcupa.edu/\\_SERVICES/Stu.Syk/computerlabs.asp](http://www.wcupa.edu/_SERVICES/Stu.Syk/computerlabs.asp). Student will be encouraged to contact the student help desk in the event of technical problems.

The Syllabus states:

*Please view the WCU Distance Education Student Resources guide. The guide is located at <http://www.wcupa.edu/distanceed/student.asp>. If you need to access hardware while on campus please see the WCU computer lab web page at [http://www.wcupa.edu/\\_SERVICES/Stu.Syk/computerlabs.asp](http://www.wcupa.edu/_SERVICES/Stu.Syk/computerlabs.asp).*

If you are new to D2L please read the support manual explaining the various tools and functions. If you have questions about using D2L please contact the professor, D2L tech support (Open 24/7) or the WCU technology helpline at 610.436.3349.

h. Method for insuring the integrity of evaluation methods including information about proctored exams, if required:

Students will be required to access the course using their personal D2L usernames and passwords. All exams and quizzes will be administered within D2L, opened for set time periods, only, and will be randomized to the extent possible using the D2L system. All written submissions are subject to Turn It In technology scanning to detect plagiarized work.

The course syllabus shall include the following language, or the most current version of an academic honesty statement adopted by the University or the College of Business and Public Affairs:

*"The business faculty is committed to vigorously enforcing the University's academic integrity policy, which prohibits academic dishonesty. Academic dishonesty is defined in the Undergraduate Catalog under the heading "Academic Integrity Policy." Issues involving academic dishonesty will be addressed in accordance with the Student Academic Integrity Policy. Sanctions for violations of the Policy include dismissal from the University. I take academic honesty very seriously and I will address every violation in order to be fair to the other students in the class that follow the rules."*

i. Method for communicating expectations for participation in online discussions, email, and other forms of communication:

Managing student expectations and clearly communicating the professor's expectations for participation in online discussions, email, phone and other forms of communication is important to the successful implementation of an online course. Students will be informed of these expectations in several ways:

1. Descriptions of expectations in the syllabus.
2. Descriptions of expectations within the introduction to each online discussion.
3. Descriptions of expectations on the course home page.
4. A short video lecture by the professor regarding expectations for each form of communication.

In that way, students are consistently reminded of their communication responsibilities.

By way of further example, the syllabus states the following in part regarding expectations for communication in threaded discussions:

*Threaded Discussions – There are three (3) threaded discussions per week. Each asynchronous threaded discussion requires you to post your own original thoughts, research, and comments based on the parameters of the discussion posted on D2L. In each discussion there is a link to a video, article, or other material that you will need to read/view to intelligently engage in the conversation. In each discussion you are also required to comment on and discuss at least one other posting by other students in the course.*

*Therefore, please submit a minimum of two substantive entries on at least two different days before the deadline for each of the discussions. If you post the minimum, all other things being equal, you can expect a C to B range grade on your discussion (**that is, you cannot earn an A range grade on a discussion by doing the minimum**). One of your posts should be your own original material, and one post should be an expansion on or discussion of your classmate's work. "Substantive" means that each of your required posts must be analytically engaged with the topic. Mere copy-and-pastes, unaccompanied by your own analysis or commentary, mere compliments of a classmate's work, mere chattiness, and mere personal opinion unaccompanied by relevant sources materials are NOT "substantive" posts, and will not be counted against the minimum required number of posts. The entry should be well-written (grammar and spelling count!), clear, concise, and well thought out.*

*In short, please post well thought out material two times, on different days, in each discussion – once on your own, and once in response to other's work. You cannot successfully complete the threaded discussions without reasonable*

*preparation.*

j. Method for providing students with a schedule of class activities including deadlines and due dates for all course activities:

Students will be provided with a schedule of class activities through a chart of course activities and their corresponding due dates within the syllabus (see below instead of reproducing several pages here). Students will also be reminded of due dates through weekly course announcements. The D2L course shell contains a calendar that will display deadlines and due dates for timed items such as the quizzes.

k. Method for ensuring appropriate student-student and student-faculty interaction through appropriate course design:

The course will include several items that require direct student-student and faculty-student interaction. These items include:

1. Fifteen (15) asynchronous threaded discussions (3 per week). Each asynchronous threaded discussion requires students to post their own, original thoughts, research, and comments based on the parameters of the discussion. In each discussion the students are also required to comment on and discuss postings by other students in the course. The professor will also be actively engaged in the discussions, commenting and guiding the student interactions. There are also multiple external links (to videos, articles, current events) provided by the professor as a part of the threaded discussions. Students will be required to view same and comment on the material and the other student's responses. The professor will participate in that discussion.
2. The professor will provide detailed written individual feedback to accompany the students' returned gradable items.

l. Method for addressing issues related to students who fall under the Americans with Disabilities Act:

The following statement will be included in the course syllabus, and the professor or the office of Services for Students with Disabilities will address accordingly when contacted by students.

*West Chester University wishes to make accommodations for persons with disabilities. Please make your needs known by contacting me and/or the Office of Services for Students with Disabilities at ext. 3217. I am happy to help, but sufficient notice is needed in order to make the accommodations possible.*

**West Chester University**

**Distance Learning Course Approval or Modification Form**

BLA 302 Special Subjects in Business Law

Modification of Course to Permit Delivery in OL Online (100% Online) Format

**#18: Faculty Training:**

Dr. Halsey (the targeted professor to teach the DE versions of the course) has extensive experience teaching BLA 201 and BLA 501 100% online at West Chester. Both courses have been offered successfully multiple times online. He is also the current Chair of the Course Delivery Subcommittee of the Academic Review Committee. Based on his extensive experience with DE courses, there is no reason to expect quality to be any less in BLA 302 than in the DE sections of BLA 201 or BLA 501. He has been teaching successfully online since 2000, developing and implementing over two dozen courses ranging from the 100 level to graduate level. Additionally, every course that he has developed has been either in an AACSB, ACBSP, or ABA accredited program.

**WEST CHESTER UNIVERSITY**  
**Summer 1 2014**

**Course:** SPECIAL SUBJECTS IN BUSINESS LAW (BLA 302); Section 21

**Instructor:** Brian J. Halsey, J.D., LL.M., CISSP  
Associate Professor of Business Law

**Contact Information:** bhalsey@wcupa.edu  
610.738.0327  
Anderson Hall 329  
I prefer to be contacted through the course's "private message" dropbox or through WCU email (as I can get back to you at any time of day or night), but phone calls are acceptable. Emails will always be returned by the end of the next business day (and quite often much sooner), and phone calls will be returned during my next scheduled office hours.

**Class Hours:** Asynchronously Online through D2L website from May 27, 2014 to June 26, 2014. There is no set time that you must log in, but you must meet content, participation, and deadline requirements each week (see below).

**Weekly Deadlines:** **Week 1 Assignments: Sunday, June 1, 2014 at 11:59pm EST**  
**Week 2 Assignments: Sunday, June 8, 2014 at 11:59pm EST**  
**Week 3 Assignments: Sunday, June 15, 2014 at 11:59pm EST**  
**Week 4 Assignments: Sunday, June 22, 2014 at 11:59pm EST**  
**Week 5 Assignments: Thursday, June 26, 2014 at 11:59pm EST**  
*Note – work ahead – do not wait until the last minute to submit items, as you assume the risk and responsibility for crashed computers, lost files, etc.*

**Office Hours:** I am available for walk in office hours on Monday, Wednesday and Friday from noon to 1pm. As this is an online class I am operating on the assumption that you are not on campus during summer, so I will make provisions for other person office hours at WCU by appointment. I am generally available between the hours of 8am and 9am on most weekdays in my home office, and emails and phone calls will always be returned by the end of the next business day. Students may make appointments for in person, phone, or email discussions with the professor outside of normally scheduled office hours.

**Course Materials:** *Business Law and the Legal Environment;*  
*Special Subjects in Business Law, v. 1.0.1*  
*By: Don Mayer, Daniel Warner, George Siedel, and Jethro K. Lieberman*  
*Adapted By: Brian Halsey*  
EISBN: 978-1-4533-6263-1  
Accessible at <https://students.flatworldknowledge.com/course/1567711>  
Extensive other materials are provided on the course website (articles, cases, links, videos, etc.)

**Course Description:**

In-depth coverage of the legal topics of contracts and sales. It is intended as a partial preparation for the uniform Certified Public Accountant (CPA) examination and thus provides students with an adequate knowledge of the most widely examined subjects. Provides marketing students with a detailed knowledge of the legal topics that they will use in their careers and covers basic legal topics highly useful to management majors and all persons engaged in business.

**Course Objectives:**

This course is structured to mirror in part relevant Content and Skill Specifications for the Uniform CPA Examination, but is relevant to all business students and students interested in the law.

Students shall develop and demonstrate an understanding of:

1. Uniform Commercial Code
  - a. Sales contracts
  - b. Negotiable instruments
  - c. Secured transactions
  - d. Documents of title and title transfer
2. Debtor-Creditor Relationships
  - a. Rights, duties, and liabilities of debtors, creditors, and guarantors
  - b. Bankruptcy and insolvency
3. Government Regulation of Business
  - a. Federal securities regulation
  - b. Other federal laws and regulations (antitrust, copyright, patents)
4. Business Structure (Selection of a Business Entity)
  - a. Advantages, disadvantages, implications, and constraints
  - b. Formation, operation, and termination
  - c. Financial structure, capitalization, profit and loss allocation, and distributions
  - d. Rights, duties, legal obligations, and authority of owners and management

**Prerequisites:**

No prerequisites are required for this course; however, the instructor strongly recommends that students take BLA 201 prior to taking this course. As WCU students, students will be expected to have previously developed strong English reading and writing skills, in order to be able to research and discuss course materials with other students and the professor as they complete assignments and participate in classroom discussions.

**Self-motivation and self-discipline are critical:**

Students are expected to actively participate in the online classroom. Log in frequently, read and respond fully to discussion topics, and submit assignments on time. Online students need disciplined work habits, effective time management skills, and the ability to work both alone and collaboratively.

**Netiquette:**

In this course, please utilize these basic, common-sense guidelines:

1. Follow the rules of good grammar, punctuation, and word choice for all written responses.
2. Show consideration and respect for diverse points of view.
3. Respond to individuals professionally; never write anything that you would not want others to see.
4. Utilize the same rules of etiquette that one would use with others when conversing on the phone.
5. Avoid using vulgar language.
6. Avoid using flaming language - be insightful, not incite-ful.
7. Make meaningful contributions to discussions; do more than just ask questions. Offer opinions and answers using facts to back your findings.
8. Do not type in all capitals; it may be perceived as shouting.
9. When sending emails, use your WCU address, be sure to address the recipient, and identify yourself.

**Technology Skills, Requirements, and Help:**

Students are expected to be competent in the use of computers, the World Wide Web, and commonly used software programs such as the Microsoft Office Suite of applications. Students will be using the Desire2Learn (D2L) Learning Management System. If you are new to D2L please read the support manual explaining the various tools and functions.

If you have questions about using D2L please contact the professor, D2L tech support (Open 24/7) or the WCU technology helpline at 610.436.3349.

Students must have access to the most current version of Internet Explorer/Safari/Mozilla. It is expected that all students will be able to open Microsoft Office 2007 files. Students are encouraged to contact the student help desk to ensure that their computer equipment is sufficient for the D2L operating system. Recommended minimum computer configurations are listed on the WCU Academic Computing Center website at <http://www.wcupa.edu/infoservices/acc/computerRecommendations.asp>. Students must be able to readily access the internet via cable or broadband. Students must have access to a computer with standard sound and video capabilities in order to watch and listen to course lectures.

Please view the WCU Distance Education Student Resources guide. The guide is located at <http://www.wcupa.edu/distanceed/student.asp>. If you need to access hardware while on campus please see the WCU computer lab web page at [http://www.wcupa.edu/\\_SERVICES/Stu.Syk/computerlabs.asp](http://www.wcupa.edu/_SERVICES/Stu.Syk/computerlabs.asp).

### Get a Head Start:

Online classrooms are available to students one week before the actual start date of the course. Students should login early, order textbooks, read the syllabus to get an overview of the coursework, and plan their semester.

### Evaluations, Grading & Assignment Descriptions:

Remember that this is a five week long summer session course. We are completing 3 college level credits in that timeframe. Therefore, every week counts (there is no "warm-up period") and there will be multiple required graded items each week. Your performance in the course will be evaluated on the basis of the following criteria:

1. Fifteen (15) asynchronous threaded discussions, three (3) per week:  
2% each/ 30% of course grade total
2. Five (5) weekly quizzes, one (1) per week: 10% each/50%  
of course grade total
3. Two (2) written case briefs:  
10% each/20% of course grade total

*Threaded Discussions* – There are three (3) threaded discussions per week. Each asynchronous threaded discussion requires you to post your own original thoughts, research, and comments based on the parameters of the discussion posted on D2L. In each discussion there is a link to a video, article, or other material that you will need to read/view to intelligently engage in the conversation. In each discussion you are also required to comment on and discuss at least one other posting by other students in the course.

Therefore, please submit a minimum of two substantive entries on at least two different days before the deadline for each of the discussions. If you post the minimum, all other things being equal, you can expect a C to B range grade on your discussion (**that is, you cannot earn an A range grade on a discussion by doing the minimum**). One of your posts should be your own original material, and one post should be an expansion on or discussion of your classmate's work. "Substantive" means that each of your required posts must be analytically engaged with the topic. Mere copy-and-pastes, unaccompanied by your own analysis or commentary, mere compliments of a classmate's work, mere chattiness, and mere personal opinion unaccompanied by relevant sources materials are NOT "substantive" posts, and will not be counted against the minimum required number of posts. The entry should be well-written (grammar and spelling count!), clear, concise, and well thought out.

In short, please post well thought out material two times, on different days, in each discussion – once on your own, and once in response to other's work. You cannot successfully complete the threaded discussions without reasonable preparation.

Below is the rubric used to grade each of your discussion posts. Additional written feedback will be provided:

Sample Discussion Rubric

<b>Graded Items</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Incomplete</b>
<b>Applied Concepts</b>	<p>70 points</p> <p>Response shows a clear understanding of main ideas and mentions at least three concepts from the required weekly readings. There are no irrelevant comments and the information is on point. The response provides examples that tie in with the course material being discussed.</p>	<p>65 points</p> <p>Response shows a clear understanding of main ideas and mentions at least one concept from the required weekly readings. There are no irrelevant comments and the information is generally on point.</p>	<p>50 points</p> <p>Response generally mentions a topic from the weekly readings, but does not clearly mention concepts from the required weekly readings. Argument lacks detail and there are some irrelevant comments present.</p>	<p>0 points</p> <p>Assignment not completed to a degree permitting credit.</p>
<b>Participation</b>	<p>10 points</p> <p>Responses are well beyond the minimum with regard to size of postings. Responses are two or three paragraphs, demonstrate careful analysis of other's opinions, and incorporate several terms, concepts or theories from the required readings. Several of the posts was original material, and several posts were an expansion on or discussion of classmate's work. Required posts were analytically engaged with the topic.</p>	<p>5 points</p> <p>Responses met the minimum. At least one the posts was original material, and one of the posts was an expansion on or discussion of classmate's work. Required posts were analytically engaged with the topic.</p>	<p>2 points</p> <p>Responses did not meet the minimum. The minimum requirement requires at least one the posts to be original material, and one of the posts must be an expansion on or discussion of classmate's work. Required posts must analytically engaged with the topic.</p>	<p>0 points</p> <p>Assignment not completed to a degree permitting credit.</p>
<b>Posting Frequency</b>	<p>10 points</p> <p>Response well exceeded the minimum of two substantive entries on at least two different days before the deadline for the discussion.</p>	<p>5 points</p> <p>Response met the minimum of two substantive entries on at least two different days before the deadline for the discussion.</p>	<p>2 points</p> <p>Response did not meet the minimum of two substantive entries on at least two different days before the deadline for the discussion.</p>	<p>0 points</p> <p>Assignment not completed to a degree permitting credit.</p>
<b>Writing Standards</b>	<p>10 points</p> <p>Response is free of grammatical errors and makes proper reference to the course text or to other materials and links that were used in the discussion. Statements are well organized with a clear thesis statement and concluding thoughts.</p>	<p>5 points</p> <p>Response is generally free of grammatical errors and includes proper citations. Statements are clear with a thesis defined, though a few points may be out of place or confusing.</p>	<p>2 points</p> <p>Response has numerous grammatical errors and lacks proper citations. Statements are disorganized; perhaps with a general structure defined, but stream of logic lost in the argument.</p>	<p>0 points</p> <p>Assignment not completed to a degree permitting credit.</p>

The five (5) quizzes are assigned one (1) per week. There will be a window of at least 24 hours during the week where the exam will be opened. You may take the exam at any time during that window. Exams are objectively graded, multiple choice, true/false and short answer tests. The exams are administered on D2L.

*Two Written Case Briefs* – Two written case briefs are assigned in this course. A brief is essentially an outline of the key points of a legal case decided by a court. The briefs must be submitted to the D2L website dropbox for the relevant brief by the due date for the week when the case brief is assigned. Sample case briefs and an explanation of briefing are provided on the D2L website. Your submissions are automatically scanned by software that determines if it is original material (Turn It In).

For each case brief, you will be assigned a recent or significant state or federal case relevant to the course. You will read the case, and brief it using the template provided on the course website. Your brief should be roughly two (2) pages long. Your reader should be able to clearly understand all the key information about that case without reference to any other source but your brief. I fully realize that you are not law students and that this is the first or second time you may have ever completed this activity. You will be graded appropriately for your skill level, and not as if you were U.S. Supreme Court clerks.

### **Attendance Policy:**

Attendance online is monitored via D2L. Therefore, you are strongly encouraged to attend class. **Class is asynchronous, which means that there are no required times when you must be logged into the system, except for designated exam and examination windows.** However, you are responsible for meeting weekly posting, exam, and assignment deadlines. You should plan ahead to account for potential sickness, technical problems, etc. It is not advisable to trust that your system will be working at an assignment deadline – plan and submit ahead of time so that if technical issues do occur, you can compensate and advise the professor. Only excused absences in accordance with the Excused Absences Policy for University Sanctioned Events, or absences for illness or other unforeseen circumstances with verification of treatment will not be penalized.

### **Academic Dishonesty:**

The business faculty is committed to vigorously enforcing the University's academic integrity policy, which prohibits academic dishonesty. Academic dishonesty is defined in the Undergraduate Catalog under the heading "Academic Integrity Policy." Issues involving academic dishonesty will be addressed in accordance with the Student Academic Integrity Policy. Sanctions for violations of the Policy include dismissal from the University. I take academic honesty very seriously and I will address every violation in order to be fair to the other students in the class that follow the rules.

### **Library Resources:**

Library online resources for assistance resource searches for assignments may be accessed through <http://www.wcupa.edu/library.fhg/>. Accessing the "Help" link will offer tips for doing library research, identifying types of resources, citing those resources and links to other library catalogs.

Of particular interest to this course are the databases under the "Intellectual Property" heading at <http://subjectguides.wcupa.edu/content.php?pid=166599>, the Lexis-Nexis (Academic) database that contains professional level legal search tools, and the "Legal Collection", both available at <http://subjectguides.wcupa.edu/content.php?pid=274485&sid=2263287>.

### **Make-up Examinations:**

You are expected to complete the online exams and examinations during the scheduled time window on D2L. You are expected to provide notice as soon as you become aware that you will be unable to complete an examination as scheduled. Students will be permitted to make up a missed examination only when I determine that a legitimate justification has been provided in a timely manner.

## Disability Accommodations:

West Chester University wishes to make accommodations for persons with disabilities. Please make your needs known by contacting me and/or the Office of Services for Students with Disabilities at ext. 3217. I am happy to help, but sufficient notice is needed in order to make the accommodations possible.

## Class Assignments:

The following schedule is tentative and may be revised and supplemented during the course of the semester.

**WEEKLY DEADLINES:** A weekly deadline is the standard deadline for each week's work. Weekly Exams are open for 24 hours prior to the weekly deadline. Note – work ahead – do not wait until the last minute to submit items, as you assume the risk and responsibility for crashed computers, lost files, etc.

**Week 1 Assignments: Sunday, June 1, 2014 at 11:59pm EST**

**Week 2 Assignments: Sunday, June 8, 2014 at 11:59pm EST**

**Week 3 Assignments: Sunday, June 15, 2014 at 11:59pm EST**

**Week 4 Assignments: Sunday, June 22, 2014 at 11:59pm EST**

**Week 5 Assignments: Thursday, June 26, 2014 at 11:59pm EST**

WEEK 1	TOPICS	READINGS (Read all linked articles and watch all videos posted online in weekly assignments)	ASSIGNMENTS Due By Weekly Deadline
Week 1	Course Introduction, What Is Law? Schools of Legal Thought Basic Concepts and Categories of US Law Sources of Law and Their Priority Legal and Political Systems of the World	Text Readings (Chapter 1)	3 Discussions Weekly Quiz
Week 1	Commercial Transactions: the Uniform Commercial Code Introduction to Sales and Lease Law, and the Convention on Contracts for the International Sale of Goods Sales Law Compared with Common-Law Contracts and the CISG General Obligations under UCC Article 2	Text Readings (Chapter 2)	
Week 1	Transfer of Title Title from Nonowners Risk of Loss	Text Readings (Chapter 3)	
Week 1	Definitions and Types of Insurance Property Insurance, Liability Insurance, and Life Insurance Insurer's Defenses	Text Readings (Chapter 4)	
Week 1	Performance by the Seller Performance by Buyer Remedies Excuses for Nonperformance	Text Readings (Chapter 5)	
Week 1	Introduction to Secured Transactions Priorities	Text Readings (Chapter 6)	

	Rights of Creditor on Default and Disposition after Repossession Suretyship		
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<b>WEEK 2</b>	<b>TOPICS</b>	<b>READINGS (Read all linked articles and watch all videos posted online in weekly assignments)</b>	<b>ASSIGNMENTS Due By Weekly Deadline</b>
Week 2	Introduction to Commercial Paper Scope of Article 3 and Types of Commercial Paper and Parties Requirements for Negotiability	Text Readings (Chapter 7)	3 Discussions Weekly Quiz
Week 2	Transfer and Negotiation of Commercial Paper Endorsements Problems and Issues in Negotiation	Text Readings (Chapter 8)	
Week 2	Holder in Due Course Defenses and Role in Consumer Transactions	Text Readings (Chapter 9)	
Week 2	Liability Imposed by Signature: Agents, Authorized and Unauthorized Contract Liability of Parties Warranty Liability of Parties Discharge	Text Readings (Chapter 10)	

<b>WEEK 3</b>	<b>TOPICS</b>	<b>READINGS (Read all linked articles and watch all videos posted online in weekly assignments)</b>	<b>ASSIGNMENTS Due By Weekly Deadline</b>
Week 3	Entering into a Credit Transaction Consumer Protection Laws and Debt Collection Practices	Text Readings (Chapter 11)	3 Discussions Weekly Quiz Case Brief #1
Week 3	Introduction to Bankruptcy and Overview of the 2005 Bankruptcy Act Case Administration; Creditors' Claims; Debtors' Exemptions and Dischargeable Debts; Debtor's Estate Chapter 7 Liquidation Chapter 11 and Chapter 13 Bankruptcies Alternatives to Bankruptcy	Text Readings (Chapter 12)	
Week 3	Uses, History, and Creation of Mortgages Priority, Termination of the Mortgage, and Other Methods of Using Real Estate as Security Nonconsensual Lien	Text Readings (Chapter 13)	
Week 3	Intellectual Property	Text Readings	

	Trade Secrets Copyright Trademarks	(Chapter 14)	
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<b>WEEK 4</b>	<b>TOPICS</b>	<b>READINGS (Read all linked articles and watch all videos posted online in weekly assignments)</b>	<b>ASSIGNMENTS Due By Weekly Deadline</b>
Week 4	Introduction to Partnerships and Entity Theory Partnership Formation	Text Readings (Chapter 15)	3 Discussions Weekly Quiz
Week 4	Operation: Relations among Partners Operation: The Partnership and Third Parties Dissolution and Winding Up	Text Readings (Chapter 16)	
Week 4	Limited Partnerships Limited Liability Companies Other Forms	Text Readings (Chapter 17)	
Week 4	Historical Background Partnerships versus Corporations The Corporate Veil: The Corporation as a Legal Entity Classifications of Corporations Corporate Organization Effect of Organization	Text Readings (Chapter 18)	
Week 4	General Sources of Corporate Funds Bonds Types of Stock Initial Public Offerings and Consideration for Stock Dividends The Winds of Change	Text Readings (Chapter 19)	
Week 4	Powers of a Corporation Rights of Shareholders Duties and Powers of Directors and Officers Liability of Directors and Officers	Text Readings (Chapter 20)	

<b>WEEK 5</b>		<b>READINGS (Read all linked articles and watch all videos posted online in weekly assignments)</b>	<b>ASSIGNMENTS Due By Weekly Deadline</b>
Week 5	The Nature of Securities Regulation Liability under Securities Law	Text Readings (Chapter 21)	3 Discussions Weekly Quiz Case Brief #2
Week 5	Corporate Expansion Foreign Corporations	(Chapter 22)	

	Dissolution		
Week 5	History and Basic Framework of Antitrust Laws in the United States Horizontal Restraints of Trade Vertical Restraints of Trade Price Discrimination: The Robinson-Patman Act; Exemptions Sherman Act, Section 2: Concentrations of Market Power; Acquisitions and Mergers under Section 7 of the Clayton Act	(Chapter 23)	

## BLA 302 – Special Topics in Business Law

I, {INSERT YOUR NAME HERE}, have read the syllabus and fully understand the academic integrity policy as described herein and by the University. As defined in the 2013-2014 Undergraduate Catalog of West Chester University, a violation of academic integrity includes the following: plagiarism, fabrication, cheating, academic misconduct, facilitating academic dishonesty, and breach of standards of professional ethics.

The University defines plagiarism as follows: “Plagiarism is the inclusion of someone else’s words, ideas, or data as one’s own work. When a student submits work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references and, if verbatim statements are included, through quotation marks as well... Plagiarism covers unpublished as well as published sources.” (West Chester University Undergraduate Catalog, 2013-2014)

I understand that the penalty for engaging in academic dishonesty and/or plagiarism may be expulsion from the business program and/or University. I further understand that it is my responsibility to make sure I understand how to correctly document the words and ideas of others. Ignorance is not a legitimate defense for plagiarism.

It is our belief that honesty is the foundation of moral and ethical behavior. Individuals who lead an honest life enhance the lives of themselves, their families, and their neighbors. By maintaining one’s integrity, one gains the respect of others which is its own reward.

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Print your name and submit to dropbox on D2L

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Date

## Bibliography:

- Content and Skill Specifications for the Uniform CPA Examination, Approved by the Board of Examiners American Institute of Certified Public Accountants May 15, 2009, Update Approved on October 1, 2012, Effective Date: January 1, 2014
  - <http://www.aicpa.org/becomeacpa/cpaexam/examinationcontent/contentandskills/downloadabledocuments/csos-ssos-effective-jan-2014.pdf>
- AICPA Statements on Standards for Tax Services
- Revised Model Business Corporation Act
- Revised Uniform Limited Partnership Act
- Revised Uniform Partnership Act
- Securities Act of 1933
- Securities Exchange Act of 1934
- Sarbanes-Oxley Act of 2002
- Uniform Accountancy Act
- Uniform Commercial Code