



COURSE OUTLINE

Outline Status: Outline Update (ECD 11033); 2009-2010

Section I: BASIC COURSE INFORMATION

1. **COLLEGE:** L.A. SOUTHWEST COLLEGE

2. **SUBJECT:** BUSINESS

3. **COURSE NUMBER:** 006

4. **COURSE TITLE:** BUSINESS LAW II

5. **UNITS:** 3

6. **CATALOG COURSE DESCRIPTION:**

The course covers commercial paper-drafts, trade acceptances, checks, promissory notes; business organizations-partnerships, limited partnerships, corporations, and private franchises; agency, bankruptcy, contracts and government regulation of business.

7. **CLASS SCHEDULE COURSE DESCRIPTION:**

The course covers commercial paper-drafts, trade acceptances, checks, promissory notes; business organizations-partnerships, limited partnerships, corporations, and private franchises; agency, bankruptcy, contracts, and government regulation of business.

8. **INITIAL COLLEGE APPROVAL DATE:** 1974

9. **COURSE OUTLINE UPDATE APPROVAL DATE:** 11/17/09

Minor change in course description; prereq revalidation

10. **CLASS HOURS:**

| | Standard Hrs Per Week (based On 18 weeks) | Total Hs per Term (hrs per week x 18) | Units |
|-------------------------------|---|---------------------------------------|------------|
| Lecture: | 3 | 54 | 3 |
| Lab/Activity (w / homework): | 0 | 0 | 0 |
| Lab/Activity (w /o homework): | 0 | 0 | 0 |
| Totals: | Lecture: 3 | Lecture: 54 | Lecture: 3 |
| | Lab: 0 | Lab: 0 | Lab: 0 |
| | Total: 3 | Total: 54 | Total: 3 |
| <i>Totals In Protocol:</i> | Lecture: 3 | Lecture: 54 | |
| | Lab: 0 | Lab: 0 | |
| | Total: 3 | Total: 54 | Total: 3 |

11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT:

Note: The LACCD's *Policy on Prerequisites, Corequisites and Advisories* requires that the curriculum committee take a separate action verifying that a course's prerequisite, corequisite or advisory is an 'appropriate and rational measure of a student's readiness to enter the course or program' and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

PREREQUISITES: Yes

| | Subject | Number | Course Title | Units | Validation Approval Date |
|--|----------|--------|----------------|-------|--------------------------|
| | BUSINESS | 005 | BUSINESS LAW I | 3 | 11/17/09 |

COREQUISITES: No

| | Subject | Number | Course Title | Units | Validation Approval Date |
|--|---------|--------|--------------|-------|--------------------------|
|--|---------|--------|--------------|-------|--------------------------|

ADVISORIES: No

| | Subject | Number | Course Title | Units | Validation Approval Date |
|--|---------|--------|--------------|-------|--------------------------|
|--|---------|--------|--------------|-------|--------------------------|

12. OTHER LIMITATIONS ON ENROLLMENT: (See Title 5, Section 58106 and Board Rule 8603 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

| |
|------|
| None |
|------|

Section II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

| COURSE CONTENT AND SCOPE - Lecture: Outline the topics included in the lecture portion of the course (<i>Outline reflects course description, all topics covered in class</i>). | Hours per topic | COURSE OBJECTIVES - Lecture: Upon successful completion of this course, the student will be able to.. (<i>Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.'</i>) |
|--|-----------------|--|
| Contracts and E-Contracts Nature and Terminology Agreement Consideration Capacity and Legality Genuineness of Assent The Statute of Frauds Third Party Rights Performance and Discharge Breach of Contract and Remedies E-Contracts | 10 | 1. Explain how a commercial paper draft is used to facilitate transactions. 2. Compare and contrast the uses of trade acceptances by the buyers and sellers. 3. Identify the characteristics of a contract such as the offer, acceptance, and consideration. 4. Discuss how errors/mistakes, duress, failure to perform, E-contracts and time constraints influence the validity of a contract. |
| Domestic and International Sales and Lease Contracts The formation of Sales and Lease Contracts Title, Risk, and Insurable Interest Performance and Breach of Sales and Lease Contracts Warranties and Product Liability | 6 | 5. Evaluate shipment contracts, destination contracts, partial acceptance, full warranty, express warranties, implied warranties, and limited warranties. |
| Negotiable Instruments The Function and Creation of Negotiable Instruments Transferability and Holder in Due Course Liability, Defenses, and Discharge Check, the Banking System, and E-Money Promissory Notes Bank Drafts Letter of Credit Commercial Paper Draft | 8 | 6. Evaluate the four major types of negotiable instruments, electronic fund transfer systems and explain how the UCC and the Shelter Principle enables people to trade or dispose of an instrument. |
| Creditors' Rights and Bankruptcy Creditors' Rights and Remedies Secured Transactions Bankruptcy Law | 6 | 7. Analyze the benefits/disadvantages with declaring bankruptcy under Chapter 7, 11, and 13. |
| Business Organizations Sole Proprietorships and Franchises Partnerships and Limited Liability Partnerships Limited Liability Companies and Special Business Forms Corporations - Formation and financing Corporations - Directors, Officers, and Shareholders Corporations - Merger, Consolidation, and Termination Corporations - Securities Law and Corporate Governance Law for Small Businesses | 10 | 8. Restate the basic structure of a partnerships and their management control and dissolution. 9. Classify and differentiate the type of corporations by ownership and legal status. 10. Compare how antitrust laws and other government regulations protect the welfare of consumers, businesses, and market competition. |
| Government Regulations | 3 | 11 Analyze how an agency is created and |

| | | |
|--|---|---|
| Administrative Law Consumer Law Environmental Law Antitrust Law | 3 | Identify its key players: their responsibilities and liabilities. |
| Agency Creation Responsibility Liabilities | 8 | 12 Identify the process used to create a Franchisee/Franchisor relationship; explain how to maintain successful franchise relations. 14. Evaluate different type of corporations with their advantages and disadvantages; analyze why entrepreneurs choose one type of corporation over another. |
| Private Franchises Formation of a franchise Parties to the franchise: Franchisor and Franchisee | | |
| Total: | | 54 |
| Total Hrs In Protocol: | | 54 |

1. (cont'd) LAB:

| | | |
|---|-----------------|--|
| COURSE CONTENT AND SCOPE - Lab: Outline the topics included in the laboratory portion of the course (<i>Outline reflects course description, all topics covered in class</i>). | Hours per topic | COURSE OBJECTIVES - Lab: Upon successful completion of this course, the student will be able to.. (<i>Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.'</i>) |
| Total: | | 0 |
| Total Hrs In Protocol: | | 0 |

1. (cont'd) SLO:

| The student will.. (outcome) | As measured by the following method.. (assessment strategy) | And, if applicable, scored by the following learning rubric. (provide attachment) | Results are examined to determine if the outcome is achieved. Include planned or actual assessment date. (results & evaluation) | Recommendations to improve teaching and learning. (modifications) |
|---|--|--|--|---|
| 1. Identify different types of corporations and recognize their operational advantages and disadvantages. | 1. Embedded assessment in final exam. (questions related to the SLO will be embedded in the final) Desirable Outcome: 70% of students answer 70% correct | N/A | Spring 2010 80% of students achieved 70% or better. | No modifications are needed at this time. |
| SLO REVIEWED | | | | |

| | | | | |
|----------------|--|--|--|--|
| 11/14/09 GY | | | | |
|----------------|--|--|--|--|

2. REQUIRED TEXTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

Clarkson, Miller, Jentz, and Cross; West's Business Law, 10th Edition; Thompson West Publishing. 978-0-324-30390-2.; 2006

3. READING ASSIGNMENTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

The Wall Street Journal; read for current events in business

4. WRITING ASSIGNMENTS:

Writing assignments, as required by Title 5, in this course may include, but are not limited to the following:

Write an analysis of an actual business law case that deals with E-contracts. Prepare a lawsuit for recovery of tort injury or damages caused by failure to perform.

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS (HOMEWORK):

Out of class assignments (Homework) may include, but are not limited to the following:

Exercises and problems, including selective case studies. The cases included in the text contain, on average, ten questions including true or false, multiple choice, and law cases.

6. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Provide examples of assignments, as required by Title 5, that demonstrate critical thinking.

Access legal cases using Lexis Nexus. Evaluate and determine the legal issue, course of action, and result.

7. METHODS OF EVALUATION:

Title 5, section 55002 requires grades to be 'based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.' Methods of evaluation may include, but are not limited to the following (please note that evaluation should measure the outcomes detailed 'Course Objectives' at the beginning of Section II):

Quizzes, tests, final exam; case studies; class projects

8. METHODS OF INSTRUCTION:

Please Check All That Apply

- Lecture**
- Discussion**
- Laboratory**
- Activity**
- Field Experience**
- Independent Study**
- Other (Please Explain)**

9. SUPPLIES:

List the supplies the student must provide.

Text book, The Wall Street Journal, and school supplies.

10. COMPUTER COMPETENCY:

If applicable, explain how computer competency is included in the course.

Student will need to know how to use a computer to write reports and PowerPoint for class projects.

11. INFORMATION COMPETENCY:

If applicable, explain how information competency is included in the course.

The class will use technology for almost all sources of information in accessing legal cases, preparing reports, and for oral presentations.

12. DIVERSITY:

If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

13. SCANS COMPETENCIES:

(required for all courses with vocational TOP Codes; recommended for all courses)

SCANS (Secretary's Commission on Necessary Skills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do

not apply to all courses):

RESOURCES

- Managing Time:** Selecting relevant goal-related activities, ranking them in order of importance, allocating time to activities, and understanding, preparing and following schedules.
- Managing Money:** Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.
- Managing Material and Facility Resources:** Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

INTERPERSONAL

- Participating as Member of a Team:** Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.
- Teaching Others New Skills:** Helping others learn needed knowledge and skills.
- Exercising Leadership:** Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.
- Negotiating:** Working toward agreement that may involve exchanging specific resources or resolving divergent interests.
- Working with Cultural Diversity:** Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

INFORMATION

- Acquiring and Evaluating Information:** Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.
- Organizing and Maintaining Information:** Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.
- Interpreting and Communicating Information:** Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.
- Using Computers to Process Information:** Employing computers to acquire, organize, analyze and communicate information.

SYSTEMS

- Understanding Systems:** Knowing how social, organizational and technological systems work and operating effectively with them.
- Monitoring and Correcting Performance:** Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.
- Improving or Designs Systems:** Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

TECHNOLOGY

- Selecting Technology:** Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.
- Applying Technology to Tasks:** Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.
- Maintaining and Troubleshooting Equipment:** Preventing, identifying, or solving problems with equipment, including computers and other technologies.

Section III: RELATIONSHIP TO COLLEGE PROGRAMS

1. THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: Yes

a. If yes, the course will be a requirement portion of the 'approved program' listed on the State Chancellor's Inventory of Approved Programs (approved programs can be found on the State Chancellor's Office website at <https://misweb.cccco.edu/webproginv/prod/invmenu.htm>)

Law/Paralegal AA - Program: 140200 State ID: 02878

2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:

a. Area Requested: B(2). Social Science

Approval Date:

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas - Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

b. Area Requested: None

Approval Date:

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas - Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

1. TRANSFER STATUS:

| | |
|--|--|
| a. Transferable to the University of California: Yes b. UC Approval Date: before 1990 | c. Transferable to the California State University: Yes d. College Approval Date: before 1990 |
|--|--|

2. GENERAL EDUCATION FOR TRANSFER:

| | |
|---|---|
| <p><i>IGETC Certification</i></p> <p>a. Area Requested: b. Date Requested: c. IGETC Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div> | <p><i>CSU Certification</i></p> <p>a. Area Requested: b. Date Requested: c. CSU Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div> |
| <p>a. 2nd Area Requested: b. Date Requested: c. IGETC Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div> | <p>a. 2nd Area Requested: b. Date Requested: c. CSU Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div> |

3. MAJOR REQUIREMENT FOR TRANSFER: N/A

Will this course be articulated to meet lower division major requirements?:

List college/university and the majors:

CAN NUMBER: **CAN SEQUENCE #: N/A**

CAN Approval -

Date requested: Date approved:

Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPT/DIVISION NAME:** Business
2. **DEPT/DIVISION CODE:** 03
3. **SUBJECT CODE:** 156
4. **SUBJECT ABBREVIATION:** BUS
5. **RECOMMENDED MINIMUM QUALIFICATION AREA:**
6. **ABBREVIATION FOR TRANSCRIPTS:** BUSINESS LAW 2
7. **DEGREE CREDIT:**

Indicate whether the course meet the 'standards for approval' for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level: **Degree Applicable**

8. **GRADING METHOD:** LETTER GRADE
9. **REPETITIONS:** # of times repeated for credit: **0**

If this course is repeatable, explain how repetition of this course meets Title 5, section 55041(c)(2)(B):

10. **PRIOR TO TRANSFERABLE LEVEL:**

This course attribute applies to **English, Writing, ESL, reading and mathematics** courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed: **Not applicable**

11. **CREDIT BASIC SKILLS:**

Title 5, section 55000(j) defines basic skills as 'courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 55002(b).': **No**

12. **CROSS REFERENCE:**

Is this course listed as equivalent in content to existing College/District courses in another discipline?: **No**

If Yes, list courses (documentation of cross-discipline agreement must be provided):

13. **COURSE SPECIFICALLY DESIGNED FOR STUDENTS W/ DISABILITIES:**

Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an 'approved special class' for students with disabilities?: **No**

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029:

14. COOPERATIVE EDUCATION STATUS:

Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education - - i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program?: **No**

15. COURSE CLASSIFICATION: Occupational

Note: A course's Classification, TOP Code and SAM code must be aligned: e.g., Courses with an 'Occupational' Course Classification must have an 'Occupational' TOP Code and a SAM Code of A, B, C, or D; courses that do not have an 'Occupational' Course Classification cannot have an Occupational TOP Code and must have an 'E' SAM Code. Courses coded as 'basic skills' in #11 should be coded 'Adult and Secondary Basic Skills.'

16. TOP CODE - (6 digits XXXX.XX): 0505.00

Course content should match discipline description in Taxonomy of Programs found at <http://ecd.laccd.edu/TaxonomyOfPrograms.doccurriculum.htm>

17. SAM CODE (Student Accountability Model): C

18. FUNDING AGENCY CODE:

19. STATE COURSE ID:

Section VI: APPROVAL STATUS**1. APPROVAL STATUS:**

| | | Approval Date Of | Board Date | Requested Effective Semester | Approved Effective Semester |
|----|--|--------------------------|------------|------------------------------|-----------------------------|
| a. | <input type="checkbox"/> New Course | College: | Board: | Effective Semester: | Effective Semester: |
| b. | <input type="checkbox"/> Addition of Existing District Course | College: | Board: | Effective Semester: | Effective Semester: |
| c. | <input type="checkbox"/> Course Change* | College: | | Effective Semester: | Effective Semester: |
| d. | <input checked="" type="checkbox"/> Outline Update | College: 11/17/09 | | | Effective Semester: |
| e. | <input type="checkbox"/> New Course | College: | | Effective Semester: | Effective Semester: |
| f. | <input type="checkbox"/> New Course | College: | Board: | Effective Semester: | Effective Semester: |

* Changes to a course require the completion of a 'Course Change Request' form and approval by the college's Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.

Section VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(complete in consultation with Department Chair and the appropriate Academic Administrator)

N/A – Existing Course

1. **ORIGINATOR: Nouha, Toure**

2. **DEPARTMENT: 03**

3. **IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:**

By additional funds. Describe:

By deleting courses from the college catalog and course database. List specific courses to be deleted:

By deleting sections of existing course. List courses and number of sections to be deleted:

FIRST YEAR: SECOND YEAR: THIRD YEAR:

By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

4. **IMPACT**

IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus? No (If yes, briefly explain how)

5. **METHOD OF SUPPORT**

-- Indicate how the college plans to support the proposed course:

Additional staff -- List additional staff needed:

Classroom -- List classroom type needed:

Equipment -- List new equipment needed and indicate funding source for any new equipment:

Supplies- List supplies and indicate dollar value:

| |
|--|
| |
|--|

Library/Learning Resources- The course initiator shall consult with the College Librarian and review the college library, book, periodical, and electronic resource collections relevant to this course. List additional titles and resources to be considered for purchase as funding permits:

| |
|--|
| |
|--|

CERTIFICATION AND RECOMMENDATION

- This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate Degree.
- This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

We certify that the information and answers above properly represent this course.

| | |
|----------------------------------|------------|
| Nouha Toure | 11/17/2009 |
| Originator | Date |
| Nouha Toure | 11/17/2009 |
| Department/Cluster Chairperson | Date |
| Linda Larson-Singer | 11/17/2009 |
| Articulation Officer | Date |
| Ramon Miramontes | 11/17/2009 |
| Librarian | Date |
| Elmer Bugg | 11/17/2009 |
| Dean (if applicable) | Date |
| Linda Larson-Singer | 11/17/2009 |
| Curriculum Committee Chairperson | Date |
| Allison Moore | 11/24/2009 |
| Academic Senate President | Date |
| Mary Callahan | 12/08/2009 |
| Vice President, Academic Affairs | Date |

Section VIII: ADDENDA

(Uploaded Documents)

| | | |
|------------------------------|--------------------------|---|
| Prerequisite Document | prereq for Bus. 5 | <u>Business6.ECD.Prereq.1109.doc</u> |
|------------------------------|--------------------------|---|

CONTENT REVIEW FOR PREREQUISITE VALIDATION**Target Course & Number, Title: BUS 6, Business Law II**

(Course to which pre/corequisite/advisory applies)

| |
|------------|
| Check |
| Applicable |
| Box |

 Prerequisite: **Course & Number, Title: BUS 5, Business Law I** Corequisite: Advisory:**A. Target Course Entry Skills: Course & Number, Title: BUS 6, Business Law II**

(For prerequisites/corequisites, list specific skills and/or knowledge necessary for students to succeed in the target class. For advisories, list skills/knowledge which will enrich or deepen the student's knowledge obtained from the course but without which the student may still succeed in the course. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Define key terms that are the foundation of the legal system. Students will begin to explore and understand basic legal terminology.
2. Familiar with and recall the various classifications of contracts. Demonstrate an understanding of the basic contracts principles such as implied versus expresses contracts. Students will be called upon to present to the class the contracts that are used in everyday life (rental agreements, car repairs invoices, parking garages, etc).
3. Identify the elements of a contract. Formulate an answer the question, "Does a valid contract exist?" Evaluate and compare the different elements of consideration. Develop an opinion as to what "adequate" consideration consists of.
4. Evaluate whether an individual possessed the adequate mental capacity required to enter in a contract. Identify and explain the principles of disaffirmance. Define legality and evaluate the impact of contracts that are contrary to public policy or statutes.
5. Appraise the value and impact of laws designed to protect consumers. Assemble and opinion about the usefulness of warranties as they relate to recovering loses by consumers.

**B. Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment:
Course & Number, Title: Bus 5, Business Law I**

(List specific skills and/or knowledge that are the outcome of the prerequisite/corequisite/advisory course or assessment. For courses already in the curriculum, these should be present in the course objectives in the course outline. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Define key terms that are the foundation of the legal system. Students will begin to explore and understand basic legal terminology.
2. Distinguish between "duty-based" ethical standards and "out-comes" based ethical standards. Students will be able to illustrate and apply principles of corporate responsibility versus social responsibility.
3. Compare and contrast the different methods of resolving conflicts, and the efficacy and effectiveness of each.
4. Trace evolution of legal principles of tort law from its beginnings to current trends and the application of those principles.
5. Examine the difference between intellectual property rights in a traditional setting and those on the Internet. Students should be able to formulate an opinion as to the effectiveness of Federal legislation to preserve the rights of those that create the material(s).
6. Critically evaluate the growing body of law that encompasses Internet Law.

7. Identify and demonstrate an understanding of the Constitutional principles that encompass the American criminal law system.
8. Familiar with and recall the various classifications of contracts. Demonstrate an understanding of the basic contract principles such as implied versus express contracts. Students will be called upon to present to the class the contracts that are used in everyday life (rental agreements, car repairs invoices, parking garages, etc).
9. Identify the elements of a contract. Formulate an answer to the question, "Does a valid contract exist?" Evaluate and compare the different elements of consideration. Develop an opinion as to what "adequate" consideration consists of.
10. Evaluate whether an individual possessed the adequate mental capacity required to enter in a contract. Identify and explain the principles of disaffirmance. Define legality and evaluate the impact of contracts that are contrary to public policy or statutes.
11. Demonstrate, identify and appraise the genuineness of assent and the principles of fraud, misrepresentation, influence and duress. Illustrate the sufficiency of the contract by its form and basic content.
12. Differentiate third party rights from actual contract participants. Understand delegation of duty and how the concepts impact contractual discharge.
13. Evaluate a dispute and determine whether there is an actual breach (or some intervening factor) and what the applicable remedy should be.
14. Illustrate an understanding of the Uniform Commercial Code and its application on sales and leases. Interpret applicable state and federal statute and relate that understanding to cases presented in class. (Including such concepts as assumption of risk, insurable interest, and unconscionability)
15. Distinguish between an excuse and a breach of contract. Evaluate whether or not the contracting party has performed substantial part of the contract. Students will be introduced to the concept of "past dealings" to determine if the breach was excused by the party's prior business dealings.
16. Appraise the value and impact of laws designed to protect consumers. Assemble an opinion about the usefulness of warranties as they relate to recovering losses by consumers.
17. Examine the development of this body of law and demonstrate its importance in the contract process from a historical and modern-day perspective.
18. Organize and prepare a written and oral presentation that will illustrate critical thinking skills on Business Law topics that will require that the students objectively evaluate information and apply the principles to a judicial outcome.

CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION

**COURSE & NUMBER, Title: BUS 6, Business Law II
Entering Skills of Target Course**

**BUSINESS 5
Business Law I
Exit Skills of Prerequisite
Course**

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|----|---|---|---|---|---|---|---|---|---|
| 1 | X | | | | | | | | |
| 2 | | | | | | | | | |
| 3 | | | | | | | | | |
| 4 | | | | | | | | | |
| 5 | | | | | | | | | |
| 6 | | | | | X | | | | |
| 7 | | | | | | | | | |
| 8 | | X | | | | | | | |
| 9 | | X | X | | | | | | |
| 10 | | X | X | X | | | | | |
| 11 | | X | X | X | | | | | |
| 12 | | | X | X | | | | | |
| 13 | | | | | | | | | |
| 14 | | | | | | | | | |
| 15 | | | | | | | | | |
| 16 | | | | | X | | | | |
| 17 | | | | | X | | | | |
| 18 | | | | | | | | | |

Comments:

(Include justification for assessments, health and safety, or non-course prerequisites)

Validation requires at least one match of each entry skill with each exit skill.

Was validation achieved? YES

PARTICIPANTS IN CONTENT REVIEW:

(Signatories should include instructors for both exit and entering skills courses.)

Name: Nouha Toure Title: _____ Initial: NT Date: 11/17/2009

Name: _____ Title: _____ Initial: _____ Date: _____

Name: _____ Title: _____ Initial: _____ Date: _____

CERTIFIED BY:

| | |
|----------------------------|------------|
| <u>Nouha Toure</u> | 11/17/2009 |
| Initiator | Date |
| <u>Nouha Toure</u> | 11/17/2009 |
| Department Chairperson | Date |
| <u>Linda Larson-Singer</u> | 11/17/2009 |
| Curriculum Chairperson | Date |