DePaul University  
School of Continuing and Professional Studies  
Undergraduate  
Course: CCH 330/BADM 330: Law in the Business Environment  
Winter Term 2021

Faculty: Pat Rocco  
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Location: Online - Async - Zoom sessions weeks 2, 4, 6, 8 and 10 on Fridays from noon to 1:00 pm,  
Course Dates: January 4, 2021 – March 21, 2021  
Credit hours: 4

SYLLABUS

COURSE DESCRIPTION

The influence of the law is far-reaching in the corporate world. Whether an entrepreneur, manager, administrative assistant, union employee, nonunion employee, sales representative, purchasing agent, etc., the law ultimately affects how we make decisions in the work arena. This course allows Students to discover the wide range of laws affecting America’s business environment. Students will learn how the law is established and developed, and be provided with tools to recognize potential legal issues that arise in daily business operations. The curriculum considers the impact of the law in the global workplace, and in commerce, business operations, employer/employee relationships, and in the regulatory environment.

This course examines how the constitution provides the basis for gender, race and age protection; examines social media and privacy rights; and, considers ethics in a variety of legal settings. Being that a common practice in the business environment is entering into contracts, the curriculum explores the basics of contract formation and what recourse is available when someone breaches a contract.

Torts, an area of law addressing civil wrongs that occur in the workplace is scrutinized, with a focus on the concepts of strict liability, product liability and negligence. This course examines regulatory laws that exist to protect the consumer and the public at large, and learn about the agencies that enforce these regulatory laws. The curriculum includes an analysis of the different forms of operating a business, and address the protections and risks involved in operating as sole proprietor, partner, corporation, or LLC. Finally, Students examine agency relationships and their legal ramifications.

LEARNING OUTCOMES

Learning Outcomes for Business Administration (BADM 330)
1. Identify risks to business and apply methods for mitigating those risks.
2. Recognize the legal relationships that exist in the workplace and articulate the terminology describing those relationships.
3. Apply ethical reasoning to particular ethical questions in business and the professions.

Learning Outcomes for Competencies Offered

H-1-X: Can explain a system of law that governs society.

1. Identifies a system of law for analysis.
2. Understands the interrelationships among the laws of that system.
3. Interprets the presuppositions or applications of the laws of that system.

H-4: Can analyze power relations among racial, social, cultural, or economic groups in the United States.

1. Describes the unequal power relations between at least two racial, social, cultural, or economic groups in the U.S.
2. Discusses the historical, sociological, or economic dynamics under which these groups came to be in conflict.

F-X: Understands and can apply laws affecting business operations in a variety of settings.

Students may contact instructor if interested in negotiating changes to the FX statement to fit better into their own Focus Area Plans.

Learning Strategies & Resources

A variety of learning strategies will be employed, including textbook readings, online discussions, informal lectures, case law review, contracts review, and individual and group exercises. D2L will be updated weekly to include any additional required readings/homework assignments.

Required Text

Learning Deliberables

This course encompasses multiple branches of our legal system as it relates to the American business environment. We shall begin with gaining a general understanding of the sources of American law. We will learn how legal reasoning utilizes the IRAC method. Our focus will shift to address an overview of international law as it effects American business in the global economy. The next subject to cover will be ethical considerations affecting decisions when conducting business. As the course develops, we will fine-tune our skills in legal reasoning by employing the IRAC method when briefing cases in substantive areas of law we are studying, and continue to evaluate the influence of ethical considerations creating law.
Once the above-mentioned groundwork is laid, we can proceed to understand the Constitution’s overall influence on how business is conducted. The Constitution protects the rights of persons and corporations through power given to all three branches of government. Each branch places its own stamp of influence on business activities: the executive branch to enforce government regulations and create government agencies; the legislature to create laws; and, the court system to interpret the laws and regulations. Understanding the foregoing, we now should be prepared to progress into specific areas of law to observe and understand how and why business is conducted the way it is.

Beginning with labor relations, employment discrimination, unfair labor practices and harassment in the workplace, we examine the impact of Title VII of the Civil Rights Act of 1964. Our next focus concentrates on contract law: learning how contracts are formed; covering e-contracts as it relates to the formation of traditional contracts; and, addressing contract performance, breach, and remedies. We shift our attention to tort law and learn how businesses are susceptible to suits for civil wrongs committed. This area encompasses strict liability, product liability and negligence. Thereafter, we address consumer protection and creditor-debtor relations.

At this juncture, our gears shift to learn the various ways to organize a business. We discover what is available to small businesses. Our goal will be to understand about limited liability companies, corporations, partnerships and agency relationships.

We spend time focusing on the regulatory environment for businesses, specifically antitrust law. Finally, we review how administrative agencies manage the regulations.

H-4 students will recognize the inequities of bargaining power in corporate America, and evaluate the legislative, executive and judicial roles in protecting persons, whether employees, consumers or stakeholders, from these inequities. Insight will be gained on why some groups have been systematically denied social and economic justice.

**Learning deliverables**

A. Quizzes account for 30% of your grade.
B. Discussions account 30% of your grade.
C. Briefs account for 30% of your grade. *See below
D. Analyses account for 10% of your grade.

*Briefs:
  a. If taking this course for BADM 330: you are required to brief all 4 cases due weeks 3, 5, 7 & 9.
  b. If taking this course for H-1-X: you are required to brief cases due weeks 5 & 9.
  c. If taking this course for H-4: you are required to brief cases due weeks 3 & 7.
  d. If taking this course for F-X: you are required to brief cases due weeks 3 & 9.
  e. If taking this course for (F-X & H-1-X) or (F-X & H-4): you are required to brief all 4 cases.

*If student is taking this course for competencies, the student must advise the instructor in writing by Sunday, January 10, 2021, of the competencies student is electing to take. Once you commit to take a competence, you cannot switch back.*

**ASSESSMENT OF STUDENT LEARNING**
Your instructor will assess the work described above as follows:

- Knowledge and understanding of key terms and definitions explained in your reading assignments and comprehension of significant societal and historical aspects, legal principles and processes used in our legal system within the context of the business environment.
- Critical thinking processes, including originality and the ability to "weed out" or "pin–point" significant or conflicting facts and issues.
- Appreciation for the opinions or conclusions drawn by your classmates, coupled with an ability to engage in lively debate in a most respectful manner.
- Clear and concise writing with correct grammar and punctuation.
- Timeliness and completion of assignments.

This course consists of 10 modules. The estimated time to complete each module is 1 week. From week to week, each Module will require that you complete reading assignments and accompanying assignments. You must complete your weekly assignments in a timely manner. Furthermore, it is imperative that you engage in weekly "discussions" with your classmates. This is because the sharing and exchange of ideas, opinions and conclusions, legal theories and analysis is critical to the online environment and to your learning experience. You will demonstrate your competence(s) by engaging in respectful debate and sharing examples and experiences relevant to the topics at hand, etc.

For the BADM 330 program, you will also be required to brief four court cases. For those of you taking this course for one competence, you will be required to brief two of the four court cases. For those of you taking this course for two competences, you will be required to complete all four court cases. You must pay special attention to, and apply to the best of your abilities, the IRAC method to legal issues presented in your case brief. Equally important, you must pay special attention to the statement and facets of your respective competence(s), as it may have unique application to your analysis of the issues presented to you.

**Due Dates for Discussions**
For each discussion topic, 2 posts are required. It is important that you are timely with your initial post due midweek to allow others to reply by the end of the week. It is equally important to be timely with your reply to allow the recipient an opportunity to hear any input. Points will be deducted for late posts.

**Due Dates for Quizzes**
Quizzes must be completed and submitted on or before 11:59 p.m. on due date. NO EXCEPTIONS.

**Due Dates for Analyses**
Analyses must be completed and submitted on or before 11:59 p.m. on the due date. 1 point will be deducted each day (based on a 24-hour time period) it is late. NO EXCEPTIONS.

**Due dates for Briefs**
You are responsible for "calendaring" all Due Dates for those Briefs you must complete and submit during this course.

1. Brief 1 is due on or before the Tuesday of Week 3 / Module 3. BADM 330; H-4; F-X
2. Brief 2 is due on or before the Tuesday of Week 5/ Module 5. BADM 330; H-1-X; (FX & H-4)
3. Brief 3 is due on or before the Tuesday of Week 7 / Module 7. BADM 330; H-4; (FX & H-1-X)
4. Brief 4 is due on or before the Tuesday of Week 9 / Module 9. BADM 330; H-1-X; F-X
You are required to complete and submit your Briefs to your instructor on or before 11:59 p.m. on the Due Dates provided above. 5 points will be deducted each day (based on a 24-hour time period) it is late. NO EXCEPTIONS.

**Grading Scale**

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>95 to 100</td>
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<td>A-</td>
<td>91 to 94</td>
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<td>F</td>
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Please note: Grades lower than a C- do not earn credit or competence in the SCPS.

**PASS/FAIL GRADE POLICY**

Students interested in taking a course on a Pass/Fail grade basis need to contact their academic advisor to request the option by the end of the second week of the course. SCPS students can email their requests to their advisors and include the course number, quarter, and student ID number. Non-SCPS students need to contact their home college for instructions on submitting these requests. Please review the P/F guidelines, course restrictions and GPA implications in the [University catalog](#) before making your request. A grade of Pass represents a D or better standard and therefore will not meet requirements that have a minimum standard of C- or better. For further clarification of the P/F option for SCPS students beyond the university guidelines, please refer to the [SCPS catalog](#).

**Minimum SCPS Grade Policy**

SCPS degree programs with majors (BADM 330BA, BADM 330C, BAHA, BADA, BANM, and BALS) require a grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the Major and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. SCPS degree completion major programs (BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs. SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE) require a D or better in courses taken at DePaul or transfer work applied to competence requirements.

**Written Work Will Be Evaluated as Follows**

A= designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.

B= designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

C= designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in a superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

D= designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignment thoroughly.
Grading Criteria

There are 19 quizzes, each worth 10 points. Quizzes account for 30% of your grade.
There are 22 discussion topics, each worth 5 points. Discussions account 30% of your grade.
There are 4 briefs, each worth 100 points. Briefs account for 30% of your grade.
There are 4 analyses, each worth 7 points. Analyses account for 10% of your grade.

As discussed above in Assessment for Learning, for all briefs, apply the IRAC method. Apply this method because it forces you to "break down" each step of the analysis. As a result, you will earn higher scores because you will be able to demonstrate that you can identify the relevant facts, understand the "issue" – the question that needs to be resolved, that you know the rules of law that are important for resolving the issue, that you are able explain how the rules of law apply to the facts, and that you recognize how the court came to its conclusion. Note: a brief is not a persuasive argument. Its purpose is to allow you to critically think how the court decided the case. What is beneficial about learning the IRAC method is that you can apply this process when reading any article.

First, identify the relevant facts. Second, identify the issue or the question before you. Third, state the rules of law that apply to the issue. Fourth, apply the facts to the rules; this is your "analysis." Finally, state the court’s conclusion based on the analysis. IRAC will guide you towards well–reasoned opinions and conclusions.

Weekly Assignments and Briefs are expected to conform to basic college–level standards of mechanics and presentation. This means, you are expected to demonstrate appropriate content, organization and proper grammar and punctuation. Be certain to use citations, either MLA or APA, when referencing sources such as case law, texts or articles.

IMPORTANT: Briefs must be properly spaced (see sample brief) on a standard 12–point font. They should be approximately 2–3 pages in length and submitted as a Microsoft Word document. Include your name, the date of submission of your brief, the # of the brief you are submitting and the case name with the proper citation, and the course name: "Law in the Business Environment" on the upper left-hand corner of page one of your Brief.

Online Discussion

Assessment Criteria for Online Discussion Participation
In the online discussions, your responses will be graded on whether you are:
1. Offering up ideas or resources and inviting a critique of them
2. Asking challenging questions
3. Articulating, explaining and supporting positions on ideas
4. Exploring and supporting issues by adding explanations and examples
5. Reflecting on and re–evaluating personal opinions
6. Offering a critique, challenging, discussing and expanding ideas of others
7. Negotiating interpretations, definitions and meanings
8. Summarizing previous contributions and asking the next question
9. Proposing actions based on ideas that have been developed
10. Demonstrating adequate consideration of the merits of alternate policies or course of action.
When responding to a classmate's post, refrain from using simple phrases such as, “Great post!” or “I agree.” Rather, refer to the 10 points above and respond in a more meaningful way, such as, “I agree because...” or “Great post! Another argument could be...”

**Online Participation Guidelines for this course**

As previously discussed in *Assessment for Student Learning*, from week to week, each Module will require that you read assigned readings, view assigned videos, take quizzes, provide analyses, and participate in weekly discussions. It is imperative that you engage in, and actively participate in, weekly discussions with your classmates. This is because the sharing and exchange of ideas, opinions and conclusions, legal theories and analysis is critical to the on-line environment and to your learning experience.

Active participation means sharing information and resources and posting your ideas while expanding on the ideas of others in a collegial and respectful manner. Your discussion may be informal, just as you might discuss course material and exchange ideas with your classmates while in a classroom. In addition to completing and timely posting your opinion/answer on a discussion topic, you are expected to submit at least one response to a classmate’s contribution.

**Discussion Forums**

Discussion Forums are an important component of your online experience. This course contains discussion forums related to the topics you are studying each week. A Course Q & A discussion forum has also been established to manage necessary, ongoing social and administrative activities. This is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers throughout the course. Please feel free to answer any question if you feel you know the answer; this sharing of information is valuable to other students.

**Policy on Academic Integrity**

All work done for this course must observe the Guidelines for Academic Integrity as outlined in the *Code of Student Responsibility* (in the *DePaul Student Handbook*). For the code’s Plagiarism Policy, see Addenda at end of syllabus.

**Student Deadlines**

The last day to drop a class without academic or financial penalty occurs Sunday, January 17, 2021. The University issues a grade of “W” when a student drops a course after this date, and up to Sunday, February 21, 2021. The last day to select pass/fail option is Tuesday, January 19, 2021. The last day to select auditor status is Monday, January 25, 2021. The last day to withdraw from this class is Sunday, February 21, 2021.

**Incomplete (IN) Grade:**

This process follows university policy.

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the [Contract for Issuance of](#)
Incomplete Grade form (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).

- The instructor has discretion to approve or not approve the student’s request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

Course Schedule

Week 1, Module 1

Law and Legal Reasoning
Readings
- Chapter 1: Law and Legal Reasoning
Assignments
- Quiz - Chapter 1
- Discussion - Stare Decisis p. 26

International Law and The Global Economy
Readings
- Chapter 8: International Law and the Global Environment
Assignments
- Quiz - Chapter 8
- Discussion - Doing Business Internationally/Discussion p. 181

Week Two, Module 2

Business Ethics
Readings
- Chapter 4: Business Ethics
Assignments
- Quiz - Chapter 4
- Discussion - 4-2 Ethical Conduct p. 94
- Discussion - Business Ethics p. 93
- Analysis - TED Talk: What Motivates People to be Honest

Zoom Session
- Friday 12:00 pm - 1:00 pm

Week Three, Module 3

Business and the Constitution
Readings
• Chapter 5: Business and the Constitution

Assignments
• Quiz - Chapter 5
• Discussion - Free Speech and Equal Protection p. 120

Labor Law
Readings
• Chapter 23, Section 2: Federal Labor Laws pp. 529-532
• Chapter 23, Section 6: Unfair Labor Practices pp. 537-539
• Emporium Capwell Co. v. Western Addition Community Organization

Assignments
• Discussion - Emporium Capwell Co. v. Western Addition Community Organization
• Brief a case - BADM 330; H-4; F-X

Week Four, Module 4

Employment Discrimination
Readings
• Chapter 22: Employment Discrimination
• Chalfant v. Titan, Inc.

Assignments
• Quiz - Chapter 22
• Discussion - Chalfant v. Titan, Inc.

Formation of Traditional and E-Contracts – Part I
Readings
• Chapter 9, Section 1: Overview of Contract Law pp. 188-191
• Chapter 9, Section 2: Types of Contracts pp. 191-195
• Chapter 9, Section 3: Agreement pp. 195-203
• Chapter 9, Section 5: Consideration pp. 207-210

Assignments
• Quiz - Chapter 9, Sections 1, 2, 3 & 5
• Discussion - Implied Contracts p.218

Zoom Session
• Friday 12:00 pm - 1:00 pm

Week Five, Module 5

Formation of Traditional and E-Contracts – Part II
Readings
• Chapter 9, Section 4: E-Contracts pp. 203-207
• Chapter 9, Section 6: Contractual Capacity pp. 210-211
• Chapter 9, Section 7: Legality pp.211-214
• Chapter 9, Section 8: The Writing Requirements and Electronic Records p. 214
• Chapter 9, Section 9: Third Party Rights pp.214-216

Assignments
• Quiz - Chapter 9, Sections 4, 6, 7, 8 & 9
• Discussion - Online Acceptance

**Contract Performance, Breach, and Remedies**

Readings
- Chapter 10, Section 2: Performance and Discharge pp.223-230
- Chapter 10, Section 3: Damages for Breach of Contract pp. 230-235
- Chapter 10, Section 4: Equitable Remedies p. 235-237
- Chapter 10, Section 5: Waiver of Breach p. 237

Assignments
- Quiz - Chapter 10, Sections 2,3,4 & 5

**Section 1981 – Protect Rights to Enter into a Contract**

Readings

Assignments
- Discussion - Comcast Corp. v. National Association of African American-Owned Media, et. al.
- Brief a case - BADM 330; H-1-X; (FX & H-4)

**Week Six, Module 6**

**Torts**

Readings
- Chapter 12: Torts

Assignments
- Quiz - Chapter 12
- Discussion - Wrongful Interference p. 303

**Strict Liability and Product Liability**

Readings
Chapter 13: Strict Liability and Product Liability

Assignments
- Quiz - Chapter 13
- Discussion - Product Liability p. 319

**Creditor-Debtor Relations**

Readings
- Chapter 16, Section 1: Laws Assisting Creditors pp. 358-360
- Chapter 16, Section 4: Protection for Debtors pp. 367-368
- Bearden v. Georgia

Assignments
- Discussion - Bearden v. Georgia

**Zoom Session**
- Friday 12:00 pm - 1:00 pm

**Week Seven, Module 7**
Internet Law, Social Media, and Privacy
Readings
• Chapter 15, Section 1: Internet Law pp. 341-345
• Chapter 15, Section 3: Social Media pp. 348-352
• Chapter 15, Section 5: Privacy pp. 353-354
Assignments
• Quiz - Chapter 15, Sections 1, 3 & 5
• Discussion - Defamation
• Analysis - TED Talks: Social Media

Consumer Protection
Readings
• Chapter 24: Consumer Protection
Assignments
• Quiz - Chapter 24
• Discussion - Bait & Switch
• Brief a case - BADM 330; H-4; (FX & H-1-X)

Week Eight, Module 8

Small Business Organizations
Readings
• Chapter 17: Small Business Organizations
Assignments
• Quiz - Chapter 17
• Discussion - Reviewing Small Business Organizations pp.412-413

Limited Liability Business Forms
Readings
• Chapter 18: Limited Liability Business Forms
Assignments
• Quiz - Chapter 18
• Discussion - Business Scenario 18-1

Corporations – Part I
Readings
• Chapter 19, Section 1: The Nature and Classification of Corporations pp. 431-436
• Chapter 19, Section 2: Corporate Formation pp. 437-440
• Chapter 19, Section 3: Corporate Powers pp. 440-441
Assignments
• Quiz - Chapter 19, Sections 1, 2 & 3
• Discussion - Preincorporation 19-1 p. 460

Comparing Business Organizations
Assignment
Analysis - Comparing Business Organizations
Zoom Session
• Friday 12:00 pm - 1:00 pm

Week 9, Module 9

Corporations – Part II
Readings
• Chapter 19, Section 4: Piercing the Corporate Veil pp. 441-443
• Chapter 19, Section 5: Directors and Officers pp. 443-451
• Chapter 19, Section 6: Shareholders pp. 451-456
• Chapter 19, Section 7: Major Business Forms Compared pp. 457-458

Assignments
• Quiz - Chapter 19, Sections 4, 5, 6 & 7
• Discussion - Shareholders’ Duties 19-10 pp. 461-461
• Brief a Case - BADM 330; H-1-X; F-X

Agency
Readings
• Chapter 20: Agency

Assignments
• Quiz - Chapter 20
• Discussion - 20-1 Duty of Loyalty

Week 10, Module 10

Antitrust Law
Readings
• Chapter 27: Antitrust Law

Assignments
• Quiz - Chapter 27
• Discussion - 27-1 Group Boycott pp. 615-616

Administrative Agencies
Readings
• Chapter 6: Administrative Agencies

Assignments
• Quiz - Chapter 6
• Discussion - Legal Reasoning Group Activity 6-9

Class Analysis
Assignment
• Class Analysis

Zoom Session
• Friday 12:00 pm – 1:00 pm
**College and University Policies**

This course includes and adheres to the college and university policies described in the links below:

- [Academic Integrity Policy](#) (UGRAD)
- [Incomplete (IN) and Research (R) Grades Expiration Policy](#)
- [Withdrawal/Drop Policy and Withdrawal Tuition](#)
- [Accommodations Based on the Impact of a Disability](#)

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

**Protection of Human Research Participants**

**Other Resources for Students**

- [University Center for Writing-based Learning](#)
- [Dean of Students Office](#)

**Recording of Classroom Sessions Conducted via Videoconference tools**

- Synchronous teaching sessions can be recorded by the instructor for educational purposes. These recordings will be made available only to students presently enrolled in the course via password protected links. Links will be posted via the course webpages on D2L and viable for the present term only.
- Students are prohibited from sharing class recordings or disclosing the links to a class session to anyone outside of the course.
- Students have the right to protect their privacy during recordings by appearing in an audio-only mode; pseudonymous usernames can be used by students, if shared offline with the instructor.
- Instructors may retain portions of the recordings that contain their intellectual property consistent with University policy, with students’ identifying information removed.

**Instructor Brief Bio**

Pat Rocco received her Juris Doctorate at The John Marshall Law School, Chicago; and Bachelor of Arts at Loyola University, Chicago. She is an Illinois licensed attorney practicing real estate law: residential and commercial. Rocco served eight years as a Trustee for the Village of La Grange Park, and four years as Co-president of the La Grange Area League. Her past teaching experience includes Business Law, Critical Thinking, Discover New Learning: What works in local government, and Strategic Contract Negotiation.

**Changes to Syllabus**

This syllabus is subject to change as necessary. If a change occurs, it will be clearly communicated to students.

**Credits**

This course was designed and produced by faculty and staff at SNL Online of the School of Continuing and Professional Services of DePaul University.

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