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Spring 2018

## Legal Issues for Managers (Clayton State)

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# Grants Collection

Clayton State University



UNIVERSITY SYSTEM  
OF GEORGIA



Sheryne Southard and Lawrence Menter

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# Legal Issues for Managers

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## Grants Collection

Affordable Learning Georgia Grants Collections are intended to provide faculty with the frameworks to quickly implement or revise the same materials as a Textbook Transformation Grants team, along with the aims and lessons learned from project teams during the implementation process.

Each collection contains the following materials:

- **Linked Syllabus**
  - The syllabus should provide the framework for both direct implementation of the grant team's selected and created materials and the adaptation/transformation of these materials.
- **Initial Proposal**
  - The initial proposal describes the grant project's aims in detail.
- **Final Report**
  - The final report describes the outcomes of the project and any lessons learned.



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# Initial Proposal

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## Application Details

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### Manage Application: ALG Textbook Transformation Grants

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**Award Cycle:** Round 6

**Internal Submission Deadline:** Monday, August 1, 2016

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**Application Title:** 232

**Application ID:** #001120

**Submitter First Name:** Sheryne

**Submitter Last Name:** Southard

**Submitter Title:** Associate Professor & Online Faculty Coordinator

**Submitter Email Address:** SheryneSouthard@clayton.edu

**Submitter Phone Number:** 6784664644

**Submitter Campus Role:** Proposal Investigator (Primary or additional)

**Applicant First Name:** Sheryne

**Applicant Last Name:** Southard

**Co-Applicant Name(s):** Lawrence Menter

**Applicant Email Address:** SheryneSouthard@clayton.edu

**Applicant Phone Number:** 6784664644

**Primary Appointment Title:** Associate Professor & Online Faculty Coordinator

**Institution Name(s):** Clayton State University

**Submission Date:** Monday, August 1, 2016

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#### Team Members (Name, Title, Department, Institutions if different, and email address for each):

Sheryne Southard, Associate Professor of Legal Studies and Arts and Sciences Online Faculty Coordinator, Department of Interdisciplinary Studies, SheryneSouthard@clayton.edu

Lawrence Menter, Senior Lecturer, College of Business and Social Sciences Department, Lawrencementer@clayton.edu

#### Sponsor, (Name, Title, Department, Institution):

Clayton State University, College of Arts and Sciences and College of Business

**Proposal Title:** 232

**Course Names, Course Numbers and Semesters Offered:**

Tech 3115 (Transformation of Legal Issues for Managers) - offered Spring and Fall semesters  
and BLAW2106 (Legal Environment of Business) - offered Spring, Summer and Fall semesters

**Final Semester of Instruction:** Fall 2017

**Average Number of Students per Course Section:** Tech 3115: 29 Blaw 2106: 34.57

**Number of Course Sections Affected by Implementation in Academic Year:** 4 (Tech 3115) 7 (Blaw 2106)

**Total Number of Students Affected by Implementation in Academic Year:** 359

**List the original course materials for students (including title, whether optional or required, & cost for each item):** Tech 3115: Legal Environment of Business 9<sup>th</sup> Edition with online eResources; Required; \$81.00  
Blaw 2106: Business Law, 5<sup>th</sup> Edition; Required, \$86.65

**Proposal Category:** No-or-Low-Cost to Students Learning Materials

**Requested Amount of Funding:** \$10,800

**Original per Student Cost:** \$81 or \$86.65

**Post-Proposal Projected Student Cost:** 0

**Projected Per Student Savings:** \$81 or \$86.65

**Projected Total Annual Student Savings:** \$30,446.30

**Creation and Hosting Platforms Used ("n/a" if none):**

Creation platform for interactive eBook - SoftchalkCloud.com

**Project Goals:**

Clayton State University (CSU) is a primary black institution, where 57% of the students are Pell Grant recipients. CSU serves as an access school to many first-generation college students. The cost savings of the free textbook proposed in this grant application is significant in the number of students impacted (359) and the affect upon the CSU student-base (\$30,446.30/year). The goal of the project is three-fold: adopt, create, and diffuse Open Educational Resources (OER) to offer No-Cost-to-Student interactive textbooks.

**Adopt:** Adopt OER resources to support the learning outcomes of Tech 3115 and BLAW 2106. This first objective is designed to 1) reduce students' financial burden to purchase textbooks which can hinder or delay student's ability to enroll in the course; and 2) ensure that all students have the textbook on the first day of class to increase student success.

**Create:** Create an interactive e-book using the OER resource, with self-assessment exercises embedded throughout the chapters to allow students to improve their learning. The second objective is designed to provide stimulating learning materials that encourage students to be active and engaged learners and improve student performance.

**Diffuse:** Expand the use of OER student resources at CSU by mentoring faculty members in Department of Interdisciplinary Studies in submitting a large-scale transformation grant and assisting with the adoption and creation of No-Cost-to-Students textbooks for other upper-division online courses. This third objective is designed to expand the cost savings to even more students.

## **Statement of Transformation:**

### **DESCRIPTION OF TRANSFORMATION**

#### **PROBLEM:**

The cost of a hardcopy textbook for Tech 3115 is \$120.75. The instructor converted from the hardcopy textbook to the eBook version, with a cost of \$81.00, to reduce the financial burden on students. Similarly, the cost of the paperback textbook for BLAW 2106 is \$86.65. In spite of efforts to minimize students' costs (selection of eBook and paperback resources), students still struggle to acquire these resources. In Tech 3115 and BLAW 2106, the instructors have observed that students are often unable to purchase textbooks in a timely fashion or not able to purchase them at all due to the high costs, lack of funding, and or delays/issues with financial aid. Students often report that they are unable to complete the initial modules, quizzes and assignments because they have not yet purchased the book. Some students never purchase the book and attempt to "wing it" through the semester at the cost of their education.

The CSU campus is a predominantly black institution, comprised of 2,997 (45.2%) non-traditional students (age 25 and up). Non-traditional students are frequently under-served by

direct instruction due to financial, family, career or learning style preferences (Keengwe and Agamba; 2015). Non-traditional learners are often low-income and/or first-generations students whose life circumstances prohibited them from attending college immediately after high school graduation. As adult learners, they must balance family, child-care, personal expenses, and work obligations with their educational costs and obligations.

Many students also forgo purchasing the textbook, due to the cost, which can prevent them from successfully completing a course and increase their time to degree completion. “[Sixty-five percent] of students said that they had decided against buying a textbook because it was too expensive. The survey also found that 94% of students who had foregone purchasing a textbook were concerned that doing so would hurt their grade in a course.” (Senack, 2014).

### **TRANSFORMATION SOLUTION:**

**Adopt:** Adopt OER resources to support the learning outcomes of Tech 3115 and BLAW 2106. The final product will be a comprehensive and appropriate No-Cost-to-Students textbook for students in Tech 3115 and BLAW 2106. The course content and learning outcomes covered in these two courses are identical. BLAW2106 (Legal Environment of Business) is restricted to business majors. TECH 3115 (Legal Issues for Managers) is for non-business majors.

**Create:** Create an interactive eBook. The instructors will develop an eTextbook that will include, but may not be limited to open access chapters and articles, instructor-written text, and interactive exercises and activities for each chapter to allow the students to regularly self-assess their understanding of the material. According to research, students’ indicate that four of the five main values of textbooks are helping them: 1) prepare for quizzes and exam, 2) complete assignments, 3) improve their grade; and 4) master difficult concept. (Vassall, 2015). The interactive features in this proposed eBook are intended to assist students in each of these areas.

The eBook will be made available to students through the D2L learning management system. It will also be downloadable on IOS or Android devices which will allow students to read and study the interactive eBook in locations with slow or no internet connection. Also, students will be able to highlight, annotate and bookmark sections of the eBook. The team will develop unit exams, to be used in assessing students’ learning outcomes of the course major.

**Diffuse:** The grant recipients will diffuse OER adoption throughout the Department of Interdisciplinary Studies (DIS) by assisting faculty in submitting OER grants, and adopting and creating interactive content. As a Department that primarily offers online degrees, DIS is well-suited for eBooks and online instructional materials. If this grant is awarded, the Chair of the Department would like Sheryne Southard, to assist DIS faculty members in phasing in OER resources, wherever practicable, department-wide. Sheryne Southard will also assist DIS in

seeking out internal and external grant opportunities to fund a large scale effort to create and expand the use of low-cost or no-cost textbook options in the Department. This initiative will begin with Sheryne Southard assisting with drafting an ALG Textbook Transformation Grant for round seven. Four of the courses that will be targeted for the grant have book costs of \$200. One course has a combined book cost of \$374.50 to \$502.23, depending upon whether new or used books are purchased. The estimated annual cost savings to the students that would benefit from the EOR resource adoption is \$101.209 annually.

### **IMPACT OF THIS TRANSFORMATION ON STAKEHOLDERS AND COURSE SUCCESS:**

The primary stakeholders are students enrolled in BLAW 2106 and Tech 3115. BLAW 2106 and Tech 3115 are similar courses that cover the same content and have the same learning outcomes. BLAW 2106 (Legal Environment of Business), is taught in the College of Business, and TECH 3115 (Legal Issues for Managers), is taught in the College of Arts and Sciences. BLAW 2106 is a required course for all Bachelor of Business majors. In the Fall of 2015, 866 students majored in Business (including pre-business). Tech 3115 is for non-business majors. It is an upper-division elective for the Bachelor of Applied Science degree (BAS). Over 300 students are currently enrolled as BAS majors. Tech 3115 is also an upper division elective for the Legal Studies Bachelor degree. Currently, 112 students are enrolled as Legal Studies majors. Tech 3115 is always offered in the online format. It is a very popular course and both sections reach maximum capacity each semester. In the long-term, all of the 692 Integrative Studies, Bachelors of Applied Science, Liberal Studies, and Online Liberal Studies will benefit by the effort to secure grants to offer as many low-cost or no-cost textbook options as possible in the Department.

Below are more details on the impact of the transformation on stakeholders and course success:

**Financial Support:** The adoption of the free textbook will reduce student financial barriers to taking Tech 3115 and BLAW 2106. A large proportion of the CSU Students come from low income households and are Pell Grant recipients (57%). CSU serves as an access school to many first-generation college students. The cost savings of a free textbook is \$30,446.30 per year. This amount is significant to the CSU student base.

Full-time undergraduate students at four-year public universities spend on average \$1,200 each year on books and course materials ("Quick Guide," n.d.). The Bureau of Labor Statistics estimated that these costs increased 812% between 1978 and 2013 (Perry, 2012). The consequential decrease in the cost of learning materials will lead to sustainability for reducing financial impediments to students' ability to complete their degree and have the potential to increase the students' likelihood of graduation. This can improve the University's retention, progression and graduation rates.

Some students do not have the financial resources to purchase the textbook before the first day of class. Hence these students are at risk for falling behind and withdrawing or failing. The free textbook will ensure that all students have access to the textbook on the first day of the class and are prepared to succeed in the class.

**Student Success:** On the first day of class, the students will have the textbook materials and be able to complete the first modules, quizzes and assignments. The free textbook will be interactive and include quiz questions, activities and review exercises. These features are designed to allow the students to review their understanding of the material and improve engagement. Numerous studies have shown that learning takes place through active engagement rather than passive transmission. (Chandler, Park, Levin & Morse, 2011; Dixson, 2010; Friedman & Friedman, 2014; Gaytan & McEwen, 2007; Rhode, 2009). A wide assortment of other activities, such as ordering, matching, labeling, pairing, and drag and drop activities will be embedded throughout the chapter to provide variation. These opportunities for self-assessment are intended to foster active learning to build confidence, lower fear and improve retention.

#### **IMPACT ON THE COURSE, PROGRAM, DEPARTMENT, INSTITUTIONS, ACCESS INSTITUTION, AND/OR MULTIPLE COURSES:**

The transformation to a free interactive book will have the following impact on the courses programs, department and institution. The decrease in the cost of learning materials will reduce financial impediments to students' ability to complete their degree. This has the potential to increase the students' likelihood of graduation. Research has shown that providing free instructional materials can improve student performance and retention rates (Hilton and Laman, 2012). The direct impact of this transformation is that the 359 students that enrolled in Tech 3115 and BLaw 2106 will benefit from a significant cost savings, in excess of \$30,000 each year. Approximately 1260 students in the Bachelors of Business, Bachelors of Legal Studies and Bachelor of Applied Science take these courses in pursuit of their degrees.

We predict that student learning outcomes will be improved in two ways. First, all students will have equal access to the high quality textbook materials on the first day of class and no longer delay or forego purchasing the textbook to the detriment of their learning. Second, the conversion of the learning materials into an interactive book will allow students opportunities to self-assess their understanding of the learning material. The active learning environment will also improve student learning outcomes by building confidence and lowering fear and providing students with insight into their understanding of the material prior to completing graded assessments.

The indirect impact of this transformation is that the 692 students enrolled in the Integrative Studies, Bachelors of Applied Science, and Online Liberal Studies have the potential to benefit from a cost saving in six other upper-division courses in their major. This larger scale, long-

term goal is in alignment with the first strategic priority of the Clayton State University Strategic Plan through 2022: “Increase enrollment, retention, and graduation rates”. One of the strategies outlined in the Plan is to accomplish this is increase receipt of external grants and “develop recognition and support systems to reward faculty and staff for innovations in teaching, research and service that support the institution’s strategic priorities.”

Faculty members in the College of Arts and Sciences and College of Business will also be impacted. The grant recipients will diffuse the knowledge and experience that they gain through the transformation project to faculty members in their respective Colleges (the two largest Colleges on campus). The interactive OER materials created will be available to all instructors throughout the University via a link on an EOR resources webpage. Instructors that choose to use these materials will be able to use the eBook in its entirety or include or exclude portions to achieve their desired course coverage and emphasis.

### **Transformation Action Plan:**

The proposed transformation will take place in three stages

#### **STAGE ONE (Spring 2017):**

##### **Identify**

Lawrence Mentor has identified three no cost textbooks books to review

<http://www.saylor.org/site/textbooks/Business%20Law%20and%20the%20Legal%20Environment.pdf>

<http://catalog.flatworldknowledge.com/catalog/editions/lau-the-legal-and-ethical-environment-of-business-1-0>

<https://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=51>

##### **Review & Selection**

Utilizing the criteria developed by Affordable Learning Georgia ( [http://www.affordablelearninggeorgia.org/find\\_textbooks/selecting\\_textbooks](http://www.affordablelearninggeorgia.org/find_textbooks/selecting_textbooks)), Lawrence Menter will evaluate the strengths and weaknesses of each. Both instructors will carefully assess which text is best aligned with the course learning objectives for Tech 3115 and BLAW 2106. They will also ascertain whether any errors (if any) or gaps are present which require supplementary learning materials.

##### **Create**

Sheryne Southard will convert the first half of the textbook into an interactive book, which

includes exercises embedded throughout the chapters to allow the students to regularly self-assess their understanding of the chapter material. Sheryne Southard will create a version of this interactive textbook that can be downloaded on IOS or Windows systems.

Both instructors will create content to support any gaps in instructions materials for the first half of the textbook based on learning objectives.

Lawrence Mentor will collect, produce, and organize supplementary learning materials for the 1<sup>st</sup> half of the textbook; develop master syllabi and master D2L courses.

### **Assess**

Both instructors will gather baseline qualitative and quantitative data for assessing the project's transformative impact.

Sheryne Southard will begin assisting DIS faculty members in submitting a large scale grant for round seven of the ALG textbook transformation grant.

### **STAGE TWO (Summer 2017):**

#### **Select**

Lawrence Mentor will collect, produce, and organize supplementary learning materials for the 2<sup>nd</sup> half of the textbook.

#### **Create**

Sheryne Southard will convert the second half of the textbook into an interactive book, which includes exercises embedded throughout the chapters to allow the students to regularly self-assess their understanding of the chapter material.

Lawrence Menter will write multiple-choice unit exams, to be used in assessing students' learning of the course major units.

### **Assess**

Both Lawrence Mentor and Sheryne Southard will gather baseline qualitative and quantitative data for assessing the project's transformative impact.

### **STAGE THREE (Fall 2017):**

In stage three, the transformed sections of Tech 3115 and BLaw 2106 will be launched. The course and syllabus and online platform will be redesigned to suit the transformation. The course learning objectives, as described in the syllabi, will remain the same. The instructors will create matrix that demonstrates the alignment between objectives, course materials and

assessments. Both instructors will conduct student survey to evaluate the quantitative and qualitative impact. They will also publish a final report (December).

#### ROLES:

Both Sheryne Southard and Lawrence Mentor will contribute to the identification, review, selection and creation of instructional materials. Sheryne Southard has twelve years of teaching experience in this discipline. She is an associate professor and the faculty online coordinator for the Department. She has extensive experience in creating dynamic online learning materials. In 2010, she received the Georgia Board of Regents' Scholarship of Teaching and Learning Award. In 2015, she received the Georgia Board of Regents' Award for Excellence in Online Learning. She has also received three other national awards for online course development. She has also published numerous academic and trade journal articles. Lawrence Menter has sixteen years of teaching experience in this discipline. He is a senior lecturer. He previously served as Senior Corporate Counsel and Assistant Corporate Secretary for The Home Depot, Inc. and similar roles at Oxford Industries, Inc. in Atlanta, GA. Both of the instructors have presented articles, participated in academic conferences.

**Quantitative & Qualitative Measures:** The effectiveness of the transformed no-cost materials will be examined with qualitative and quantitative measures. In order to encourage full participation, the instructors will develop a video explaining the importance of the survey and soliciting their full and complete participation and feedback. Qualitative Measures Students in the Spring 2017 and Summer 2017 sections will complete a survey at end of the semester that contains open-ended questions designed to solicit feedback about the current course materials (usefulness and access) and student satisfaction. Students in the Fall 2017 sections will complete the same survey at the end of the semester assessing the transformed open-access course materials. Narrative and critical feedback received from the students in the Spring and Summer of 2017, will be compared against the feedback from the Fall of 2017. The anonymous survey tool in D2L will be used. Quantitative Measures Students in the Spring 2017 and Summer of 2017 sections will complete a survey that contains questions asking them to rate (using a Likert scale) the current course materials in the areas of accessibility, comprehensiveness, effectiveness, cost and cohesion. Students in the Fall 2017 sections will complete the same survey assessing the transformed open-access course materials. Scores for the survey of the current and transformed course materials will be compared. The anonymous survey tool in D2L will be used. Since the instructors have observed a decline in student performance during the first few weeks of school because of students' untimely purchase of the book, the grades for the first two assessments of the Spring 2017 and Summer 2017 sections will be compared with the first two assessments of the Fall 2017 sections. The statistics feature of D2L will be used. Course grade distributions and Drop/Fail/Withdraw (DFW) rates under the original and transformed formats will also be compared from the period before and after the adoption of the free interactive book.

**Timeline:**

September, 2016: Attend the kick-off meeting at Middle Georgia State College. Knowledge obtained from kick-off meeting will be used to mentor six faculty in the Interdisciplinary Studies Department in submitting a large scale grant for round eight of the ALG textbook transformation grant.

January, 2017: Identify, review, assess and select a primary text.

February, 2017 – May, 2017: Convert the first half of the textbook into an interactive book, which includes exercises embedded throughout the chapters to allow the students to regularly self-assess their understanding of the chapter material. Collect, produce, and organize supplementary learning materials for the 1<sup>st</sup> half of the textbook; develop master syllabi and master D2L courses.

May, 2017: Gather baseline qualitative and quantitative data for assessing the project's transformative impact

May – July, 2017: Convert the second half of the textbook into an interactive book, which includes exercises embedded throughout the chapters to allow the students to regularly self-assess their understanding of the chapter material. Collect, produce, and organize supplementary learning materials for the 2<sup>nd</sup> half of the textbook. Write multiple-choice unit exams, to be used in assessing students' learning of the course major units.

July, 2017: Gather baseline qualitative and quantitative data for assessing the project's transformative impact.

August, 2017: Full adoption of new course Tech 3116 and BLAW 2106.

December, 2017 Survey students for quantitative and qualitative measures of impact; publish final report

### **Budget:**

The budget for this proposal is \$10,800, as enumerated below:

Sheryne Southard overload: \$5,000

Lawrence Menter overload: \$5,000

Travel to kick-off meeting: \$800

Total: \$10,800

We are requesting \$5000 each for release time for Sheryne Southard and Lawrence Menter.

Each professor would receive two course releases in the Spring of 2017 and Summer 2017, each costing \$2,500 per course per professor.. We also request \$800 for registration and travel expenses for Professors Southard and Menter. The amount would be split evenly with \$400 for each professor to cover travel to the kick off meeting. Any remainder will be used for fees for copying and/or copyright and to offset any travel to conferences to present the results of our open-source textbook project.

**Sustainability Plan:**

The adoption of the open-source text will begin in Fall 2017. Other faculty members in the Departments will be asked for feedback and suggestions for modifications to the text. Since the eBook is digital, changes can be immediately implemented. Annually, the textbook will be reviewed in according accordance with the instructional matrix. Also, as an interactive resource, links and embedded resources will be checked annually. Lastly, every three years the book will be reviewed for content changes, additions or deletions. The intention is to continuously monitor, assess and improve the materials to maximize their pedagogical benefit to the students.

**Final Semester of --  
Instruction:**

**Proposal Categories: --**

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July 2016

Re: Letter of Support for the Affordable Learning Georgia Grant Proposal

Dear Committee Members,

As the Deans of the Colleges of Arts and Sciences and Business, we enthusiastically support the application for the Affordable Learning Georgia no-cost-to-students textbook transformation grant submitted by Sheryne Southard and Lawrence Menter. This proposal is to utilize this grant to replace the existing course textbooks with a large annual cost savings to the students. This proposal will benefit a large number of students due to reducing their costs of learning materials. A large proportion of our students come from low income households and are Pell Grant recipients. The consequent decrease in the cost of learning materials will lead to sustainability for reducing financial impediments to students' ability to complete their degree and have the potential to increase the students' likelihood of graduation. This will enhance our Colleges' ability for retention, progression and graduation of successful students.

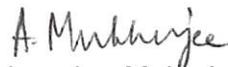
This proposal is being offered from both colleges due to the similarity of the content coverage of the current course offerings TECH 3115 (Legal Issues for Managers) by the College of Arts and Sciences and BLAW 2106 (Legal Environment of Business) by the College of Business. These courses have been offered every semester and are expected to continue. In fact, the BLAW2106 course is a required Area F course in the College of Business. This will be a sustainable method to be incorporated in the future offerings of these courses. The team of faculty members working on this project are both capable and motivated to pursue the goals of Affordable Learning Georgia.

We sincerely hope that the University is awarded this very important grant to help us execute on our long-term commitment to a successful transformation to free and online texts. Thank you for your consideration of this proposal.

Sincerely,



Nasser Momayezi  
Dean, College of Arts and Sciences



Avinandan Mukerjee  
Dean, College of Business

# Syllabus

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Tech 3115 - LEGAL ISSUES IN ADMINISTRATIVE & TECHNICAL MANAGERS

Course Syllabus

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Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 255, 678-466-5445, [disabilityservices@mail.clayton.edu](mailto:disabilityservices@mail.clayton.edu).

**Instructor Information:**

**Name:** Professor Southard

**Office Hours:** Tuesdays and Thursdays 8:30 a.m. to 11:30 a.m.

(Note: Please email me if you like to meet for office hours, so that I can ensure that no one else is in my office).

**Email:** **Where:** Please email me at my CSU email ([SheryneSouthard@clayton.edu](mailto:SheryneSouthard@clayton.edu)) and from your CSU email account. For privacy reasons, I cannot discuss certain information outside of the CSU secured email account.

**Credit Hours:** 3.0 semester credit hours (3-0-3)

**Catalog Description:** Managers are called on daily to make decisions that have legal implications. Some of the topics that this survey course will cover are basic legal concepts, legal implications of contracts, ethics, partnerships, corporations, employment law, legal rights and liabilities in the business environment. This course is not open to BBA students and does not count toward a BBA.

**Course Prerequisites and Co-requisites:** None

**Class Meetings:** No class meetings. This is a pure online course.

**Textbook Information:** Foundations of Business Law and the Legal Environment. The book is an open access resource, which is free. If you prefer a hardcopy version, use your cost savings from the free resource to print out the chapter. Do not print out the entire book. See the course schedule for the chapters that will be covered in the class this semester. You can select from the versions below:

**Link to the Web Version:** This version is easier to access on the web because the table of contents contains hyperlinks to each chapter.

[https://saylordotorg.github.io/text\\_foundations-of-business-law-and-the-legal-environment/](https://saylordotorg.github.io/text_foundations-of-business-law-and-the-legal-environment/)

**Link to PDF Version:** This version is easier to print.

<https://www.saylor.org/site/textbooks/Foundations%20of%20Business%20Law%20and%20the%20Legal%20Environment.pdf>

**Link to Word Version:** This version is easier to print and useful if you prefer to take notes on your computer within the text of the book.

<https://www.saylor.org/site/textbooks/Foundations%20of%20Business%20Law%20and%20the%20Legal%20Environment.docx>

### **Computer Requirement:**

Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to

<http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy>

### **Software Requirements:**

To properly access the course content you will need to download the following free software:

- Adobe Reader (needed to access files in PDF format): <http://get.adobe.com/reader/>
- Adobe Flash (needed to access video content): <http://get.adobe.com/flashplayer/>

### **BAS Outcomes:**

- UNDERSTANDING THE BUSINESS ENVIRONMENT. Graduates should have an understanding of the business environment in today's global economy, including the impact of cultural diversity in the workplace.
- INTERPERSONAL SKILLS. Graduates will possess the interpersonal skills required for successful performance in the business environment.
- COMPUTER LITERACY. Graduates will be computer-literate and use modern computer-based programs to make solid business decisions.
- CRITICAL THINKING. Graduates will be able to analyze business situations in a critical manner from practice gained in progressive, carefully assessed business problem-solving situations.
- MANAGING IN CAREER AND TECHNICAL ENVIRONMENTS. Graduates will have an understanding of specific career and technical fields and will know how to manage and supervise in these environments.

### **Course Learning Outcomes:**

Upon completion of this course, a student should be able to:

- Describe judicial procedure, types and sources of laws and the alternative dispute resolution process.
- Analyze the characteristics, advantages and disadvantages of sole proprietorships, partnerships, limited liability companies and corporations.
- Examine business ethics and the relationship between ethics and the law.
- Understand state law (such as agency, contract, and torts) and federal law (such as intellectual property, bankruptcy, federal labor and employment discrimination) concepts relevant in the business environment.

**Evaluation:**

Examinations	240
Assignments and Quizzes	60
<b>TOTAL</b>	<b>300</b>

**Grades:**

<b>A</b>	270 to 300 points
<b>B</b>	240 to 269 points
<b>C</b>	210 to 239 points
<b>D</b>	180 to 209 points
<b>F</b>	179 points or below

**No extra credit will be given.**

**Mid-term Progress Report:** The mid-term grade in this course which will be issued by **October 3<sup>rd</sup>** reflects approximately **40%** of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must submit an official withdrawal form, available in the Office of the Registrar, by mid-term. The last day to withdraw without academic accountability is **October 6th**. [Click here for instructions for withdrawing are provided at this link.](#)

**Hardship Withdrawal**

Students who experience an unexpected event or circumstance beyond their control that directly interferes with their ability to continue to make satisfactory progress in class(es), such as serious illnesses or unexpected major life events, may petition the Dean of their major for a hardship withdrawal. In order to be considered for a hardship withdrawal, the student must have been passing the course at the time that the emergency or other hardship arose and notify his or her instructors or other University officials about the hardship situation as soon as possible after it arose (per University and BOR policy, —passing is defined as a grade of —D or above). Hardship requests that are not filed in a timely manner are subject to denial even if the student was passing and the hardship was legitimate. Students who attend class through the end of a term and complete all course requirements (i.e. final project or exam) are not eligible for hardship withdrawal. If you have taken a final exam, you may not request a hardship withdrawal.

## Online Course Overview:

**Accessing the Course:** All work for the course is completed in Desire 2 Learn (D2L), which can be accessed at the following link: <http://clayton.view.usg.edu>. Please check D2L at least twice a week. To minimize access issues, please use Google Chrome as your browser.

**Schedule** – The schedule references the learning modules for each week and includes the assignment deadlines. Access the learning modules folder and print out the instructions, module and any other handouts for that week. Follow the instructions for that week

**Learning Modules** – The weekly instructions and course content are covered in weekly learning modules, which are posted in advance. Students waiting until the last minute to submit work assume the risk of missing the deadline and receiving a “0” or late penalty (as indicated below). Deadlines are strictly enforced

### Exam & Quizzes

- All exams and quizzes are administered online through the Desire 2 Learn website.
- Immediately after completing an exam, your partial exam score is posted (the full score will be published within one week from the exam). But, for exam integrity and security purposes, the questions and answers will not be posted. If you have any concerns about the questions you missed, email me within one week from date the scores are release to receive information about the answers you missed. This information will not be released to you until all the students have submitted the exam.
- Late Quizzes are **not accepted**. Anyone that does not complete a quiz by the deadline will receive a “0”.
- Late Exams
  - Exams 1 and/or 2 receive a 10% deduction per day late. You will be assigned a “0” for if exams 1 and/or 2 are not submitted within 3 business days of the due date/time.
  - Exam 3 is the final last exam. Exam 3 will not be accepted late.
  - Anyone that does not complete Exam 3 by the deadline will receive a “0”.

**Assignments** – All online assignments must be submitted via the Desire 2 Learn Dropbox tool for full credit. Any assignments submitted via the CSU email or any other means will be deducted 20%.

- Late Assignments - All late assignments will be deducted 10% per day. A “0” will be assigned for any assignment not submitted within 3 days of the due date/time.

**Discussions** – Discussion postings must be submitted on time.

- Late Discussion Postings- **Late discussion postings are not accepted.** Anyone that does not complete a discussion posting by the deadline will receive a “0”.

**Grades** - Grades for each assignment, discussion posting and tests are posted approximately within one week from the due date. Access them under the “Grades” tab in Desire 2 Learn.

**General Policy**

Students must abide by policies in the [Clayton State University Student Handbook](#), and the [Basic Undergraduate Student Responsibilities](#).

**University Attendance Policy**

Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students' ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

**Course Attendance Policy**

As an online class, attendance is not required. However, students are expected to log into Desire 2 Learn each week and complete the instructions outlined in the module for the respective week.

**Academic Dishonesty**

Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero for the work involved. All instances of academic dishonesty will be reported to the Office of Student Life/Judicial Affairs. Judicial procedures are described at [Student Handbook](#).

**Disruption of the Learning Environment**

Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

A more detailed description of examples of disruptive behavior and appeal procedures is provided at:

<http://www.clayton.edu/Portals/5/DisruptiveClassroomBehavior.pdf>

**Important Dates:**

Graduation Application Deadlines:

Fall Semester - June 1

Spring Semester - September 15

Summer Semester - January 30

Pure Online Tech 3115  
Course Schedule

Week	Meeting Week	Lecture	Assignments/Class Points	Your Progress
One	Week of August 14 <sup>th</sup>	<b>Content:</b> Orientation and <u>Learning Module 1:</u> Introduction to Law Book: Chapter 1	Complete Module 1 Instructions <b>Deadline: Syllabus Quiz Due by Friday, August 18<sup>th</sup> at 11:45 p.m. - 5 points.</b> (Quiz covers materials from the syllabus. This is the only Friday deadline. All remaining deadlines are on Wednesdays.) Timely completion of this quiz is necessary to avoid being dropped per the CSU "NO SHOW" policy	<input type="checkbox"/> Completed
Two	Week of August 21 <sup>st</sup>	<b>Content:</b> <u>Learning Module 2:</u> Corporate Responsibility and Business Ethics <u>Learning Module 3:</u> Courts & the Legal System Book: Chapters 2 & 3	Complete Module 2 and 3 Instructions <b>Wednesday, August 23<sup>rd</sup> at 11:45 p.m. - 5 points</b> <i>Your grade will be posted one</i>	<input type="checkbox"/> Completed
Three	Week of August 28 <sup>th</sup>	<b>Content:</b> <u>Learning Module 4:</u> Criminal Law Book: Chapter 6	Complete Module 4 Instructions. <i>Your grade will be posted one week from the deadline.</i> <b>No Assignment or Quiz</b>	<input type="checkbox"/> Completed
Four	Week of Sept. 4 <sup>th</sup>	<b>Content:</b> <u>Learning Module 5:</u> Introduction to Torts Book: Chapter 7	Complete Module 5 Instructions <b>Deadline: Review Quiz by Wednesday, Sept. 6<sup>th</sup> at 11:45 p.m. - 10 points</b>	<input type="checkbox"/> Completed
Five	Week of Sept. 11 <sup>th</sup>	<b>Content:</b> Exam	<b>Deadline: Exam 1 Due by Wednesday, Sept. 13<sup>th</sup> at 11:45 p.m. - 80 points.</b> <i>Your grade will be posted one week from the deadline.</i>	<input type="checkbox"/> Completed
Six	Week of Sept. 18 <sup>th</sup>	<b>Content:</b> <u>Learning Module 6:</u> Introduction to Contract Law Book: Chapter 8	Complete Module 6 Instructions. <b>No Assignment or Quiz</b>	<input type="checkbox"/> Completed
Seven	Week of Sept. 25 <sup>th</sup>	<b>Content:</b> <u>Learning Module 7:</u> Contract Law Book: Chapter TBD	Complete Module 7 Instructions <b>Assignment Due by Wednesday, Sept. 27<sup>th</sup> at</b>	<input type="checkbox"/> Completed

			11:45 p.m. – 10 points <i>Your grade will be posted one week from the deadline.</i>	
Eight	Week of Oct. 2 <sup>nd</sup>	<b>Content:</b> <u>Learning Module 8: Principal-Agent Relationship</u> Book: Chapter 14	Complete Module 8 Instructions. <b>Deadline: Quiz Due by Wednesday, Oct. 11<sup>th</sup> at 11:45 p.m. – 10 points</b> <i>Your grade will be posted one week from the deadline.</i>	<input type="checkbox"/> Completed
Nine	Week of Oct. 9 <sup>th</sup>	<b>Content:</b> <u>Learning Module 9: Liability in Agency Law</u> Book: Chapter 15	Complete Module 9 Instructions <b>No Assignment or Quiz</b>	<input type="checkbox"/> Completed
Ten	Week of Oct. 16 <sup>th</sup>	<b>Content:</b> Exam	<b>Deadline: Exam 2 Due by Wednesday, Oct. 18<sup>th</sup> at 11:45 p.m. – 80 points.</b> (Covers 5, 6, 7 and 8 materials) <i>Your grade will be posted one week from the deadline.</i>	<input type="checkbox"/> Completed
Eleven	Week of Oct 23 <sup>rd</sup>	<u>Learning Module 10: Employment Law</u> Book: Chapter 16	Complete Module 10 Instructions <b>No Assignment or Quiz</b>	<input type="checkbox"/> Completed
Twelve	Week of Oct. 30 <sup>th</sup>	<b>Content:</b> <u>Learning Module 11: Labor Law</u> Book: Chapter 17	Complete Module 11 Instructions <b>Deadline: Quiz Due by Wednesday, Nov. 1<sup>st</sup> at 11:45 p.m. – 10 points</b> <i>Your grade will be posted one week from the deadline.</i>	<input type="checkbox"/> Completed
Thirteen	Week of Nov. 6 <sup>th</sup>	<b>Content:</b> <u>Learning Module 12: Sole Proprietorships &amp; Partnerships</u> Book: Chapter 18 & 19	Complete Module 12 Instructions <b>No Assignment or Quiz</b>	<input type="checkbox"/> Completed
Fourteen	Week of Nov. 13 <sup>th</sup>	<b>Content:</b> <u>Learning Module 13: Hybrid Entities</u> Book: Chapter 20	Complete Module 13 Instructions <b>Deadline: Assignment Due by Wednesday, Nov. 8<sup>th</sup> at 11:45 p.m. – 10 points</b> <i>Your grade will be posted one week from the deadline.</i>	<input type="checkbox"/> Completed
Fifteen	Week of Nov. 20 <sup>th</sup>	<b>Content:</b> No Class	THANKSGIVING HOLIDAY – Enjoy a week off!	
Sixteen	Week of Nov. 27 <sup>th</sup>	<b>Content:</b> <u>Learning Module 14: Corporations</u> Book: Chapter 21	Complete Module 14 Instructions <b>No Assignment or Quiz</b>	<input type="checkbox"/> Completed
Final Exam	Week of Dec. 4 <sup>th</sup>	<u>Exam 3</u>	<b>EXAM 3: Deadline: Wednesday, Dec 7<sup>th</sup> at 11:45 p.m. – 80 points</b> <i>NO</i>	<input type="checkbox"/> Completed

			<i>LATE EXAM IS ACCEPTED. MUST BE SUBMITTED TIMELY</i>	
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# Final Report

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## Affordable Learning Georgia Textbook Transformation Grants

### Final Report

**Date:** 12/12/2017

**Grant Number:** 232

**Institution Name(s):** Clayton State University

**Team Members (Name, Title, Department, Institutions if different, and email address for each):**

- Sheryne Southard, Professor of Legal Studies, [SheryneSouthard@clayton.edu](mailto:SheryneSouthard@clayton.edu)
- Lawrence Menter, Senior Lecturer, School of Business, [LawrenceMenter@clayton.edu](mailto:LawrenceMenter@clayton.edu)

**Project Lead:** Sheryne Southard, Professor of Legal Studies, [SheryneSouthard@clayton.edu](mailto:SheryneSouthard@clayton.edu)

**Course Name(s) and Course Numbers:** Tech 3115 (Legal Issues for Managers) and BLAW2106 (Legal Environment of Business)

**Semester Project Began:** Spring 2017

**Semester(s) of Implementation:** Fall of 2017

**Average Number of Students Per Course Section:** TECH 3115: 29 and BLAW 2106: 34.57

**Number of Course Sections Affected by Implementation:** 4 (TECH 3115) and 7 (BLAW 2106)

**Total Number of Students Affected by Implementation:** 359

#### 1. Narrative

##### *A. Describe the key outcomes, whether positive, negative, or interesting, of your project.*

The goal of the project was three-fold: adopt, create, and diffuse open educational resources (OER) to offer no-cost-to-student interactive textbooks to reduce financial impediments to student's completion of their degree. The majority of Clayton State University student (57%) are Pell Grant recipients. Since CSU serves as an access school to many first-generation college students, this cost savings is significant.

The first outcome was the adoption of an OER textbook to eliminate the textbook cost in Tech 3115 (\$81.00) and BLAW 2106 (\$86.65). During this stage, we did not drastically change the materials, although some of the content was reorganized and abridged.

The second outcome was to create an interactive eBook by embedding interactive exercises and activities into the chapter content. Research indicates that this helps students to 1) prepare for quizzes and exam, 2) complete assignments, 3) improve their grade, and 4) master difficult concept (Vassall, 2015). We hypothesized that this enhanced resource would improve student outcomes and the data collected at the end of the implementation semester positively supports this assertion.

The third outcome was to expand the use of OER student resources at CSU by mentoring faculty members in Department of Interdisciplinary Studies in submitting a large-scale transformation grant and assisting with the adoption and creation of no-cost-to-students textbooks for other upper-division online courses. This third goal was attained as the project lead learned enough during this grant process to mentor a history professor in securing an ALG grant and to lead a successful grant application for the entire department for round 10. An additional benefit of the dissemination of this type of information is the faculty's heightened awareness of the student's financial obstacles in planning student resource requirements for additional courses.

### **B. Describe lessons learned, including any things you would do differently next time.**

The first lesson learned was the value of frequent and early communication of the implementation. Students received an email prior to the beginning of the semester notifying them of the free book for the class and links to the book. This information was received very positively by the students as indicated by three excerpts below of unsolicited student email responses to this notification:

"I really appreciate that you have done this. The cost of books are out of control. I have two other classes where my books cost \$200 each. I wish all other professors would do this as well. Thank you and I look forward to taking this class."

"This is great news! Thank you!"

"Thank You, I really appreciate that."

Near the middle of the semester, students were asked to "check in" and provide the instructor with feedback about their experience with the OER book. Several commented they liked it but would have preferred a print version. We then informed them they could access the PDF version, print out the text using their cost savings and create a notebook to serve the same purpose. This suggestion was positively received.

The second lesson learned was the need to carefully review the content and the links. As indicated previously, we reviewed the content and made minor revisions. However, we accessed several links with different formats and forwarded them to the students (Web-version, Word, PDF). We later learned that one of the links was a slightly different version with some variations in the chapters.

## **2. Quotes**

- "I wish every class would use free text books. It is stressful paying so much money out of pocket for some books that you have to pay 300 dollars. I try to rent books every chance possible because it is cheaper. Thank you for using the free text book option."
- "I really appreciate the free text book because I'm a non-traditional student who pays out-of-pocket for all of my courses that I take."
- This course is much better with the text book being online because most of our research is online so it came with ease plus being free was a bonus.

## **3. Quantitative and Qualitative**

### **Measures 3a. Overall**

#### **Measurements**

## Student Opinion of Materials

**Was the overall student opinion about the materials used in the course positive, neutral, or negative?**

Total number of students affected in this project: 85 for Fall 2017

- Positive:   94   % of   67   number of respondents
- Neutral:   6   % of   67   number of respondents
- o Negative:   0   % of   67   number of respondents

## Student Learning Outcomes and Grades

**Was the overall comparative impact on student performance in terms of learning outcomes and grades in the semester(s) of implementation over previous semesters positive, neutral, or negative?**

Choose One

TECH 3115

- Positive: Higher performance outcomes measured over previous semester(s)
- Neutral: Same performance outcomes over previous semester(s)
- Negative: Lower performance outcomes over previous semester(s)

Choose One

BLAW

2106

- Positive: Higher performance outcomes measured over previous semester(s)
- Neutral: Same performance outcomes over previous semester(s)
- Negative: Lower performance outcomes over previous semester(s)

## Student Drop/Fail/Withdraw (DFW) Rates

**Was the overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester(s) of implementation over previous semesters positive, neutral, or negative?**

### Drop/Fail/Withdraw Rate:

TECH 3115:   11   % of students, out of a total   46   students affected, dropped/failed/withdrew from in the final semester of implementation.

Choose One:

- Positive: This is a lower percentage of students with D/F/W than previous semester(s)
- Neutral: This is the same percentage of students with D/F/W than previous semester(s)
- Negative: This is a higher percentage of students with D/F/W than previous semester(s)

BLAW 2106:   5   % of students, out of a total   39   students affected, dropped/failed/withdrew from in the final semester of implementation.

Choose One:

- \_\_\_ Positive: This is a lower percentage of students with D/F/W than previous semester(s)
- \_\_\_X Neutral: This is the same percentage of students with D/F/W than previous semester(s)
- \_\_\_ Negative: This is a higher percentage of students with D/F/W than previous semester(s)

### **3b. Narrative**

Student impression data collected in this project includes quantitative data from Likert-scale formatted questions and qualitative data from open-ended questions. Students were offered nominal extra credit to incentivize participation. This had a positive effect as the participation rate was 79%. The grade distributions data was collected each of the exams in the courses.

To confirm the value of the OER resource for the Clayton State University student population, students were asked two questions 1) if they “have a small budget for textbooks,” and 2) if they “take into consideration the cost of a course textbook and other class materials when register[ing] for a class”. The responses for the first question were as follows: 88% - strongly agreed or agreed, 5% - neutral; and 7% – disagreed or strongly disagreed. The responses for the second question were as follows: 69% - strongly agreed or agreed, 19% - neutral; and 12% – disagreed or strongly disagreed. The extremely high percentage of students that agreed with the statements confirmed the students’ textbook cost concerns and the need for the transformation project.

To evaluate whether the students were amenable to an alternative to the traditional (non-free) textbook, we queried them and 93% strongly agreed or agreed, and 7% were neutral. When surveyed about whether the OER book selected for the course was sufficient for their needs to successfully complete the course the results were extremely positive. A total of 97% strongly agreed or agreed and 3% were neutral. One student even commented: “I had a better outcome without a textbook hardcopy.” The overwhelming high percentage of students that had a favorable viewpoint of the OER textbook and the complete absence of students with a negative impression leads us to believe the project was successful.

Our final inquiry was whether the students would also want the option to purchase a printed version of the OER resource. The feedback indicates that most of the students would not avail themselves of this option as the results were as follows: 15% - strongly agreed or agreed, 28% - neutral, and 57% - disagreed or strongly disagreed.

Finally, the most important variable was the impact of the project on the student outcomes. The students outcomes in both courses was positively impacted. The student grades during the implementation semester were higher in both course. The D/F/W rate was lower in Tech 3115 and neutral in BLAW 2106 in the implementation semester.

### **4. Sustainability Plan**

Given the extremely favorable student feedback and positive student outcomes, we are committed to continue using the OER resources selected for the courses. Other faculty members in the Departments will be asked for feedback and suggestions for modifications to the text. Since the eBook is digital, changes can be immediately implemented. Annually, the

textbook will be reviewed in according accordance with the instructional matrix. The intention is to continuously monitor, assess and improve the materials to maximize their pedagogical benefit to the students.

## **5. Future Plans**

During the implementation semester, the course was adopted in two sections of Tech 3115 and one section of BLAW 2106. These were the sections taught in the implementation semester by the grant recipients. The grant recipients sought to use the pilot semester to resolve any issues before the books were adopted by other professors teaching the same courses (e.g. the problem with different links with different content). The OER book was not adopted in the implementation semester in three sections of BLAW 2106 and students in these sections attempted to transfer to the OER section once they learned of the free resources from their fellow students. Next semester, the OER resource will be adopted by the other professors teaching BLAW 2106 so that all of the students taking this course at the University can benefit from this project.

## **6. Description of Photograph**

From Left to Right: Lawrence Menter, J.D. and Sheryne Southard, J.D.