



FFE610-Fraud Legal Environment (3 credit hours) Course Syllabus

Course Description

This course emphasizes the understanding of fraud legal environment that are essential to fraudulent activities. The contents within this course focuses on the material that is covered on the Legal section on the Certified Fraud Examiners certification of the Association of Certified Fraud Examiners certification of a Certified Fraud Examiner (CFE).

Course Learning Outcomes

By the end of this course, you will be able to:

1. Examine the legal system related to fraudulent activities
2. Interpret illegal activities that classify as tax fraud and money laundering
3. Assess personal impact and possible consequences of fraudulent activities in the criminal and/or civil justice system

Required Textbook(s) and Resources

For this course you will need to purchase the following materials:

Association of Certified Fraud Examiners. (2020). *Fraud Examiners Manual*. AFCE.
ACFE CFE Exam Prep Course.

These resources are available online and are included along with a student membership to the Association of Certified Fraud Examiners as part of the course. Students in the FFE program will be charged a one-time lab fee for both of these materials with their enrollment in FFE510. Both of these resources are used throughout the four courses of the concentration (FFE510, FFE520, FFE610, and FFE620). Provided you complete all of these courses within a year of beginning FFE510, there will be no additional resources to purchase for the program.

Visit the [Tiffin University Library](#) for access to databases, research help, and writing tips. A link is also available in the Course Home area. I also suggest you register for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page.

If you register but cannot attend a live session, the library will email you a link to the session recording after the event.

For further assistance email a librarian, at: library@tiffin.edu.

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help you plan your time and keep you on track toward successful completion, this course maintains a distinctive rhythm for assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

Learning Activities

This course prepares you to take the Legal section on the Certified Fraud Examiners certificate. As a result, you will read the relevant sections of the ACFE Fraud Examiner's Manual and take the Test-Prep review sessions for each week. You will also have the opportunity to share the concepts that you have found the most difficult with your classmates in the weekly course forum; with the assistance of your instructor, you will collaborate on overcoming them. Moreover, each week will feature assessments that will ask you to apply what you have learned and read in the ACFE Fraud Examiner's Manual to real-world problems.

Grading

The chart below identifies the individual contributions from each type of activity, per module.

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Challenging Concepts	15	15	15	15	15	15	35	125
Written Assignment/ Discussion	50	50	50	50	50	50	-	300
Weekly Reflections	5	5	5	5	5	5	5	35
Review	40 40	40 40	40 40	40	40 40	40 40	-	440
Test-Prep	-	-	-	-	--	-	100	100
Total	150	150	150	110	150	150	140	1000

Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	<70%

Please see the [Academic Bulletin](#) for grade appeal information.

FFE 610: Fraud Legal Environment Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	<input type="checkbox"/> WED: Introductory Post
Week 1:	<input type="checkbox"/> WED: Activity 1.1 Forum Initial Post

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Overview of the Legal System & The Law Related to Fraud	<input type="checkbox"/> WED: Activity 1.2 Review session 1: Reading <input type="checkbox"/> WED: Activity 1.3 Review session 2: Reading <input type="checkbox"/> SAT: Activity 1.1 Forum Secondary Posts <input type="checkbox"/> SAT: Activity 1.5 Written Assignment: Memo <input type="checkbox"/> SUN: Activity 1.2 Review session 1: Test Prep <input type="checkbox"/> SUN: Activity 1.3 Review session 2: Test Prep
Week 2: Bankruptcy (Insolvency) Fraud & Securities Fraud	<input type="checkbox"/> WED: Activity 2.1 Forum Initial Post <input type="checkbox"/> WED: Activity 2.2 Review session 1: Reading <input type="checkbox"/> WED: Activity 2.3 Review session 2: Reading <input type="checkbox"/> SAT: Activity 2.1 Forum Secondary Posts <input type="checkbox"/> SAT: Activity 2.4 Written Assignment: The Case of Bernie Madoff <input type="checkbox"/> SUN: Activity 2.2 Review session 1: Test Prep <input type="checkbox"/> SUN: Activity 2.3 Review session 2: Test Prep
Week 3: Money Laundering & Tax Fraud	<input type="checkbox"/> WED: Activity 3.1 Forum Initial Post <input type="checkbox"/> WED: Activity 3.2 Review session 1: Reading <input type="checkbox"/> WED: Activity 3.3 Review session 2: Reading <input type="checkbox"/> SAT: Activity 3.1 Forum Secondary Posts <input type="checkbox"/> SAT: Activity 3.4 Written Assignment: Tax Fraud <input type="checkbox"/> SUN: Activity 3.2 Review session 1: Test Prep <input type="checkbox"/> SUN: Activity 3.3 Review session 2: Test Prep
Week 4: Individual's Rights During Examinations	<input type="checkbox"/> WED: Activity 4.1 Forum Initial Post <input type="checkbox"/> WED: Activity 4.2 Forum (Individual's Rights) Initial Post <input type="checkbox"/> WED: Activity 4.3 Review session 1: Reading <input type="checkbox"/> SAT: Activity 4.1 Forum Secondary Posts <input type="checkbox"/> SAT: Activity 4.2 Forum (Individual's Rights) Secondary Posts <input type="checkbox"/> SUN: Activity 4.3 Review session 1: Test Prep
Week 5:	<input type="checkbox"/> WED: Activity 5.1 Forum Initial Post <input type="checkbox"/> WED: Activity 5.2 Review session 1: Reading <input type="checkbox"/> WED: Activity 5.3 Review session 2: Reading

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
The Criminal Justice System & The Civil Justice System	<input type="checkbox"/> SAT: Activity 5.1 Forum Secondary Posts <input type="checkbox"/> SAT: Activity 5.4 OJ Simpson <input type="checkbox"/> SUN: Activity 5.2 Review session 1: Test Prep <input type="checkbox"/> SUN: Activity 5.3 Review session 2: Test Prep
Week 6: Basic Principles of Evidence & Testifying	<input type="checkbox"/> WED: Activity 6.1 Forum Initial Post <input type="checkbox"/> WED: Activity 6.2 Review session 1: Reading <input type="checkbox"/> WED: Activity 6.3 Review session 2: Reading <input type="checkbox"/> SAT: Activity 6.1 Forum Secondary Posts <input type="checkbox"/> SAT: Activity 6.4 Research the Crazy Eddie fraud case <input type="checkbox"/> SUN: Activity 6.2 Review session 1: Test Prep <input type="checkbox"/> SUN: Activity 6.3 Review session 2: Test Prep
Week 7: Fraud Prevention and Detection	<input type="checkbox"/> SUN: Activity 7.1 Practice Exam for Fraud Prevention and Detection

Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. You should accept constructive feedback as a gift. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements in any given week are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:

- Fully participate in all learning activities.
- Complete assignments as described in rubrics or other instructions.
- Submit all work on time and in the specified format (e.g. APA format for citations).
- Utilize and incorporate instructor provided feedback to improve your work.
- Ask questions so you can better understand course material or assignments.
- Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
- Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructor to:

In general, your instructor should advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes. To accomplish this, your instructors should:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.
- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work, your instructor should:
 - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
 - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
 - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.
- In general, your instructor should advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodations

The **Office for Disability Services** supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990.

If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity 419.448.3021 or via email at disabilityservices@tiffin.edu.

Additional Resources & Support

For technical support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200.

If you need to consult an academic advisor refer to our one-stop shop advising team list.

Website (Google Doc): [Online Graduate Academic Advisors](#)

Website (Google Doc): [Online Undergrad Academic Advisors](#)

For information about TU's peer tutoring program see the Murphy Center's [Tutoring Policies and Procedures](#) page. Veterans and active military can seek assistance from TU's [Veteran and Military Services Web Page](#).

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.