

FFE620 – Financial Transactions and Fraud Schemes

(3 credit hours)

Course Syllabus

Course Description

This course emphasizes the understanding of financial transactions that are potential indicators of fraudulent activities. An emphasis is also on the understanding of fraudulent schemes that exist. The contents within this course focuses on the material that is covered on the Financial Transactions and Fraud Schemes 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. Identify financial transactions that at high risk for potential fraudulent activities
2. Analyze various fraudulent schemes and how the schemes work
3. Calculate financial impact of asset misappropriations

Prerequisites/Corequisites

This course is the final course in the concentration sequence.

Required Textbook(s) and Resources

For this course you will need 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.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#). You might consider registering 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. 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 plan your time and keep on track toward successful course completion, note the distinctive rhythm of 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.

Key Assessment (Taskstream Submission)

This TU course features a "Key Assessment" that provides you the opportunity to demonstrate your program's core competencies. It also shows how the course fits within the

broader curriculum. For this course, Activity 3.2 is the Key Assessment. You will write a research paper about international bribery and corruption comparing these issues amongst different countries.

Grading

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

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Challenging Concepts	15	15	15	15	15	15	10	100
Written Assignment	40	40	40	40	40	40	-	240
Weekly Reflections	5	5	5	5	5	5	5	35
Reviews	35 35	35 35 35	35 35 35	35 35	35 35	35 35 35	-	525
Test-Prep	-	-	-	-	-	-	100	100
Total	130	165	165	130	130	165	115	1000

Grading Scale

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

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

Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	<input type="checkbox"/> WED: Meet Your Classmates!
Week 1: Accounting Concepts & Financial Statement Fraud	<input type="checkbox"/> WED: Activity 1.1 (Forum): Meet Your Classmates <input type="checkbox"/> WED: Activity 1.2 (Forum): Challenging Concepts <input type="checkbox"/> SAT: Activity 1.3: Horizontal and Vertical Analysis Memo <input type="checkbox"/> SUN: Activity 1.4: Review Session 1 <input type="checkbox"/> SUN: Activity 1.5: Review Session 2 <input type="checkbox"/> SUN: Activity 1.6: Weekly Reflection
Week 2: Asset Misappropriations: Cash Receipts, Fraudulent Disbursements, and Other Assets	<input type="checkbox"/> WED: Activity 2.1 (Forum): Challenging Concepts <input type="checkbox"/> SAT: Activity 2.2: Internal Control Checkup <input type="checkbox"/> SUN: Activity 2.3: Review Session 1 <input type="checkbox"/> SUN: Activity 2.4: Review Session 2 <input type="checkbox"/> SUN: Activity 2.5: Review Session 3 <input type="checkbox"/> SUN: Activity 2.6: Weekly Reflection
Week 3: Bribery and Corruption; Theft of Data and Intellectual Property, and Identity Theft	<input type="checkbox"/> WED: Activity 3.1 (Forum): Challenging Concepts <input type="checkbox"/> SAT: Activity 3.2: International Bribery and Corruption <input type="checkbox"/> SUN: Activity 3.3: Review Session 1 <input type="checkbox"/> SUN: Activity 3.4: Review Session 2 <input type="checkbox"/> SUN: Activity 3.5: Review Session 3 <input type="checkbox"/> SUN: Activity 3.6: Weekly Reflection
Week 4: Financial Institution Fraud and Payment Fraud	<input type="checkbox"/> WED: Activity 4.1 (Forum): Challenging Concepts <input type="checkbox"/> SAT: Activity 4.2: Interview <input type="checkbox"/> SUN: Activity 4.3: Review Session 1 <input type="checkbox"/> SUN: Activity 4.4: Review Session 2 <input type="checkbox"/> SUN: Activity 4.5: Weekly Reflection
Week 5: Insurance Fraud and Health Care Fraud	<input type="checkbox"/> WED: Activity 5.1 (Forum): Challenging Concepts <input type="checkbox"/> SAT: Activity 5.2: Health Care Fraud Assignment <input type="checkbox"/> SUN: Activity 5.3: Review Session 1 <input type="checkbox"/> SUN: Activity 5.4: Review Session 2

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
	<input type="checkbox"/> SUN: Activity 5.5: Weekly Reflection
Week 6: Consumer Fraud; Computer and Internet Fraud; and Contract and Procurement Fraud	<input type="checkbox"/> WED: Activity 6.1 (Forum): Challenging Concepts <input type="checkbox"/> SAT: Activity 6.2: Identity Theft Assignment <input type="checkbox"/> SUN: Activity 6.3: Review Session 1 <input type="checkbox"/> SUN: Activity 6.4: Review Session 2 <input type="checkbox"/> SUN: Activity 6.5: Review Session 3 <input type="checkbox"/> SUN: Activity 6.6: Weekly Reflection
Week 7: Test-Prep Exam	<input type="checkbox"/> WED: Activity 7.1 (Forum): Congratulations <input type="checkbox"/> SUN: Activity 7.2: Practice Exam <input type="checkbox"/> SUN: Activity 7.3 Weekly Reflection

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. 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 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 Instructors to:

- 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:
 - 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.
- 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 (Disability Services)

The Office of 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.

Technical Support

For Moodle support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200 (3430, Option 2, from on-campus). For non-Moodle support, contact the Tiffin University ITS helpdesk at the number above or submit a [support ticket](#).

Veterans

The Veteran and Military Resource Center assists veterans, active Military, and spouses of current service members in utilizing their education benefits. VMRC provides information regarding benefit processes and procedures, as well as support in navigating the transition from military to academic life by facilitating connections with the appropriate support services on campus. Contact Ashley Vaughn, Assistant Director for Online Advising & School Certifying Official at 419-448-3340 or at vaughna@tiffin.edu. Veteran and Military Resource Center can be found at <http://www.tiffin.edu/va>.

Additional Support

If you need to consult an academic advisor refer to TU's [Meet the Team](#) page. For information about TU's peer tutoring program see the Murphy Center's [Tutoring Policies and Procedures](#) 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.