

# COURSE SYLLABUS

<b>Course Title:</b>	Fraud Investigation	<b>Date submitted:</b>	Spring 2014 (AAC: 14-64)	
<b>Department:</b>	Social Sciences			
<b>Curriculum:</b>	Criminal Justice			
<b>Course Descriptors:</b> Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	<b>Course Code:</b> (eg. ACC 101)	CJS*223		
	<b>Course Type:</b>	L/D		
	<p>A: Clinical B: Lab D: Distance Learning                  I: Individual/Independent L: Lecture N: M: Seminar Internship P: Practicum U: Studio                  X: Combined Lecture/Lab Y: Combined Lecture/Clinical/Lab Z: Combined Lecture/Studio</p>			
	<b>Elective Type:</b>	G		
	<p>E: English FA: Fine Arts G: General HI: History HU: Humanities                  LAS: Liberal Arts &amp; Sciences FL: Foreign Language M: Math                  S: Science SS: Social Science</p>			
	<b>Credit Hours:</b>	3		
	<b>Developmental:</b> (yes/no)	No		
	<b>Contact Hours:</b>	Lecture:	3	
		Clinical:	0	
		Lab:	0	
	Studio:	0		
	Other:	0		
	TOTAL:	3		
	<b>Class Maximum:</b>	35		
	<b>Semesters Offered:</b>	Sp		
<b>Prerequisites:</b>				
C- or better in Integrated Reading and Writing II (ENG*075) OR Introduction to College Reading & Writing (ENG*093) OR Introduction to College English (ENG*096) OR Reading & Writing VI (ESL*162), or placement into Composition (ENG*101) [including embedded ENG*101], AND C- or better in Introduction to Criminal Justice (CJS*101) or permission of Program Coordinator				
<b>Corequisites:</b>				
None				
<b>Other Requirements:</b>				
None				
<b>Ability-Based Education (ABE) Statement:</b>	At Tunxis Community College students are assessed on the knowledge and skills they have learned. The faculty identified the General Education Abilities critical to students' success in their professional and personal lives. In every class, students are assessed on course abilities, sometimes program abilities, and, in most classes, at least one General Education Ability. Students will receive an evaluation of the degree to which they have demonstrated or not demonstrated that General Education Ability.			
<b>Catalog Course Description:</b>	Introduction to techniques and methods used in fraud investigation. Includes a review of general laws pertaining to specific types of credit card fraud, corporate fraud, trick and device, theft by false pretenses, and evidence required for prosecution.			
<b>Topical Outline:</b> List course content in outline format.	<ol style="list-style-type: none"> <li>1. Define Fraud</li> <li>2. The Investigator's Role in Fraud Investigation</li> <li>3. Government Crimes of Fraud</li> <li>4. Organized Crime and Fraud</li> </ol>			

	<ol style="list-style-type: none"> <li>5. White Collar Fraud</li> <li>6. Corporate Fraud</li> <li>7. Consumer Fraud</li> <li>8. Investigating Fraud</li> </ol>
<p><b>Outcomes:</b> Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p>	<p><b>Upon successful completion of this course, the student will be able to do the following:</b></p> <p><b>COURSE:</b></p> <ol style="list-style-type: none"> <li>1. demonstrate an understanding of all aspects of fraud including the application of criminal law for each</li> <li>2. apply knowledge about the kinds of evidence needed for a conviction in court</li> <li>3. demonstrate the ability to apply fundamental principles to identify the various types of fraud</li> </ol> <p><b>PROGRAM:</b> <i>(Numbering reflects Program Outcomes as they appear in the college catalog)</i></p> <p><b><u>Criminal Justice A.S. Program &amp; Criminal Justice: Corrections Option</u></b></p> <ol style="list-style-type: none"> <li>2. apply principles of constitutional and criminal laws that protect the rights of and regulates the conduct of individuals in a culturally diverse society</li> <li>3. demonstrate knowledge of theories, principles, and processes of the criminal justice system</li> </ol> <p><b>GENERAL EDUCATION:</b> <i>(Numbering reflects General Education Abilities as they appear in the college catalog)</i></p> <ol style="list-style-type: none"> <li>3. <b>Ethical Dimensions</b> - Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social and political problems.                     <ul style="list-style-type: none"> <li><b>Demonstrates:</b> Identifies and reflects critically on ethical issues presented in classroom instruction or in assigned co-curricular or civic activities and/or professional internships and practica.</li> <li><b>Does Not Demonstrate:</b> Does not sufficiently identify or reflect critically on ethical issues presented in classroom instruction or in assigned co-curricular or civic activities and/or professional internships and practica.</li> </ul> </li> </ol>
<p><b>Evaluation:</b> List how the above outcomes will be assessed.</p>	<p><b>Assessment will be based on the following criteria:</b></p> <p>Examinations</p> <p>Other assignments as determined by the instructor</p>
<p><b>Instructional Resources:</b></p> <p>List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p><b>Required:</b> No special facilities needed</p> <p><b>Desired:</b></p>
<p><b>Textbook(s)</b></p>	<p>See current year printout.</p>