

# CRIM 354 White-Collar Crime-DEAdd-2018-02-28

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## Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

**First Step:** ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- IF DUAL LISTED list BOTH courses in the page title***

**Second Step:** Click “SAVE” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
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**Third Step:** Make sure the word **DRAFT** is in yellow at the top of the proposal

**Fourth Step:** Click on “**EDIT CONTENTS**” (*not EDIT*) and start completing the template. When exiting or when done, click “**SAVE**” (*not Save Draft*) on bottom right

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*\*Indicates a required field*

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<b>Course Level*</b>	undergraduate-level
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## Distance Education Section

*- Complete this section only if adding Distance Education to a New or Existing Course*

<b>Course Prefix /Number*</b>	CRIM 354
<b>Course Title*</b>	White-Collar Crime
<b>Type of Proposal*</b>	<i>See CBA, Art. 42.D.1 for Definition</i> online
<b>Brief Course Outline*</b>	<i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i>  <i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i>  Introduces students to various topics and issues relating to white-collar crime. Theories and measurements of white collar, corporate, organizational, occupational, workplace, and organized crimes will be presented and compared. Prevention, legal issues, and control strategies will be presented.
<b>Rationale for Proposal (Required Questions from CBA)</b>	

<p><b>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?*</b></p>	<p>Dr. Dulisse has previously been employed as a distance learning facilitator at the University of Cincinnati. In this capacity he operated as the primary course administrator for eight online Master's courses in the field of Criminology. Each course averaged 40 students with Dr. Dulisse responsible for communicating, grading, providing feedback, and troubleshooting all students. Also while at the University of Cincinnati, Dr. Dulisse helped create an online statistics course with Pearson software for an upcoming Master's level statistics course.</p> <p>In his current role as Assistant Professor at IUP, Dr. Dulisse has previously taught an online course (CRIM 101-summer 2017) which was successful in its implementation and maintained upwards of 20 students for the duration. Dr. Dulisse has also served as an online blind reviewer of multiple manuscripts for the journal <i>Criminal Justice Policy Review</i>.</p>
<p><b>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.*</b></p>	<p>1. Learn to recognize, define and differentiate white-collar crime, corporate crime, organizational crime, occupational crime, workplace crime, and organized crime.</p> <p>Students will read text, go through powerpoint presentations, view video clips and other online materials discussing the major points and definitions that separate these different types of crimes. This information will be reinforced through online assignments, study guides, and activities. Student attainment of this objective will be assessed through performance on tests, case studies, and term papers.</p> <p>2. Formulate measurement criteria for each type of crime in item 1.</p> <p>Students will be exposed to various empirical studies and definitional terms that help narrow down the definitions in item 1. These resources will be required and disseminated to assist in learning how these types of white-collar crime are defined and measured in the criminal and civil areas throughout modern American history.</p> <p>3. Identify crimes/elements, which are committed by and against an entity (organization).</p> <p>Sustained emphasis will focus on particular crimes that are committed by companies, entities, or corporate organizations with specific focus on types, methods, techniques, and opportunities that are uniquely housed within these groups. This information will be reinforced through case studies on specific organizations as well as general research from previous authors who have analyzed these processes in-depth.</p> <p>4. Understand the opportunity structure behind white-collar type crimes and be able to identify the various methodologies associated with said crimes.</p> <p>Students will read text and online materials discussing the unique opportunity structure that creates the opportunity for white-collar crime as well as the techniques that prevent white-collar crimes from being easily uncovered. In addition, a significant portion of the students term paper will consist of an in-depth case study of a particular offender and the opportunity structure behind their white-collar crime(s).</p> <p>5. Be able to demonstrate the relationship between violence street crime and violent white-collar cases while also comprehending the limit of legal jurisdiction from federal and state authorities.</p> <p>Students will read text and online materials discussing the difference in state and federal criminal culpability standards and statutes. Again a large portion of the student's examinations and term paper will focus on being able to articulate how a particular white-collar offender was charged, and found guilty of a white collar crime. Particular attention will be given to cases of corporate workplace violence as it is covered in a specific chapter of the course content, with a case study specifically on a corporation that was found culpable of negligence in the workplace which led to employee injury and death.</p> <p>6. Students will examine the RICO law and regulatory rules and their relationships to controlling/enforcing and preventing crimes.</p> <p>Online lecture materials and links will be provided to students to reinforce how many white-collar conspiracies and corporate crimes are investigated, prosecuted, and sentenced using RICO and other laws afforded to state and federal agencies. The purpose and efficiencies of such laws will also be of focus during the course.</p>
<p><b>How will the instructor-student and student-student interaction take place?*</b> <b>(if applicable)</b></p>	<p>Interaction will take place in form of email, D2L's Communication and Discussion tabs, and through the teacher's uploading of forms, material, and tests under the Content tab of D2L with students downloading said materials in an effort to complete assigned work.</p>

<p><b>How will student achievement be evaluated?</b></p>	<p>Discussion questions: These will consist of reading or watching material supplementary to the overall text of the course. Students will then submit a two paragraph response answering a basic question prompt. Discussions will occur three times a week for the duration of the course.</p> <p>Exams: These will consist of multiple choice questions based on assigned readings and other online media available to students.</p> <p>Case Studies: Students will be required to watch in-depth documentaries on particular white collar offenders that will be available via D2L. After completion, students will be given a questionnaire that will ask questions pertaining to the white-collar offender's background, crime, case status, opportunity structure, etc. Students will reupload the assignment via D2L and will be graded based on these responses. There will be a total of two case studies during the course.</p> <p>Term Paper: Students are required to select one white-collar offender that has been caught in American history. The paper will detail the background of the offender, the techniques and opportunities unique to that offender's commission of a white-collar crime, and the end result which led to arrest and subsequent conviction. Particular attention will be paid to the mechanisms behind the crime and how they correlate with material covered throughout the duration of the course.</p>
<p><b>How will academic honesty for tests and assignments be addressed?*</b></p>	<p>Students will be required to take their exams within a specific time allotted that will be disadvantageous for unprepared students or those attempting to corroborate answers. All written work will be submitted through D2L's "Turn it in" feature which checks all work for plagiarism.</p>

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Please submit an ihelp if you have any questions <http://ihelp.iup.edu>