

THE UNIVERSITY OF TEXAS AT AUSTIN

ACC 383K.4, Fraud Examination (unique no. 71035)

Course Syllabus
Summer 2009

Time and Location:

Monday through Friday, from 11:30 – 1:00, in GSB 2.120.

Instructor

Mark Bradshaw, M.P.A., M.B.A., J.D.

KPMG Professor in Residence (2007)

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Office hours: Tuesdays from 10:00 – 11:00 and by appointment.

I generally prefer e-mail as a means of contact outside of class and office hours.

Teaching Assistants

I will provide the names and contact information for our TAs when classes commence. The TAs will grade cases and exams. As graded cases are returned, they will schedule office hours to discuss such assignments. *If you have grading or other questions concerning a case, please make every effort to attend scheduled office hours.*

Internet Discussion Board and "Blackboard"

We will use the web-based University of Texas at Austin "Blackboard" software extensively, including the course Discussion Board. To access Blackboard, go to <http://courses.utexas.edu> or follow the links from University websites.

The Discussion Board benefits all of us. You can use it to post comments, articles of interest, questions and responses to others' posts. *If you have a question, comment or article of general interest (i.e., it is not a personal matter), please use the Discussion Board, not e-mail!*

I will also use Blackboard to post announcements, links and files for downloading. *Please check Blackboard frequently and before every class.*

Enhancing the Enjoyment of this Course

I prefer an informal classroom, as I have found such an environment to be more enjoyable and conducive to student participation. I hope you will let me know during class if you have a question, comment or response. *In this class, silence is not golden!*

Please assist me in maintaining a positive, productive learning environment by showing courtesy and respect for your fellow students (and me). To that end, *please make all reasonable efforts to be on time to class.* Entering the classroom after class begins is disruptive to me and those around you. Please also respond to your fellow students' remarks in a

courteous and respectful manner, as you would in a professional setting.

The use of electronic devices in class is not permitted. Accordingly, ***please turn your cell phone, laptop and other devices off before class begins***. PowerPoint slides for each lecture will be available under “Course Documents” on Blackboard before class. I recommend that you print out the slides (4 or 6 to a page) before each class and write your notes in the margins or space provided as we cover the material.

Finally, I hope you will give me feedback during the semester. You will have a formal opportunity to do this via the end-of-semester Course Instructor Survey, but I hope you will stop by and see me during the semester if there are things you especially like or do not like about the course.

Required Course Materials:

Course files. As noted above, I will provide PowerPoint and other files (including supplemental non-textbook readings) that we will use in class discussion. These files will be available on Blackboard. ***These materials do not substitute for class itself, so it is important to attend each class session.***

Forensic and Investigative Accounting, 3rd ed., by Crumbley, Heitger & Smith (CCH, 2007).

Course Objectives

At the end of the semester, you will have a better understanding of the following:

1. The forensic accounting field and fraud examination’s place therein;
2. The types of accounting crimes;
3. Means of uncovering such crimes;
4. Legal matters relevant to the forensic accountant, including courtroom procedures and litigation support;
5. Cybercrime;
6. Business valuation; and
7. Perspectives of forensic accountants.

Grading

Course grades will be based on a 300-point scale, as follows:

	Points Possible
Midterm examination, Monday, June 22, 2009	80 (27%)
Final examination during finals period – date and time TBA	100 (33%)
Cases	70 (23%)
Class participation and contribution	50 (17%)
Total possible points	300

I do not have any fixed point or percentage cut-offs in mind regarding letter grades. I will make these determinations at the end of the semester based on both relative and absolute performance considerations.

Each graded component is described below:

Examinations (midterm worth 80 points; final worth 100 points)

Examinations will emphasize concepts and issues discussed in class, although *any material from assigned readings is "fair game" for testing*. Exams will contain objective (multiple choice and true-false) questions, short-answer and/or essay questions. I will provide additional exam-related information approximately one week prior to each exam.

The midterm examination will test material related to Chapters 1-7 of the text. The final examination will emphasize the remainder of the material covered in the course, but may also be partially “cumulative” in that it may test certain material from earlier in the semester. I will identify the material to be covered prior to the final exam. Of course, as much of the material in this course builds on previous concepts, the final examination will be “cumulative” in the broad sense of that term.

Cases (70 points)

To refine your writing skills and your ability to deal with more realistic and less structured problems in fraud examination, there will be two case exercises based on real-world examples that have been adapted for teaching purposes.

Cases will be graded for breadth and depth of analysis, quality of writing and professional impression. Some case questions will involve subjective issues for which there will be no “right answer” and multiple views can be defended. ***It is important to be both complete and concise in your case analyses.*** Do not repeat or summarize the case facts, except where needed to support a position. ***Your case analyses will be limited to four pages each and must be double-spaced, use a font no smaller than 10 and have left and right margins of at least 1”.***

In the formative stage of a case assignment, you are welcome to discuss the case with other students *in the class*, including on the Discussion Board. ***However, copying from another student's prepared solution is scholastic dishonesty, and will be penalized severely.*** See "Policy on Scholastic Dishonesty" later in this syllabus for clarification.

The assigned cases will be posted on our Blackboard site under “Assignments” approximately one week before their respective due dates. Due dates will be as set forth in the “Anticipated Course Schedule” at the conclusion of this syllabus, unless changed per class announcement. I anticipate that the first case will be worth 30-35 points, and the second 35-40 points.

All cases will be due in class on the day indicated. Time permitting, we will discuss cases in class, on or after the due date. Discussion of cases is an important part of the course, ***so please be prepared to discuss and defend your positions in class*** (see “Class Participation and Contribution,” below). You are also welcome to discuss and clarify case issues by posting to the Discussion Board.

Class Participation and Contribution (50 points)

Your active participation will make this course substantially more enjoyable (for you and me) and significantly enhance the clarity of points discussed in class. To give you an added incentive to attend and participate, fifty points will be based on my largely subjective (but genuine) assessment of your cumulative participation and contribution in this class.

To earn points for participation and contribution:

- **Ask and answer questions and offer insights in class discussions!**
- Post questions and insights to the Discussion Board.
- Answer others' posts on the Discussion Board.
- **Actively participate in case discussions, including those led by guest speakers.**

Some of you will participate more effectively in class, and others will participate more effectively on the Discussion Board. Both kinds of participation are helpful, although to earn all of the fifty participation points available, some classroom participation is necessary.

I do not "micromanage" participation or expect that you will contribute in every class. Your interest and comfort level will likely dictate your participation in a given class or on a given subject. Assessing participation at the conclusion of the course requires my subjective judgment, but you can trust me to do my

best to form a fair assessment over the semester of your participation and contribution.

Attendance will be taken on days when we have guest speakers and video presentations. Participation points will be awarded for your presence such days.

Don't be Shy!

As in any course, it is common for some students' early performance in the course to fall short of their goals or expectations. Unfortunately, it is also common for many such students to not seek input or assistance in a timely manner, leading to anxiety and diminished hopes for a particular grade.

If at any point you have a concern about your performance in the course, please come by during office hours or make other arrangements to see me. I will be happy to provide suggestions on how you might improve your performance.

Discussion Board

Along with other features of Blackboard, I strongly encourage you to take advantage of the Discussion Board for this course. Postings can relate to class discussions, case issues, exam-related questions, or any other topics/issues that are relevant to this course (including career-related matters). I monitor the Discussion Board on a regular basis, and will reward participation as noted above.

Ground rules for Discussion Board:

1. For questions or comments of general interest to the class (i.e., non-personal matters), please use the Discussion Board, not e-mail! I do not consider personal e-mails in assigning participation scores.
2. Be professional and courteous. Discussion boards of this type are used throughout the business world. You do not need to be overly formal, but forums such as this offer a good opportunity to practice professional business communication. Please keep in mind that I will read your posts.
3. Any topics of interest to students taking this course are welcome.
4. Do not be a free rider. If you benefit from reading others' postings, consider adding your own insights. Also, reply to inquiries from your fellow students.
5. Even if you have nothing to post, please get in the habit of accessing the Discussion Board before each class session. I will often use Blackboard to communicate important announcements and clarifications.
6. I will establish special forums for exams and cases. *To maximize the usefulness of your posting, please use the most appropriate forum.*

Blackboard downtimes and cases:

As with all computer systems, there are occasional scheduled downtimes as well as unanticipated interruptions of the Blackboard system. Notification of these disruptions will be posted on the Blackboard login page. Scheduled downtimes are **not** an excuse for turning in a case late or failing to complete other course requirements. However, if there is an unscheduled downtime for a significant period of time, I will make an adjustment if it occurs close to the due date. *As downtimes are often*

unpredictable, I advise you to print out case materials as soon as they are available.

Homework

Each chapter in the text is followed by multiple choice (and other) problems that you can complete for practice. I recommend that you review the multiple choice problems for the chapters covered in the course. Their solutions will be posted under “Course Documents” on Blackboard.

Homework will not be collected and does not technically count as part of your course grade. However, *I will consider the text multiple choice problems when I prepare each examination, i.e., certain exam questions will be similar or identical to homework problems.* I expect that students who put diligent effort into the homework will do better on the examinations.

Policy on Missed Examinations and Assignments

In general, medical emergencies, family emergencies and university-sponsored conflicts are the only valid reasons for missing an examination or the due date of a case. In all such instances, I require some form of supporting documentation, such as a signed note from a physician. At that point I will decide the best make-up alternative on a case-by-case basis, which could mean a make-up exam or recalculating the semester grade to omit the missed component, depending on the circumstances. Examinations or assignments that are missed for reasons other than emergencies or university-sponsored conflicts will generally receive no credit. In the case of a conflict due to a university-sponsored event, you must notify me as soon as you are aware of the conflict and *before* the examination date or assignment due date.

Please note that interviews and office visits are not valid reasons for missing an examination or turning in a case late.

Religious Holidays

Religious holy days sometime conflict with examination and assignment schedules. If you miss an examination or case due to the observance of a religious holy day, you will be given an opportunity to complete the work missed within a reasonable time **after** the absence. It is the policy of the University that **you must notify me at least fourteen (14) days prior to the exam or case scheduled on the date you will be absent** to observe a religious holiday.

Policy on Students with Disabilities

The University strives to accommodate qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY. If you are a qualified student with a disability, please see me to discuss any appropriate accommodations you request for this course.

University Electronic Mail Notification Policy

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your email address are available at: <http://www.utexas.edu/its/policies/emailnotify.html>.

Electronic Class Roster and Student Privacy

The University has requested that students be notified of their privacy rights in regard to electronic class rosters:

Password-protected class sites will be available for all accredited courses taught at the University. Syllabi, handouts, assignments and other resources are types of information that may be available within these sites. Site activities could include exchanging e-mail, engaging in class discussions and chats, and exchanging files. In addition, class e-mail rosters will be a component of the sites. Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For information on restricting directory information see: <http://www.utexas.edu/student/registrar/catalogs/gi06-07/app/appc09.html>.

The Undergraduate Writing Center

I encourage you to use the Undergraduate Writing Center (UWC), FAC 211, 471-6222 (<http://uwc.fac.utexas.edu>) to assist you with writing your case analyses. The UWC offers free, individualized, expert help with writing, by appointment or on a drop-in basis. Any undergraduate (or as far as I know, graduate student) can visit the UWC for assistance with any writing project. The UWC works with students on both academic and non-academic writing and its services are not just for writing with "problems." Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. Further, the assistance they provide is intended to foster independence - each student determines how to use the consultant's advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work.

Policy on Scholastic Dishonesty and Working Together on Course Assignments

Policy of the Department of Accounting

The Department of Accounting has a Policy Statement on Scholastic Dishonesty in the MPA Program, which is similar in content and objective to the UT MBA Honor Code. It is available on the web at <http://www.mcombs.utexas.edu/dept/accounting/honestv.asp>.

The accounting faculty has agreed to include the following statement in each course syllabus:

The Department of Accounting has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the department's Policy Statement on Scholastic Dishonesty in the MPA Program. By teaching this course, I have agreed to observe all of the faculty responsibilities described in that document. If the application of that Policy Statement to this class and its assignments is unclear in any way, it is your responsibility to ask me for clarification.

Integrity is a public good from which we all benefit and a trait of successful businessmen and women. I intend to conduct this course in an environment of trust and cooperation. I can only achieve this, however, if you maintain absolute ethical integrity in this course. *If in doubt, ask me!*

Personal Policy on Working Together (applies only to this course)

*For this class, you may discuss issues related to assigned cases with other students in this course. You may work in the formative stages of an assignment in pairs or small groups if you wish. However, I expect the final product of each case or other assignment to reflect individual composition. **You may not copy or paraphrase from others' solutions.** Examples intended to clarify this policy follow.*

Examples of acceptable collaborative efforts (applies only to this course):

- A student is confused about an ambiguous aspect of a case, and asks another student what s/he thinks.
- Students ask questions and share helpful insights in class or on the Discussion Board.

Examples of collaborative efforts that are unacceptable:

- Student A completes a case before student B. B asks A for A's solution. B bases his/her solution on A's solution, changing a few words here and there to make it look original. Both A and B are guilty of scholastic dishonesty.
- A student finds a source relevant to a case and copies extensively from it, without using quotation marks, indentation or other references to acknowledge the source. This example constitutes plagiarism, which is a clear case of scholastic dishonesty.
- Any collaboration, breach of security or other cheating on a course examination.

Anticipated Course Schedule

Assigned chapters are from the text noted above. **Various other readings and course files will supplement this text and may be added from time to time.**

IMPORTANT: Please complete each day's assigned reading *before class*. The readings provide background that is necessary for understanding classroom discussion.

Date	Topic	Reading Assignment
June 4 Th	Course introduction	Ch. 1
5 F	Forensic education, organizations and careers	Ch. 2
8 M	Fraudulent financial reporting	Ch. 3
9 Tu	Detecting fraud in financial reporting	Ch. 4
10 W	Employee fraud – asset misappropriation	Ch. 5
11 Th	Reconstructing income	Ch. 6
12 F	Money laundering	Ch. 7
15 M	Guest speakers from KPMG Forensic Group Case study	
16 Tu	KPMG guest speakers, continued Case study	
17 W	Video presentation Case 1 due in class	
18 Th	Catch up, if necessary Discuss Case 1	
19 F	Business valuation (will not be tested)	
22 M	Midterm exam covering Chs. 1-7 (in class)	
23 Tu	Litigation services	Ch. 8
24 W	Evidence management	Ch. 9

25	Th	Commercial damages	Ch. 10
26	F	Guest speaker (tentative – TBA)	
29	M	Specialized litigation support	Ch. 11
30	Tu	Computing economic damages	Ch. 12
July 1	W	Guest speaker (tentative – TBA)	
2	Th	Case 2 due in class - discuss	
3	F	<i>No class – enjoy the July 4 weekend!</i>	
6	M	Introduction to computer forensics	Ch. 13
7	Tu	Internet forensics analysis	Ch. 14
8	W	Cybercrime legal issues	Ch. 15
9	Th	Last day of class Catch up, if necessary, and review	
		FINAL EXAM on July 10 or 11 (time and place TBA)	