



**Texas A&M University Commerce  
College of Business  
Spring 2023 Syllabus  
ACCT 563 - 01W  
Advanced Forensic Accounting  
(3/20—5/12)  
Instructor Information**

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The best way to reach me is by email. All emails must contain ACCT 563 Advanced Forensic Accounting in the subject line to be treated as high priority. **The syllabus is tentative and subject to change as the semester progresses.**

**Course Information**

**Course Description**

This advanced forensic accounting course builds on topics covered in forensic and investigative accounting course. Students are introduced to in-depth coverage of accounting, investigative auditing techniques, digital forensic, and criminology and courtroom procedures, and are provided an opportunity to gain experience in fraud examination and forensic accounting. Topics include fraud auditing, litigation support, valuation, cybercrime, forensic analytics and related research, and other key forensic topics. The objectives include understanding the practices used by public accountants, internal auditors, prosecutors, investigators, and others used to examine and prosecute civil and criminal financial violations. This course is also to help raise awareness of global issues and identify questions likely to appear on professional examinations, such as the CPA, CIA, or CFE exams. At the end of the class, with minimal extra study, you should be able to pass the CFE exam.

**Prerequisites:** Acct 562 Forensic and Investigative Accounting or equivalent classes. But Acct 525, Acct 527, and Acct 568, or equivalent classes will be ideal.

**Required Textbook:**

**Detecting Accounting Fraud: Analysis and Ethics**, by C. W. Jackson, Pearson Publishing 2015.  
ISBN: 978-013-307860-2.

**Supplemental Textbooks:** (purchase is not required)

- (1) **Forensic and Investigative Accounting**, 10<sup>th</sup> Edition, by D. L. Crumbley, E. D. Fenton, CCH Publications Wolters Kluwer 2021. ISBN: 978-08080-56522.
- (2) **Some supplemental reading materials including other case studies will be provided during the semester.**

**COB Student Learning Outcomes (SLOs):**

- (1) Students will demonstrate proficiency in spoken communications by delivering clear and well-structured business presentations.
- (2) Students will demonstrate proficiency in written communications by creating clear and well-structured business documents.
- (3) Students will identify and evaluate ethical business issues.
- (4) Students will be analytical problem solvers in business environments.

**Course Objectives**

- (1) Students will be able to understand how fraudulent financial practices are occurred and help identify in business and government.
- (2) Students will be able to acquire an understanding of the cybercrime fraud and related ethical issues and analyze on digital forensic methods.
- (3) Students will be able to identify the rules of evidence and civil and criminal procedures as they relate to successful forensic investigation and litigation support.
- (4) Students will be able to synthesize the basis of forensic accounting practices used by forensic accountants and professionals to examine financial frauds and related forensic violations.
- (5) Students will be able to apply fraud-related computer programs and identify potential fraud risk and conduct forensic analysis and forensic research.

**Course Expected Learning Outcomes:**

Upon completion of this course, students will be able to:

- (1) Identify the fraudulent financial practices and methodology, and illustrate fraud symptoms, prevention, detection, and mitigation measures to apply theory into real cases.
- (2) Demonstrate the basic rules of evidence and analyze the damages litigations and valuations methods from the perspectives of multiple users.
- (3) Analyze the critical factors that impact the vulnerability of organizations and evaluate available information to develop an effective fraud risk assessment.
- (4) Acquire a good understanding of practice of forensic accountants called upon for fraud detection, fraud analysis, fraud prevention, and litigation support services.
- (5) Employ proper accounting methods to conduct investigative auditing and litigation support to develop forensic competency.

**Learning Goal:**

Students are expected to achieve the above learning outcomes and demonstrate core competence in the accounting profession.

**Student Responsibilities:**

- (1) Complete all assignments in a timely manner.

- (2) Devote the necessary time outside of class.
- (3) Read assigned material prior to the class.
- (4) Prepare and actively participate in class and case discussion.

**Grading:**

The final course grade will be based on these following components.

Grading and Assessment	Learning Outcomes Assessed	Available Points
Exam I: include Case Study Analysis	(1), (2), (3), (4), (5)	70
Fraud Research Project & Presentation	(1), (2), (3), (4), (5)	80
Forensic Data Analytics & Research	(1), (2), (3), (4), (5)	70
Weekly Assignment/Topic discussion	(1), (2), (3), (4)	30
Participation/Case Discussion/Posting	(1), (2), (3), (4), (5)	50
Total Available		300

Grades for the course will be determined by converting each student’s points out of a possible 300 points into a percentage and then applying the following ranges:

90%-100%: A, 80%-89%: B, 70%-79%: C, 60%-69%: D and below 60%: F.

**Exams:** Since the essential knowledge of advanced forensic and investigative accounting is rich and cumulative, this class will comprise of one comprehensive exam to evaluate students’ performance. Due to the nature of course by studying various types of fraud cases, **case study analysis format will be well applied to assess overall comprehension and evaluation.**

**Assignment/Quiz/Discussion:** We plan to assign homework assignments, conduct chapter quizzes and topical discussions as needed. The format of assignments varies by the nature of each chapter, including but not limited to essay questions, multiple choices, mini case study, fraud related events and discussion, research of fraud cases, etc. Quizzes will be scheduled and announced in advance and will cover recently assigned chapters to assess the progress of study. Class discussions will be assigned with related fraud topics and students are required and engaged in posting feedback and responses. **Active classroom participation and knowledge sharing is mandatory.**

**Fraud Research Project and Presentation:** One fraud research individual project on selective topic of fraud cases will be assigned to demonstrate students’ competency to analyze the critical elements of fraud events, along with related investigation methods and legal issues. **For the research topic that is pre-approved by the instructor,** students are expected to show related research literature, demonstrate investigative evidence, analyze litigation procedures, and **present their research findings to the class via either online Zoom platform or recording format and submit the final report.**

**Forensic Data Analytics and Research:** One forensic data analytics and research project will be assigned to extract organizational data, research on transaction data under business environment, perform forensic data analytics, assembly the findings, and make proper recommendations in a written report. Students are expected to present their analytics knowledge of investigative

auditing and utilize **CAATs** application to identify fraudulent transactions and data, demonstrate the research on implementation of controls, and advise the best practices into a report.

**Note 1: \*\*\*** Please be aware that many Computer-Assisted Audit Tools and Techniques (**CAATs**, i.e., IDEA-Caseware, ACL, Alteryx) and related accounting programs are usually only compatible to **Windows operating systems**, but **NOT** compatible with **Mac iOS operating systems** thus far (**Tableau** is compatible with both systems). Please prepare yourself for some technical assistance and seek for possible solutions. \*\*\*

**Late work:** Assignments, projects, exams, quizzes, etc. must be submitted no later than the date outlined in our course on D2L. Unless extenuating circumstances exist, late work is not accepted. Extenuating circumstances do NOT include forgetting, technical difficulties or running out of time. The evaluation of an extenuating circumstance is judged on a case-by-case basis. Documentation **MUST** be provided in a timely manner. A 30% late penalty may apply even if an extenuating circumstance exists.

**Class Withdrawal:** Be aware that this course is a **Time Consuming class**. Any student who is not progressing satisfactorily in the course is advised to withdraw by academic deadline.

#### **Note 2: Final examination for the Master's/Specialist degree**

All candidates must satisfactorily pass a comprehensive examination covering all the work within their master's/specialist degree programs. The Final Examination Report for the Master's/Specialist Degree is to be submitted to The Graduate School at least three weeks prior to graduation.

#### **Note 3: CPA Exam Candidates – For State of Texas** (an amendment to Board Rule 511.57. July 2020)

Candidates who desire to sit for the CPA in Texas must meet the following educational criteria: 1) Have a bachelor's degree or higher; 2) Completed 150 semester hours of courses; 3) Included in the 150 semester hours, 30 of upper level accounting courses in any format. You must have a minimum of 24 hours of upper level business courses; 3-semester credit hours of approved ethics; 2-semester credit hours of approved communication, and 2-semester credit hours of approved accounting research. For more information visit Exam/Qualification on the State Board's website: <http://www.tsbpa.state.tx.us/>

## **TECHNOLOGY REQUIREMENTS**

### **Browser Support**

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers. Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

### Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

### Tablet and Mobile Support

Device	Operating Systems	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection.

The minimum computer requirements are:

- 512 MB of RAM, 1 GB or more preferred
- Broadband connection required courses are heavily video intensive

- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
  - You must have a:
    - Sound card, which is usually integrated into your desktop/laptop computer
    - Speakers or headphones.
    - For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
  - Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site <http://www.java.com/en/download/manual.jsp>
  - Current anti-virus software must be installed and kept up to date.
- Running the browser check will ensure your Internet browser is supported.  
 Pop-ups are allowed.  
 JavaScript is enabled.  
 Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader <https://get.adobe.com/reader/>
  - Adobe Flash Player (version 17 or later) <https://get.adobe.com/flashplayer/>
  - Adobe Shockwave Player <https://get.adobe.com/shockwave/>
  - Apple Quick Time <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

**Brightspace Support  
Need Help?  
Student Support**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

**Technical Support**



If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the Live Chat or click on the words “click here” to submit an issue via email.

**System Maintenance**

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise announced in advance. You may experience minimal impacts to performance and/or look and feel of the environment.

**ACCT 563 Course Objectives Rubric**

<b>Course Objectives</b>	<b>3-Exceeds Expectation</b>	<b>2-Meets Expectation</b>	<b>1-Does Not Meet Expectation</b>
Be able to identify how fraudulent financial practices are implemented.	A student demonstrates great understanding of how fraudulent financial practices are implemented	A student demonstrates partial understanding of how fraudulent financial practices are implemented.	A student does not demonstrate the understanding of how fraudulent financial practices are implemented.
Be able to understand the cybercrime fraud issues and digital forensic methods.	A student demonstrates great understanding of the cybercrime fraud issues and digital forensic methods.	A student demonstrates partial understanding of the cybercrime fraud issues and digital forensic methods.	A student does not demonstrate the understanding of the cybercrime fraud issues and digital forensic methods.
Be able to identify the rules of evidence and litigation procedure related to forensic accounting.	A student demonstrates an excellent ability to identify the rules of evidence and civil procedure related to forensic testimony.	A student demonstrates some ability to identify the rules of evidence and civil procedure related to forensic testimony.	A student does not demonstrate the ability to identify the rules of evidence and civil procedure related to forensic testimony.
Be able to understand the basis of forensic practices used by forensic professionals.	A student demonstrates a great understanding of the forensic practices used by forensic professionals.	A student demonstrates partial understanding of the forensic practices used by forensic professionals.	A student does not demonstrate the understanding of the forensic practices used by forensic professionals.
Be able to apply fraud related computer programs and identify potential fraud risk and	A student demonstrates great competency of applying fraud related computer programs and conducting analysis.	A student demonstrates some competency of applying fraud related computer programs and conducting	A student does not demonstrate competency of applying fraud related computer programs and conducting analysis.

conduct analysis.		analysis.	
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### ACCT 563 Course Writing Component Rubric

Rubric for Writing Component Assessment	3-Exceeds Expectation	2-Meets Expectation	1-Does Not Meet Expectation
<p><b>Content and substance (45%)</b></p> <ul style="list-style-type: none"> <li>○ The paper successfully addresses the research question/issue/problem(s). <b>(15% maximum)</b></li> <li>○ The paper thoroughly uses the text and other literature. The sources used in the paper are derived from reputable sources and incorporated appropriately. <b>(10% maximum)</b></li> <li>○ The paper includes a clear introduction and a solid conclusion section. <b>(10% maximum)</b></li> <li>○ The main points of the paper are well developed and communicated. All arguments are logically presented. <b>(10% maximum)</b></li> </ul>			
<p><b>Critical thinking and analysis (40%)</b></p> <ul style="list-style-type: none"> <li>○ The paper successfully demonstrates the ability to evaluate and analyze information from sources. The analysis and evaluation results in a paper that demonstrates original thought. <b>(10% maximum)</b></li> <li>○ The paper includes arguments from varying perspectives. It includes appropriate supporting data. <b>(10% maximum)</b></li> <li>○ The paper appropriately classifies, explains, compares, contrasts and makes inferences based on researched sources. <b>(10% maximum)</b></li> <li>○ The paper demonstrates critical thinking through the use of appropriate judgments, conclusions and assessment based on evaluation and synthesis of information. <b>(10% maximum)</b></li> </ul>			
<p><b>Formatting and writing quality (15%)</b></p> <ul style="list-style-type: none"> <li>○ The paper demonstrates the appropriate use of APA formatting including proper citation. <b>(3% maximum)</b></li> <li>○ The paper contains wording that is concise, appropriate, and professional. <b>(3% maximum)</b></li> <li>○ The paper uses a standard font, one-inch margins, double spacing, page numbering and appropriate headers. <b>(3% maximum)</b></li> <li>○ Grammatical skills are accurate with typically less than one error per page. <b>(3% maximum)</b></li> <li>○ The paper is free from excessive spelling and punctuation errors, typically less than one error per page. <b>(3% maximum)</b></li> </ul>			



## University Policies and Procedures:

### ***Students with Disabilities:***

The Americans with Disabilities act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring accommodation, please contact:

**Office of Student Disability Resources  
and Services Texas A&M University -  
Commerce  
Gee Library - Room 132  
Phone (903) 886-5150  
or (903) 886-5835 Fax (903)  
468-8148  
StudentDisabilityServices@tamuc.edu**

***Ethics:*** Integrity is the hallmark of the accounting profession and will be stressed throughout the course. Any type of student breach of ethics, including but not limited to: illegal activity, dishonest conduct, cheating, plagiarism, or collusion, will result in failure of assignment or exam (F) and/or further academic sanction (i.e. failure of course (F), dismissal from class and/or referral to Dean of the College of Business and Technology. All students are required to read, sign and submit the Academic Honesty Policy form via the drop box the first week of class.

*"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment."* (See Student's Guide Handbook, Policies and Procedures, Conduct).

***Non-discrimination:*** A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

***Other:*** University policy will be followed in regards to withdrawals during the semester. It is the student's responsibility to conform with the university rules relating to dropping or withdrawing from the course.

### **Concealed Carry Policy**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted

locations. For a list of locations, please refer to

(<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

**Important Note: University’s COVID-19 Pandemic Response** (as of August 10, 2020)

“A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students’ Rights and Responsibilities as a violation of the student Code of Conduct.”

“Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.”

**Texas A&M Commerce Supports Students’ Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center’s crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

**NOTE: THIS SYLLABUS IS SUBJECT TO CHANGE AS NEEDED TO MEET THE OBJECTIVES OF THE COURSE OR TO AID IN COURSE ADMINISTRATION AT THE DISCRETION OF THE INSTRUCTOR.**

### **An Instruction of Accounting Fraud Research and Analysis Project:**

Each student will be required to conduct one accounting fraud research and analysis project to encompass a written paper and the corresponding presentation in the **ACCT 563 Advanced Forensic Accounting** course. The purpose of the fraud research and analysis project is to help better understand the course content, apply various fraud examination theories and concepts, and to analyze the symptoms and controls, in order to build up their critical thinking skills in learning. The selected topic of forensic research and analysis will focus on accounting frauds, or occupational frauds, but not limited to financial frauds, tax frauds, cyber frauds, government frauds, etc. Students are welcome to discuss with the instructor early for a best selection of the research topic.

- Are there any **useful tips** to write a good report?
  - 1) Start early. Never wait until the last the minute to work on the paper. You do need sufficient time to work on it.
  - 2) Write in complete sentences. In clear format, easy for the readers to read and to get the main points of your report. **NO LIST** your idea.
  - 3) Always write the report using the related information/theory/rules from the course, including your research on FASB's Accounting Standards Codification (**ASC**) or AICPA's Auditing Standard (**AS**) and other related accounting concept(s)/standard(s).
  - 4) In a professional format/ tone. The instructor can tell whether you take the assignment seriously and spend time in an effective way to make the report sounds persuasive and professional.
  - 5) You can use various method(s) to make your report professional and persuasive. Use your own words but keep it concise. For example, tables, figures, or other references (but remember to cite in a correct format).
- **Format:** It is the expectation to prepare your paper for 5-8 pages including references. The document should follow APA format with scholarly supporting reference and proper citation and formatting in Times New Roman, double space, 12-point font with one-inch margins. Please carefully proof- read and avoids errors before submission.
- More tips for the research project:
- You are expected to use electronic means such as databases and journal articles to research the fraud topics of interests. Several theories will also be explained throughout the semester and students are expected to utilize these theories to support their reasoning and arguments related to the topics being researched. The paper must demonstrate a mastery of the basic writing mechanics, be free of grammatical errors and supported by proper references.
- The following **professional resources** may be useful (but not limited to) for your research to assist your analyses. You are encouraged to discuss the authoritative literature with the instructor.
- FASB's Accounting Standards Codification (**ASC**); our school has the yearly academic subscription.
- SEC website via **EDGAR** database for **10K** and **10Q filing**, proxy statements, and SEC's Accounting and Auditing enforcement releases (**AAER**), litigation releases (**LR**), and administrative proceeding, etc.
- International Accounting Standards Board (**IASB**)
- Governmental Accounting Standards Board (**GASB**)
- PCAOB's Auditing Standard (**AS**) and Auditing Interpretation (**AI**) and other rules.
- AICPA's **code of professional conduct** rules.
- Department of Justice's **litigation releases**.
- **IRS codes**, regulations, and official guidance.

**Spring 2023  
ACCT 563 -01W  
(3/20—5/12)**

**Advanced Forensic Accounting**

**Readings & Assignments Tentative Schedule: subject to change with an advanced notice.**

**\*\*\*Please check the course announcements & updates frequently on D2L.\*\*\***

Week of	Topic	Activity
<b>[Week 1]</b> Mar-20	Overview of Class Chapter 1: Introduction of Forensic Accounting (Crumbley) Chapter 3: Fraudulent financial reporting (Crumbley) Ch 1 Intro to Problems of Accounting Fraud (Jackson)	<b>Academic honesty form</b> Text Case Study Discussion Weekly discussion
<b>[Week 2]</b> Mar-27	Chapter 4: Detecting fraud in financial reporting (Crumbley) Ch3 The Sizzling Saga of Sunbeam (Jackson)	Text Case Study Discussion Weekly discussion <b>CAATs Introduction and Practice</b>
<b>[Week 3]</b> Apr-3	Ch4 Hocus Pocus (Jackson) Ch5 WorldCom Wizardry (Jackson)	Text Case Study Discussion Weekly discussion <b>CAATs Introduction and Practice</b>
<b>[Week 4]</b> Apr-10	Chapter 2: Forensic education, institutions, and specialties (Crumbley) Ch6 Abracadabra (Jackson)	Text Case Study Discussion Weekly discussion
	<b>Exam I (TBA)</b>	Tentative Exam Period (Apr 10~Apr 16-Monday--Sunday)
<b>[Week 5]</b> Apr-17	Ch7 Enron and the Tale of the Golden Goose (Jackson)	Text Case Study Discussion Weekly discussion
<b>[Week 6]</b> Apr-24	Ch14 Digital Forensic Analysis (Crumbley) Ch8 Tall Tales (Jackson)	Text Case Study Discussion Weekly discussion <b>Data Research and Analysis Due</b>
<b>[Week 7]</b> May-1	Ch9 Mortgage Mayhem (Jackson) <b>Fraud Research Presentation--I</b>	Text Case Study Discussion Weekly discussion
<b>[Week 8]</b> May-8	Chapter 7: Money Laundering (Crumbley) <b>Fraud Research Presentation--II</b>	Text Case Study Discussion <b>Fraud Research Project Due</b>

**\*\*\* Due to the nature of case study format and interactive discussion, the designated course may consist of a combination of synchronized Zoom-Live sessions (some scheduled Tuesday@7:00pm-TBA), recorded videos, and online posting and discussion sessions at instructor's discretion.\*\*\***