



New Program Proposal: Graduate Degree Program

Form 2B

This form should be used to seek SUNY's approval and the State Education Department's (SED) registration of a proposed new academic program leading to a graduate degree. Approval and registration are both required before a proposed program can be promoted or advertised, or can enroll students. The campus Chief Executive or Chief Academic Officer should send a **signed cover letter and this completed form** (unless a different form applies¹), which should **include appended items** that may be required for Sections 1 through 10 and MPA-1 of this form, to the SUNY Provost at program.review@sunny.edu. The completed form and appended items should be sent as a single, continuously paginated document.² Guidance on academic program planning is available at http://www.suny.edu/provost/academic_affairs/app/main.cfm.

Table of Contents

NOTE: Please update this Table of Contents automatically after the form has been completed. To do this, put the cursor anywhere over the Table of Contents, right click, and, on the pop-up menus, select "Update Field" and then "Update Page Numbers Only." The last item in the Table of Contents is the List of Appended and/or Accompanying Items, but the actual appended items should continue the pagination.

Section 1. General Information	2
Section 2. Program Information	3
2.1. Program Format.....	3
2.2. Diploma Program	3
2.3. Program Description, Purposes and Planning	3
2.4. Admissions	11
2.5. Academic and Other Support Services	12
2.6. Prior Learning Assessment.....	13
2.7. Program Assessment and Improvement.....	13
Section 3. Sample Program Schedule and Curriculum	14
Section 4. Faculty	18
Section 5. Financial Resources and Instructional Facilities	22
Section 6. Library Resources.....	23
Section 7. External Evaluation	24
Section 8. Institutional Response to External Evaluator Reports	24
Section 9. SUNY Undergraduate Transfer	24
Section 10. Application for Distance Education	24
Section MPA-1. Need for Master Plan Amendment and/or Degree Authorization	25
List of Appended and/or Accompanying Items.....	25

¹Use a different form if the proposed new program will lead to an undergraduate degree or any credit-bearing certificate; be a combination of existing registered programs (i.e. for a multi-award or multi-institution program); be a breakout of a registered track or option in an existing registered program; or lead to certification as a classroom teacher, school or district leader, or pupil personnel services professional (e.g., school counselor).

²This email address limits attachments to 25 MB. If a file with the proposal and appended materials exceeds that limit, it should be emailed in parts.

Section 1. General Information

Version 2013-10-15

³ If the proposed program leads to a professional license, a specialized form for the specific profession may need to accompany this proposal.

⁴ If the partner institution is non-degree-granting, see SED's CEO Memo 94-04.

Section 2. Program Information

2.1. Program Format

Check all SED-defined format, mode and other program features that apply to the **entire program**.

- a) **Format(s):** Day Evening Weekend Evening/Weekend Not Full-Time
- b) **Modes:** Standard Independent Study External Accelerated Distance Education
NOTE: If the program is designed to enable students to complete 50% or more of the course requirements through distance education, check Distance Education, see Section 10, and append a Distance Education Format Proposal.
- c) **Other:** Bilingual Language Other Than English Upper Division Cooperative 4.5 year 5 year

2.2. Diploma Program

NOTE: This section is not applicable to a program leading to a graduate degree.

2.3 Program Description, Purposes and Planning

- a) What is the description of the program as it will appear in the institution's catalog?

The Master of Science in Forensic Accounting is a thirty credit-hour program that may be completed in one academic year (Fall, Spring, and Summer) and is designed for students seeking a career as a forensic accountant/fraud examiner either in public accounting or the private sector. The private sector includes, but is not limited to, business organizations requiring protecting security for their intangible assets, upholding their fiduciary duty, and enforcing the law, consulting firms specializing in risk consulting and forensic accounting services, law firms, law enforcement agencies, insurance companies, financial institutions, and government organizations. Public accounting includes employment in Accounting (CPA) firms of all sizes. Classes will be scheduled from 5:30 pm to 10:30 pm to accommodate both full and part-time students.

The focus of the program is to provide an in-depth exposure to many technical areas of forensic accounting and fraud examination in order to meet the needs of the profession, given the large number of fraud occurrences that continually occur.

Students with an undergraduate Accounting degree and appropriate prerequisites who pursue the Master of Science in Forensic Accounting full-time can complete all the requirements in one academic year, meet the 150-credit hour requirement to qualify to sit for the CPA examination, and expand their portfolio skills beyond financial accounting. Successful applicants not having the accounting undergraduate degree or substantially all of the required prerequisites must complete the required coursework before entering the program.

Amongst other criteria, students entering the program are expected to have an undergraduate degree from an accredited college or university. If the undergraduate degree is not in Accounting, then all but two of the following prerequisite courses must be successfully completed in order to be admitted:

- Accounting: (21 cr.) – equivalent to BU3502, BU3511, BU4500, BU4510, BU4570, BU4590, BU5540, and BU5550.
- Law: (6 cr.) – equivalent to BU3600, BU3605, and BU3610.
- Finance: (3 cr.) – equivalent to BU4762.
- Business Communications (2 cr.) – equivalent to BU3905.

- Economics: (6 cr.) – equivalent to PE2420 and PE2430.
- Statistics: (3 cr.) – equivalent to MA2000.
- Calculus (3 cr.) – equivalent to MA2300.
- Business Courses (non-Accounting): (21 cr.)

Students who have completed an undergraduate Business degree will have completed almost all of these prerequisites except for the upper-level accounting courses.

Admission will be based on evidence of a candidate's ability and motivation for graduate-level work. The students' GPA in graduate-level courses for the Master of Science in Forensic Accounting must average 3.0 or higher for successful completion of the program. A minimum of twenty-four credit hours in graduate-level work must be completed in the School of Business by every candidate.

In addition, the Program will provide students with a foundation for the CFE Exam. The students will be required to obtain access to the CFE Manual. The content from the Manual will be integrated into various courses of the Program to provide an overview of the coverage for the CFE Exam.

- b) What are the program's educational and, if appropriate, career objectives, and the program's primary student learning outcomes (SLOs)? *NOTE: SLOs are defined by the Middle States Commission on Higher Education in the Characteristics of Excellence in Higher Education as "clearly articulated written statements, expressed in observable terms, of key learning outcomes: the knowledge, skills and competencies that students are expected to exhibit upon completion of the program."*

The program is designed for students who want to expand their portfolio of skills by pursuing advanced study in forensic accounting/fraud examination and it is especially well suited for those who have an undergraduate degree in Accounting. The Master in Science in Forensic Accounting will provide access, opportunity, and training to area residents at a time when there is a growing demand for professionals with in-depth knowledge of forensic accounting/fraud examination. The curriculum recognizes the huge impact of recent events on the profession. The program requires eight courses in various areas of forensic accounting/fraud examination. The culminating experience is a supervised Research Project (Capstone) in Forensic Accounting. Through the utilization of resources already in place for the Master of Science in Accounting and Master of Science in Taxation programs, the Master of Science in Forensic Accounting program will allow the College to utilize those resources in a more cost-effective manner, while at the same time complementing the Accounting degree.

The program's primary student learning outcomes are:

- Students will demonstrate a broad and more in depth understanding of laws, practice standards, and approaches applicable to forensic accounting. This knowledge should enable students to develop solutions to complex fraud and forensic accounting issues utilizing critical thinking skills.
- Students will be prepared to become socially responsible business leaders able to recognize ethical dilemmas and achieve resolutions in a socially and professionally responsible manner.
- Students should demonstrate the ability to operate and lead in challenging positions in a competitive global financial environment.
- Students will be able to demonstrate an ability to be effective communicators.
- Students will demonstrate well developed research skills.

- c) How does the program relate to the institution's and SUNY's mission and strategic goals and priorities?

What is the program's importance to the institution, and its relationship to existing and/or projected programs and its expected impact on them? As applicable, how does the program reflect diversity and/or international perspectives? For doctoral programs, what is this program's potential to achieve national and/or international prominence and distinction?

The proposed M.S. in Forensic Accounting is consistent with SUNY College at Old Westbury's mission, the long-term plans of SUNY as stipulated in the *Power of SUNY* and *SUNY High Needs Program* for 2014-2015, our *Follow-Up Report to Middle States*, and Old Westbury's *Strategic Plan, 2010 - 2015*.

Central to the *Power of SUNY* strategic plan is SUNY's commitment to serve as a key engine of revitalization for New York State's economy. One of the relevant fields of focus in the *SUNY High Needs Program* is Business/Finance, specifically, Accountants & Auditors.

Old Westbury's Strategic Plan (*Strategic Plan, 2010-2015*) recognizes the need to grow enrollment and to expand academic programs. The Master in Science in Forensic Accounting degree contributes to the College's Strategic Plan's intended growth in quality, enrollment and new initiatives. The degree upholds the commitment to the development of programs that move the College forward as "a competitive, comprehensive college offering quality undergraduate and graduate degrees in the arts and sciences and professional areas". By increasing the College's academic appeal, reputation and retention of self-motivated students, it also supports the Plan's targeted enrollment growth to 4,500 students.

The College at Old Westbury continues to provide access and opportunity to those having the ability, motivation, and aspirations to benefit from educational programs that provide a skill set required in a highly competitive globalized economy. The program contains a globally-related student learning outcome, which is reinforced in five of its courses.

The proposed program is consistent with the College's specified goals: *grow enrollment, build reputation, and achieve financial equilibrium*. Growing enrollment is crucial for the College to achieve economies of scale and lower its unit fixed costs. The Master of Science in Forensic Accounting will raise the College's visibility in the region and help build an image of high quality undergraduate and graduate programs. Building an image of quality, growing the enrollment, and working toward financial equilibrium, are complementary goals – all of which will be advanced by offering select graduate degrees such as this program.

The proposed program will enhance the attractiveness of the undergraduate business programs, especially the highly reputed B.S. in Accounting, by enabling Accounting majors at Old Westbury to get a B.S. in Accounting and an M.S. in Forensic Accounting and also qualify to become a CPA. The combination of Accounting and the specialized in-depth graduate work in forensic accounting/fraud examination will greatly improve the job opportunities available to students. Since a graduate level business degree has become more common as the expected entry-level credential, it is the responsibility of Old Westbury to give Long Island students a cost-effective quality alternative to the private institutions in graduate business education.

The Master of Science in Forensic Accounting degree aligns perfectly with Old Westbury's Mission to cultivate "critical thinking, empathy, creativity" as well as the College's endeavor "to stimulate a passion for learning and a commitment to building a more just and sustainable world." The Vision further calls for the College to become a competitive comprehensive college offering quality undergraduate and graduate degrees in professional areas, which would include forensic accounting, to address the needs of a growing residential and commuter student body.

The College at Old Westbury aspires to be a comprehensive college offering a wide variety of high quality liberal arts, sciences, and professional programs at the undergraduate level and a select number of targeted programs at the Master's level. The Master of Science in Forensic Accounting degree will advance the College goals of increasing enrollment, building an image of quality, and achieving financial equilibrium. Together with the existing Masters degrees in Accounting, Education, Mental Health Counseling, and Taxation, this degree will raise the College's visibility in the region and help build our reputation as an institution that offers high-quality programs.

The School of Business, in order to increase its enrollment and enhance its visibility as *the* SUNY School of Business on Long Island is working fervently to obtain AACSB International accreditation, has implemented an assessment-centered approach for all of its academic programs to realize quality assurance, and continues to broaden its student services in areas such as advisement, articulation agreements, internships, placement, tutoring, and career counseling.

The strategies employed by the School of Business in its drive to achieve its goals are: expand the menu of business offerings at the graduate level in targeted disciplines, leverage the disciplinary training of business faculty to ensure quality programs, maintain cost effectiveness in the delivery of all new programs, and build a brand name that conveys quality and professionalism. The Master of Science in Forensic Accounting is an important step toward realizing these goals.

d) How were faculty involved in the program's design?

The Department of Accounting, Taxation, & Business Law faculty created a Task Force of three members to design this program. The Task Force was involved in reviewing existing programs and courses in forensic accounting and fraud examination. The faculty spoke with specialists working in the field of forensic accounting. The faculty used the information provided from practitioners and the analysis of various courses reviewed to develop and design the courses that will be offered in the Master of Science in Forensic Accounting.

e) How did input, if any, from external partners (e.g., educational institutions and employers) or standards influence the program's design? If the program is designed to meet specialized accreditation or other external standards, such as the educational requirements in **Commissioner's Regulations for the profession**, append a side-by-side chart to show how the program's components meet those external standards. If SED's Office of the Professions requires a **specialized form** for the profession to which the proposed program leads, append a completed form at the end of this document.

Working with external partners such as the Association of Certified Fraud Examiners (ACFE), law enforcement personnel, forensic accountants, and fraud examiners has provided invaluable insight into the development of the MS in Forensic Accounting program and its courses. The discussions have enabled the development of highly specialized courses for the program and the identification of the necessary skills needed for students to successfully enter the field of forensic accounting. In addition, the content covered in the various courses of the MS in Forensic Accounting will prepare students to take the ACFE's Certified Fraud Examiner examination.

The MS in Forensic Accounting program was presented and discussed with the SOB Advisory Board. The Advisory Board members thought the Program would be a great addition to the SOB and the College. Overall the members indicated a very favorable reaction to the course offerings and how it could benefit employers in the NYC metropolitan area.

This program is also designed to qualify students to become Certified Public Accountants in New York State. As shown in the NYSED CPA-150 form attached as Appendix 1, this program complies with the

Commissioner's Regulations for Certified Public Accounting licensure.

Based upon the New York State Department of Labor, annual job growth in the field of financial forensics and fraud investigation is expected to be between 10% and 20%, with 2,500 projected annual average job openings on Long Island and in New York City. The workforce demand for such openings is reinforced by the 2014-2015 *SUNY High Needs Program* identifying accountants and auditors as a high need area with annual average openings in New York State projected to reach almost 3,600. Due to its close proximity to New York City, Old Westbury is fortunate to be in a geographic area containing hundreds of accounting and financial institutions with a demand for employees trained in forensic accounting. Working with external partners reinforced the need for this program, since no local SUNY college or private colleges offer a Master's of Science in Forensic Accounting. In addition, the external partners emphasized the market demand for students with forensic accounting and fraud examination skills.

- f) Enter anticipated enrollments for Years 1 through 5 in the table below. How were they determined, and what assumptions were used? What contingencies exist if anticipated enrollments are not achieved?

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	5	15	20	12.5
2	7	20	27	17
3	10	25	35	22.5
4	12	28	40	26
5	15	30	45	30

The impact on future campus enrollment, based on the market need and demand factors will be modest in the first five years. The New York State Department of Labor estimates that annual job growth in the field of financial forensics and fraud investigation will be between 10% and 20%, with 2,500 projected annual average job openings on Long Island and in New York City. Moreover, the workforce demand for such openings is reinforced by the 2014-2015 *SUNY High Needs Program* identifying accountants and auditors as a high need area with annual average openings in New York State projected to reach almost 3,600. Due to its close proximity to New York City, Old Westbury is fortunate to be in a geographic area containing hundreds of accounting and financial institutions with a demand for employees trained in forensic accounting.

A recent survey of 251 Old Westbury School of Business students revealed that 70 (28%) indicated they would pursue a graduate degree in Forensic Accounting at Old Westbury if it were offered.

The lack of M.S. in Forensic Accounting programs on Long Island would position SUNY Old Westbury to be the leader within this growing field. The College at Old Westbury, with its high quality School of Business, is perfectly situated – by location (Nassau County), facilities, and tuition costs – to provide essential, high quality graduate business education to all students with the ability, the ambition, and the assiduity.

As the sole provider of a M.S. in Forensic Accounting program on Long Island, coupled with both the need and demand for such skills, the conservative enrollments identified above should be achieved. If they are not, enrollment in the program's courses can be maintained to a certain extent by utilizing them as electives in our existing MS in Accounting and Taxation programs.

- g) Outline all curricular requirements for the proposed program, including prerequisite, core, specialization (track, concentration), internship, capstone, and any other relevant component requirements, but do not list each General Education course.

Amongst other criteria, students entering the program are expected to have an undergraduate degree from an accredited college or university. If the undergraduate degree is not in Accounting, then all but two of the following prerequisite courses must be successfully completed in order to be admitted:

- Accounting: (21 cr.) – equivalent to BU3502, BU3511, BU4500, BU4510, BU4570, BU4590, BU5540, and BU5550.
- Law: (6 cr.) – equivalent to BU3600, BU3605, and BU3610.
- Finance: (3 cr.) – equivalent to BU4762.
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- Statistics: (3 cr.) – equivalent to MA2000.
- Calculus (3 cr.) – equivalent to MA2300.
- Business Courses (non-Accounting): (21 cr.).

Students who have completed an undergraduate Business degree will have completed almost all of the above prerequisites except for the upper-level accounting courses.

To qualify for graduation, students must complete the following requirements totaling 30 credits consisting of 9 credits in the Foundation Core and 21 credits in the Professional Core, which consists of seven courses in various areas of forensic accounting/fraud examination. The culminating experience is a supervised research project in a capstone course: BU7591 Forensic & Accounting Research. We will consider offering online, weekend, and hybrid classes as enrollments grow. All courses listed below are 3 credits.

All of the Foundation Core courses are already offered as part of existing graduate programs.

Foundation Core: (9 credits)

Accounting Information Systems (BU7555)

Advanced Auditing and Assurance Services (BU7556)

Fraud Examination (BU7560)

Professional Core: (21 credits)

*Case Studies in Fraud Examination (BU7561)

Business Valuation for Forensic Accountants (BU7562)

Fraudulent Financial Reporting (BU7563)

*Special Topics in Fraud Examination (BU7564)

Forensic Interviewing, Fraud and the Law (BU7565)

Criminology/White-Collar Crime (BU7566)

Computer Forensics (BU7567)

*Forensic Document Examination (BU7568)

*Specialized Topics: Tax Fraud (BU7576)

Forensic & Accounting Research (BU7591) – capstone course.

* - Elective; students choose one.

h) Program Impact on SUNY and New York State

- h)(1) Need:** What is the need for the proposed program in terms of the clientele it will serve and the educational and/or economic needs of the area and New York State? How was need determined? Why are similar programs, if any, not meeting the need?

A region as large and diverse as Long Island needs local public graduate programs to serve its residents, as well as to draw outstanding students from across the country and internationally. Old Westbury's M.S. in Forensic Accounting will provide an on-site, affordable, accessible, regional alternative for the talented, moderate-income residents of Long Island and metropolitan New York City. Based upon the New York State Department of Labor, annual job growth in the field of financial forensics and fraud investigation is expected to be between 10% and 20%, with 2,500 projected annual average job openings on Long Island and in New York City. The workforce demand for such openings is reinforced by the 2014-2015 *SUNY High Needs Program* identifying accountants and auditors as a high need area with annual average openings in New York State projected to reach almost 3,600. Due to its close proximity to New York City, Old Westbury is fortunate to be in a geographic area containing hundreds of accounting and financial institutions with a demand for employees trained in forensic accounting.

Affordable graduate education in business-related fields such as forensic accounting serves the region's population economically, by helping to ease the financial burden the acquisition of such degrees places on talented but less affluent students in this region. An affordable and accessible Master's degree will benefit Long Island residents who earn this degree and there will also be a benefit for New York State's economy. According to the New York State Department of Labor website, in 2011 a Master's degree added \$12,000 to a New York State worker's salary. Workers with Master's degrees earned an average of \$67,600 per year and unemployment was two percentage points lower than for those with just a Bachelor's degree.

Presently, no local private college offers a Master of Science in Forensic Accounting. Neither Stony Brook University nor SUNY Farmingdale offer a Master of Science in Forensic Accounting. Need was determined by both demand and the lack of existing programs on Long Island and in the metropolitan New York City area.

Similar programs in forensic accounting are presently being offered by SUNY Albany and SUNY Brockport. As both of these colleges are located in upstate New York, there does not appear to be any duplication or redundancy. Those colleges are too distant to be competitive for our regional commuter and working students; therefore, they would not meet the demand of working professionals in the New York Metropolitan area.

- h)(2) *Employment:*** For programs designed to prepare graduates for immediate employment, use the table below to list potential employers of graduates that have requested establishment of the program and state their specific number of positions needed. If letters from employers support the program, they may be appended at the end of this form.

Employer	Need: Projected positions	
	In initial year	In fifth year

Although not designed to satisfy any particular employer's needs, this program will provide candidates for those organizations needing individuals with the skill and abilities we will provide.

Training in this highly specialized area of Accounting/Auditing (Forensic Accounting) will equip students with the skills to pursue economic opportunities in public accounting firms' forensic accounting divisions, consulting firms specializing in risk consulting and forensic accounting services, law firms, law enforcement agencies, insurance companies, financial institutions, and government organizations (www.acfe.comm/career). According to the New York State Department of Labor, Employment Prospects

to 2020 Report, the employment prospects for Accountants & Auditors (SOC #13-2111) and Financial Examiners (SOC #13-2061) are very favorable with annual average openings projected to be 3,600. The usual education attained by members of the occupation is a Masters' degree for financial examiners.

Based upon the New York State Department of Labor, annual job growth in the field of financial forensics and fraud investigation is expected to be between 10% and 20%, with 2,500 projected annual average job openings on Long Island and in New York City. The workforce demand for such openings is reinforced by the 2014-2015 SUNY High Needs Program identifying accountants and auditors as a high need area with annual average openings in New York State projected to reach almost 3,600. Due to its close proximity to New York City, Old Westbury is fortunate to be in a geographic area containing hundreds of accounting and financial institutions with a demand for employees trained in forensic accounting.

"The tremendous opportunity for accountants in the forensic field is driving expansion. Over the past five years, the number of companies and employees in the Forensic Accounting Services industry each grew more than 14.0% per year on average. In the five years to 2018, employment numbers among forensic accountants are projected to continue expanding at an average rate of 9.6% per year, while general accounting services maintain weak growth of 1.9%. This employment growth is due in part to the enticing salaries in the Forensic Accounting Service industry, averaging more than \$82,000 per year. By contrast, the average salary in the Accounting Services industry is about \$42,000. Forensic accountants typically earn more because their services are more specialized and require a secondary certification (Jesse Chiang, IBIS World, August 21, 2013).

We have provided two letters of support (see Appendix 2) for the MS in Forensic Accounting program from partners at a CPA firms. In the letters, the partners indicate that graduating from this program will position students for careers in forensic accounting after graduation and also enable them to meet the 150 credit hour education requirement to take the CPA exam.

- h)(3) *Similar Programs:*** Use the table below to list similar programs at other institutions, public and independent, in the service area, region and state, as appropriate. Expand the table as needed. **NOTE:** *Detailed program-level information for SUNY institutions is available in the Academic Program Enterprise System (APES) or Academic Program Dashboards. Institutional research and information security officers at your campus should be able to help provide access to these password-protected sites. For non-SUNY programs, program titles and degree information – but no enrollment data – is available from SED's Inventory of Registered Programs.*

Institution	Program Title	Degree	Enrollment
SUNY Albany	Forensic Accounting	MS	26
SUNY Brockport	Forensic Accounting	MS	25
Canisius College	Forensic Accounting	MS	
Ithaca College	Economic Crime and Fraud Management	MBA	

- h)(4) *Collaboration:*** Did this program's design benefit from consultation with other SUNY campuses? If so, what was that consultation and its result?

The MS in Forensic Accounting program's design did not benefit from consultation with other SUNY campuses.

- h)(5) *Concerns or Objections:*** If concerns and/or objections were raised by other SUNY campuses, how were they resolved?

No concerns and/or objections were raised by other SUNY campuses.

2.4. Admissions

- a) What are all admission requirements for students in this program? Please note those that differ from the institution's minimum admissions requirements and explain why they differ.

Initially students will apply to enter the program each fall, but a small number of qualified students (based on completed prerequisites) may be admitted each spring. All applications must include: transcripts of undergraduate and any graduate work with evidence of degree(s) conferred, GMAT scores, two letters of recommendation from professors or employers, and a brief personal statement of objectives.

The Graduate Business Admissions Committee will make the final decision on admission of all applicants after appropriate files are complete and reviewed. Every student admitted will meet with an advisor (the Assistant Dean) to have transcripts analyzed, develop a plan for completion of degree, and select courses for the first semester.

To enter the program applicants need a score of 1100 or better in the formula: $200 \times \text{GPA} + \text{GMAT score}$. For example, a score of 500 on the GMAT plus a GPA of 3.0 out of 4.0 would equal 1100. Students who have completed a business graduate degree or who have successfully passed all parts of the CPA exam will be waived from the GMAT requirement. The purpose of the GMAT is to have an external predictor of students' probable success in the program. The GMAT score, while broadly used, is not the only predictor nor is it statistically the most effective predictor. Passing the CPA examination may be a more efficient and effective indicator of success in a graduate forensic accounting program.

Admission will be based on evidence of a candidate's ability and motivation for graduate-level work. The students' GPA in graduate-level courses for the Master of Science in Forensic Accounting must average 3.0 or higher for successful completion of the program. A minimum of twenty-four credit hours in graduate-level work must be completed in the School of Business by every candidate.

- b) What is the process for evaluating exceptions to those requirements?

The process for evaluating exceptions to the Admission requirements would be as follows: There is a 10% maximum disconformity to the articulated admissions standards. Such exceptions are reviewed and voted upon by the Graduate Business Admissions Committee (GBAC), consisting of the Director of the Graduate Business Programs, Dean, Assistant Dean, Accounting Department Chair, and a senior faculty member teaching in the graduate program.

- c) How will the institution encourage enrollment in this program by persons from groups historically underrepresented in the institution, discipline or occupation?

We would anticipate the diversity of this new graduate program to be similar to that in our current graduate business programs as shown in the table in section (d) below. The NYC metropolitan area contains a very diverse population that would be attracted to a graduate program offered by a reasonably priced public institution versus more expensive private alternatives. In addition, this program will participate in SUNY's Graduate Diversity Fellowship Program.

- d) What is the expected student body in terms of geographic origins (i.e., same county, same Regents Region, New York State, and out-of-state); academic origins; proportions of women and minority group members; and students for whom English is a second language?

We anticipate that this graduate program will be similar in student diversity to the current MS in Accounting and MS in Taxation graduate programs at SUNY Old Westbury as shown in the tables below. Since almost

42% of those students are women, we expect that a similar proportion for the MS in Forensic Accounting will also be women. The majority of students will probably be Nassau or Suffolk County residents with a smaller percentage from Queens and other New York City boroughs. There is also the possibility of a small number of out of state and international students.

Anticipated Student Body in the Proposed Program*

	N	%
Total	101	100%
Gender:		
Female	42	41.58%
Male	59	58.42%
Diversity:		
Black	2	1.98%
Asian	10	9.90%
White	70	69.31%
Hispanic	14	13.86%
Non-Resident Alien	2	1.98%
Unknown	3	2.97%
Permanent Residence:		
Nassau County	40	39.60%
Suffolk County	54	53.47%
New York City	3	2.97%
Other New York State	2	1.98%
Outside New York State	0	0.00%
Foreign	2	1.98%

*Based on *Student Profiles Spring 2015 & Enrollment Trends Spring 2011 to Spring 2015*. Office of Institutional Research and Assessment, March 2015.

2.5. Academic and Other Support Services

- a) Summarize the academic advising and support services available to help students succeed in the program.

Academic advisement services are provided to all School of Business majors, undergraduate and graduate, by its office of Academic Support Services which is staffed by a full-time Assistant Dean and a full-time Secretary. All transcripts are analyzed by the Assistant Dean to, among other things, ascertain that prerequisite requirements in terms of content and credit hours are met. Each admitee meets face-to-face with the Assistant Dean before entry into the School of Business and receives a complete written advisement report which notes all requirements for the degree. This report is the basis for all future advisement sessions because it specifies all the requirements for the degree. The progress of students is monitored by the Director of Graduate Business Programs, and by the Graduate Business Admissions Committee. Issues that arise regarding any student or program in the School of Business may be handled by one of two department chairs (Accounting and Marketing, Management & Finance), the Assistant Dean, the Director of Graduate Business Programs or the Dean, or all of the above if such is required.

- b) Describe types, amounts and sources of student financial support anticipated. Indicate the proportion of the student body receiving each type of support, including those receiving no support.

No financial assistance will be offered to students beyond already existing programs, such as SUNY's Graduate Diversity Fellowship Program. Accordingly, we anticipate that the overwhelming majority of students will receive no support.

However, the Association of Certified Fraud Examiners (ACFE) Foundation works to encourage students to pursue careers in fraud examination and provides resources for research on the detection and deterrence of fraud. The Ritchie-Jennings Memorial Scholarship is available to individuals currently enrolled full-time (either 9 semester hours as an undergraduate or 6 semester hours as a post-graduate) at an accredited four-year college or university. Students must have a declared major or minor in accounting, business administration, finance, or criminal justice. Scholarship awards include one \$10,000 scholarship, two \$5,000 scholarships, four \$2,500 scholarships and twenty-three \$1,000 scholarships. All scholarship awards include a one-year ACFE Student Associate Membership.

In addition to the scholarships offered nationally through the ACFE, local chapters offer scholarships to students who are studying on an anti-fraud career path.

2.6. Prior Learning Assessment

If this program will grant credit based on Prior Learning Assessment, describe the methods of evaluating the learning and the maximum number of credits allowed, or **check here [X] if not applicable**.

2.7. Program Assessment and Improvement

Describe how this program's achievement of its objectives will be assessed, in accordance with SUNY policy, including the date of the program's initial assessment and the length (in years) of the assessment cycle. Explain plans for assessing achievement of students' learning outcomes during the program and success after completion of the program. Append at the end of this form, a plan or curriculum map showing the courses in which the program's educational and, if appropriate, career objectives – from Item 2.3(b) of this form – will be taught and assessed. *NOTE: The University Faculty Senate's Guide for the Evaluation of Undergraduate Programs is a helpful reference.*

The program will undergo periodic internal review, guided by the Director of Graduate Business Programs, in compliance with the College's Five-Year Program Review process, including the hiring of an external reviewer, conducted by the Curriculum and Academic Planning Committee. The School of Business's next scheduled Program Review is in 2019 – 2020.

Furthermore, the Director of Graduate Business Programs will ascertain that the proposed program is in compliance with applicable standards of the *Middle States Commission on Higher Education*. Beyond Fundamental Elements for Colleges and Universities, the program will adhere to the Additional Elements outlined under Educational Offerings (Middle States, Standard 11) for graduate curricula, namely:

- graduate curricula providing for the development of research and independent thinking that studies at the advanced level presuppose;
- faculty with credentials appropriate to the graduate curricula; and
- assessment of student learning and program outcomes relative to the goals and objectives of the graduate programs and the use of the results to improve student learning and program effectiveness.

As discussed in section 2.3(b), the program's primary student learning outcomes are:

- Students will demonstrate a broad and more in depth understanding of laws, regulations and practice applicable to forensic accounting. This knowledge should enable students to develop solutions to complex fraud and forensic accounting issues utilizing critical thinking skills.
- Students will be prepared to become socially responsible business leaders able to recognize ethical dilemmas and achieve resolutions in a socially and professionally responsible manner.
- Students should demonstrate the ability to operate and lead in challenging positions in a competitive global financial environment.
- Students will be able to demonstrate an ability to be effective communicators.
- Students will demonstrate well developed research skills.

To insure continuity within the program, there will be an annual meeting of current and scheduled faculty to discuss courses, requirements, and standards every spring. A curriculum map indicating in which courses the student learning outcomes will be taught and assessed is attached as Appendix 3. The School of Business is in the process of seeking AACSB accreditation, therefore it has an established Assurance of Learning Program in which at least some of this degree's learning outcomes will be assessed each year. After students' graduation from the program, their success will be assessed through alumni surveys and reviewing their results on the CFE exam.

Section 3. Sample Program Schedule and Curriculum

Complete the **SUNY Graduate Program Schedule** to show how a typical student may progress through the program. Either complete the blank Schedule that appears in this section, or complete an Excel equivalent that computes all sums for you, and can be found at http://www.suny.edu/provost/academic_affairs/app/forms.cfm. Rows for terms that are not required can be deleted.

NOTES: *The Graduate Schedule must include all curriculum requirements and demonstrate that expectations from Part 52.2(c)(8) through (10) of the Regulations of the Commissioner of Education are met.*

Special Cases for the Sample Program Schedules:

- For a program with multiple tracks, or with multiple schedule options (such as full-time and part-time options), use one Program Schedule for each track or schedule option. Note that licensure qualifying and non-licensure qualifying options cannot be tracks; they must be separate programs.
- When this form is used for a multi-award and/or multi-institution program that is not based entirely on existing programs, use the schedule to show how a sample student can complete the proposed program. **NOTE:** A different form (for program revisions) should be used for new multi-award and/or multi-institution programs that are based entirely on existing programs. **SUNY policy** governs the awarding of two degrees at the same level.
 - a) If the program will be offered through a nontraditional schedule (i.e., not on a semester calendar), what is the schedule and how does it impact financial aid eligibility? **NOTE:** Consult with your campus financial aid administrator for information about nontraditional schedules and financial aid eligibility.

N/A

- b) For each existing course that is part of the proposed graduate program, append a catalog description at the end of this document.

See Appendix 5.

- c) For each new course in the graduate program, append a syllabus at the end of this document. **NOTE:** Syllabi for all courses should be available upon request. Each syllabus should show that all work for credit

is graduate level and of the appropriate rigor. Syllabi generally include a course description, prerequisites and corequisites, the number of lecture and/or other contact hours per week, credits allocated (consistent with SUNY policy on credit/contact hours), general course requirements, and expected student learning outcomes.

See Appendix 5 for syllabi for the following new courses: BU7562, BU7563, BU7564, BU7565, BU7566, BU7567, BU7568, BU7576, and BU7591.

- d) If the program requires external instruction, such as clinical or field experience, agency placement, an internship, fieldwork, or cooperative education, append a completed External Instruction form at the end of this document.

N/A

SUNY Graduate Sample Program Schedule (*OPTION*): You can insert an Excel version of this schedule AFTER this line, and delete the rest of this page.)

Program/Track Title and Award: Master in Science in Forensic Accounting

- a) Indicate academic calendar type: [X] Semester [] Quarter [] Trimester [] Other (describe): _____

b) Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)

c) Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

d) Complete the last row to show program totals and comprehensive, culminating elements. Complete all columns that apply to a course.

Term 1: Fall						
Course Number & Title		Credits	New	Co/Prerequisites		
BU 7560 Fraud Examination		3		None		
BU 7555 Accounting Information Systems		3		BU6520 or equivalent		
BU 7556 Advanced Auditing & Assurance Services		3		BU65550 Auditing for Public Accounting		
BU7566 Criminology/White-Collar Crime		3	X	None		
Term credit total:		12				
Term 3: Summer						
Course Number & Title		Credits	New	Co/Prerequisites		
BU7591 Forensic & Accounting Research		3	X	BU7560 Fraud Examination; BU7562 Business Valuation for Forensic Accountants;		
				BU7563 Fraudulent Financial Reporting;		
				BU7565 Forensic Interviewing,		
				Fraud and the Law		
*Elective (Choice of 1)		3		Varies per elective; See syllabi below in Appendix 5		
Term credit total:		6				
Term 5:						
Course Number & Title		Credits	New	Co/Prerequisites		
Term credit total:						
Term 7:						
Course Number & Title		Credits	New	Co/Prerequisites		
Term credit total:						
Term 8:						
Course Number & Title		Credits	New	Co/Prerequisites		
Term credit total:						

*Elective Courses:

- [BUU7561 Case Studies in Fraud Examination](#)
 - [BUU7564 Special Topics in Fraud Examination \(New\)](#)
 - [BUU7568 Forensic Document Examination \(New\)](#)
 - [BUU7576 Special Topics: Tax Fraud \(New\)](#)

Section 4. Faculty

- a) Complete the **SUNY Faculty Table** on the next page to describe current faculty and to-be-hired (TBH) faculty.
- b) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member.

See Appendix 6 for position descriptions.

NOTE: *CVs for all faculty should be available upon request. Faculty CVs should include rank and employment status, educational and employment background, professional affiliations and activities, important awards and recognition, publications (noting refereed journal articles), and brief descriptions of research and other externally funded projects. New York State's requirements for faculty qualifications are in Part 55.2(b) of the Regulations of the Commissioner of Education.*

- c) What is the institution's definition of "full-time" faculty?

Service, scholarship, and teaching of three (3) courses a semester.

SUNY Faculty Table

Provide information on current and prospective faculty members (identifying those at off-campus locations) who will be expected to teach any course in the graduate program. Expand the table as needed. Use a separate Faculty Table for each institution if the program is a multi-institution program.

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank Include and identify Program Director with an asterisk.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field.
PART 1. Full-Time Faculty					
Prof. Jeffrey D'Amico, Asst. Professor	17%	BU7576 Special Topics: Tax Fraud; BU7566 Interviewing, Fraud & the Law	LL.M (Villanova University)	Taxation	BS in Accounting; Member of Nassau and Suffolk County Bar Associations; Managing member of a law practice involving various income and other tax issues.
Dr. James Fornaro, Assoc. Professor	33%	BU7560 Fraud Examination BU7563 Fraud. Fincl Reporting BU7561 Case Studies; BU7591 Capstone	DPS (Pace University)	Accounting, Economics (Secondary)	CPA, CFE, CMA Vice President - Financial Reporting/Corporate Accounting for Goldman Sachs & Co. Focused on technical accounting issues involving real estate, restructuring activities, asset impairment, leases, software and foreign currency.
Dr. David Gladstein, Assoc. Professor	100%	BU7560 Fraud Examination; BU7561 Case Studies; BU7564 Special Topics: Fraud Exam; BU7566 Criminology White-collar Crime; BU7568 Document Examination; BU7591 Capstone	DBA (Northcentral University)	Business/ Forensic Accounting	CPA, CFE, CFI Forensic accounting, internal control & risk assessment, and litigation consultant. Services provided to Fortune 500 Insurance Companies, attorneys and accountants.
Dr. Roger Mayer, Asst. Professor	17%	BU7556	DBA (Nova)	Accounting and	CPA, CIA, CRMA

Section 5. Financial Resources and Instructional Facilities

- a) What is the resource plan for ensuring the success of the proposed program over time? Summarize the instructional facilities and equipment committed to ensure the success of the program. Please explain new and/or reallocated resources over the first five years for operations, including faculty and other personnel, the library, equipment, laboratories, and supplies. Also include resources for capital projects and other expenses.

The initial cost of this proposed program is minimal since the major costs, such as new classrooms and computer labs, and updated technology, have already been incurred for the existing M.S. in Accounting and the M.S. in Taxation programs with the opening of our New Academic Building three years ago. Given the resources already in place, the Master of Science in Forensic Accounting program will allow the College to utilize its resources in a more cost effective manner while at the same time complementing the Accounting degree. One of our goals is to distribute the fixed-costs over a larger number of students, thereby reducing unit costs of the programs and achieving greater cost efficiency and better resource utilization for the College. This will also be achieved by incorporating three already-existing Foundation Core courses [see Section 2.3 (g)] into this program. No financial assistance will be offered to students beyond already existing programs, such as the SUNY Graduate Diversity Fellowship Program.

Presently, the School of Business has two full-time faculty and one adjunct faculty who would be especially qualified to teach in the M.S. in Forensic Accounting program. The three faculty are CPAs and Certified Fraud Examiners (CFEs) besides having other qualifying credentials. In addition, Old Westbury has three other full-time faculty who are qualified to teach specific courses within the M.S. in Forensic Accounting program. Initially, adjunct faculty would be needed to cover undergraduate courses that the existing qualified faculty would be unable to teach at the start of the program as well as certain graduate courses requiring specialized knowledge and skills. As enrollment grows and demand warrants, we anticipate hiring an additional appropriately qualified full-time faculty member.

No additional library, equipment, laboratories, supplies, or capital projects are anticipated for this program other than some minor expenditures discussed in section 6(a).

- b) Complete the five-year SUNY Program Expenses Table, below, consistent with the resource plan summary. Enter the anticipated academic years in the top row of this table. List all resources that will be engaged specifically as a result of the proposed program (e.g., a new faculty position or additional library resources). If they represent a continuing cost, new resources for a given year should be included in the subsequent year(s), with adjustments for inflation or negotiated compensation. Include explanatory notes as needed.

Anticipated detail costs for the proposed program for the first 5 years are shown below.

SUNY Program Expenses Table

(OPTION: You can paste an Excel version of this schedule AFTER this sentence, and delete the table below.)

Program Expense Categories	Expenses (in dollars)					
	Before Start	Academic Year 1:	Academic Year 2:	Academic Year 3:	Academic Year 4:	Academic Year 5:
(a) Personnel (including faculty and all others)		20,000	20,000	20,000	150,000**	155,000**
(b) Library		6,000	6,000	6,000	6,000	6,000
(c) Equipment						
(d) Laboratories						
(e) Supplies						
(f) Capital Expenses						
(g) Other (Specify):Marketing* Admissions Support*		10,000	10,000	10,000 10,000	10,000 15,000	10,000 15,000
(h) Sum of Rows Above		36,000	36,000	46,000	181,000	186,000

*To be shared with other existing and planned Business graduate programs.

**Includes Support Staff to be shared with other existing and planned Business graduate programs, and the hiring of a full-time faculty member.

Section 6. Library Resources

- a) Summarize the analysis of library collection resources and needs *for this program* by the collection librarian and program faculty. Include an assessment of existing library resources and accessibility to those resources for students enrolled in the program in all formats, including the institution's implementation of SUNY Connect, the SUNY-wide electronic library program.

The library currently provides electronic access to all major academic journals accessible (on site or electronically) via respected searchable databases in the area of forensic accounting and fraud examination including: Academic Search Complete, Electronic Collections Online, ABI/INFORM Complete, Accounting and Tax, Business Insights: Essentials, Business Source Complete, CCH Tax Research Network, LexisNexis Academic, Mergent Online, Standard & Poor's NetAdvantage, and the Wall Street Journal.

The library has an extensive bundle of electronic resources and makes a substantial commitment of its funds toward the provision of additional electronic resources. Inflationary increases are factored into our funding needs to ensure long-term maintenance of the holdings. If there is an item in SUNY Connect that is not in the Old Westbury library collection, an inter library loan request may be placed to obtain the requested item. The library's catalog is available online and most electronic resources are available from

any web browser. The library owns over 140,000 electronic books, and is eager to increase its holdings, as these are particularly useful for students whose work and time commitments leave them little opportunity to consult materials in the traditional physical library.

In addition, there is a Business Librarian dedicated to maintaining the library's business resources and responding to the needs of the business programs, including this new degree program.

- b) Describe the institution's response to identified collection needs and its plan for library development.

While current library resources are deemed sufficient for the needs of this program and its students, the library uses patron-driven acquisitions to determine future collection needs. In addition to librarian generated purchases, under patron-driven acquisitions, faculty and students serve as drivers to grow the library collection as needs dictate.

Section 7. External Evaluation

SUNY and SED require external evaluation of all proposed graduate degree programs. List below all SUNY-approved evaluators who conducted evaluations (adding rows as needed), and **append at the end of this document** each original, signed *External Evaluation Report*. **NOTE:** To select external evaluators, a campus sends 3-5 proposed evaluators' names, titles and CVs to the assigned SUNY Program Reviewer, expresses its preferences and requests approval.

Evaluator #1	Evaluator #2
Name: Mary-Jo Kranacher, MBA, CPA/CFF, CFE Title: ACFE Endowed Professor of Fraud Examination Professor of Accounting Institution: York College, CUNY School of Business & Information Syst.	Name: Dr. Susan Lubinski, JD, CPA, CFE Title: Associate Professor Coordinator of Fraud Program Institution: Slippery Rock University

Section 8. Institutional Response to External Evaluator Reports

Append at the end of this document a single *Institutional Response* to all *External Evaluation Reports*.

See campus response attached in Appendix 8.

Section 9. SUNY Undergraduate Transfer

NOTE: SUNY Undergraduate Transfer policy does not apply to graduate programs.

Section 10. Application for Distance Education

- a) Does the program's design enable students to complete 50% or more of the course requirements through distance education? [X] No [] Yes. If yes, **append** a completed *SUNY Distance Education Format Proposal* at the end of this proposal to apply for the program to be registered for the distance education format.
- b) Does the program's design enable students to complete 100% of the course requirements through distance education? [X] No [] Yes

Section MPA-1. Need for Master Plan Amendment and/or Degree Authorization

a) Based on SUNY Guidance on Master Plan Amendments (in the *Guide to Academic Program Planning*), please indicate if this proposal requires a Master Plan Amendment.

[X] No [] Yes, a completed Master Plan Amendment Form is appended at the end of this proposal.

b) Based on SUNY Guidance on Degree Authorizations (below), please indicate if this proposal requires degree authorization.

[X] No [] Yes, once the program is approved by the SUNY Provost, the campus will work with its Campus Reviewer to draft a resolution that the SUNY Chancellor will recommend to the SUNY Board of Trustees.

SUNY Guidance on Degree Authorization. *Degree authorization is required when a proposed program will lead to a new degree (e.g., B.F.A., M.P.H.) at an existing level of study (i.e., associate, baccalaureate, first-professional, master's, and doctoral) in an existing disciplinary area at an institution, based on the New York State Taxonomy of Academic Programs. Degree authorization requires approval by the SUNY Provost, the SUNY Board of Trustees, SED and the Board of Regents.*

List of Appended Items

Appended Items: Materials required in selected items in Sections 1 through 10 and MPA-1 of this form should be appended after this page, with continued pagination. In the first column of the chart below, please number the appended items, and append them in number order.

Number	Appended Items	Reference Items
N/A	<i>For multi-institution programs, a letter of approval from partner institution(s)</i>	Section 1, Item (e)
N/A	<i>For programs leading to professional licensure, a side-by-side chart showing how the program's components meet the requirements of specialized accreditation, Commissioner's Regulations for the profession, or other applicable external standards</i>	Section 2.3, Item (e)
1	<i>For programs leading to licensure in selected professions for which the SED Office of Professions (OP) requires a specialized form, a completed version of that form</i>	Section 2.3, Item (e)
2	<i>OPTIONAL: For programs leading directly to employment, letters of support from employers, if available</i>	Section 2, Item 2.3 (h)(2)
3	<i>For all programs, a plan or curriculum map showing the courses in which the program's educational and (if appropriate) career objectives will be taught and assessed</i>	Section 2, Item 7
4	<i>For all programs, a catalog description for each existing course that is part of the proposed graduate major program</i>	Section 3, Item (b)
5	<i>For all programs with new courses, syllabi for all new courses in a proposed graduate program</i>	Section 3, Item (c)
N/A	<i>For programs requiring external instruction, a completed <u>External Instruction Form</u> and documentation required on that form</i>	Section 3, Item (d)
6	<i>For programs that will depend on new faculty, position descriptions or announcements for faculty to-be-hired</i>	Section 4, Item (b)
7	<i>For all programs, original, signed External Evaluation Reports from SUNY-approved evaluators</i>	Section 7

8	<i>For all programs, a single Institutional Response to External Evaluators' Reports</i>	Section 8
N/A	<i>For programs designed to enable students to complete at least 50% of the course requirements at a distance, a <u>Distance Education Format Proposal</u></i>	Section 10
N/A	<i>For programs requiring an MPA, a <u>Master Plan Amendment form</u></i>	Section MPA-1

Appendix 1 - Accountancy (CPA-150)

Satisfaction of Content Requirements

A. Content Requirements

List all courses in the program that meet the content requirements listed below. For new programs or new courses, enclose course syllabi; otherwise enclose course descriptions. Must be a program leading to the baccalaureate degree, its equivalent or higher academic degree.

Content Requirements	Course Number and Title	Credits
Professional Accountancy: Minimum 33 Semester Hours		
Coursework including, but not limited to, each of the following curricular areas:		
Financial Accounting and Reporting	Minimum 12 credits including Advanced Accounting (U) BU7591 Forensic and Accounting Research (G)	12 3
Cost of Managerial Accounting	Cost Accounting (U) (e.g. BU4590 at Old Westbury)	3
Taxation	Individual Income Taxation (U) (e.g. BU4570 at Old Westbury)	3
Auditing and Attestation Services	Auditing (U) (e.g. BU5550 at Old Westbury)	3
Coursework may include but need not be limited to the subjects identified below:		
Fraud Examination	BU7560 Fraud Examination (G)	
	BU7562 Business Valuation for Forensic Accountants (G)	
	BU7563 Fraudulent Financial Reporting (G)	
	BU7567 Computer Forensics (G)	
	BU7565 Forensic Interviewing, Fraud and the Law (G)	
	BU7566 Criminology/White Collar Crime (G)	
Internal Controls and Risk Assessment	BU75xx One Forensic Accounting elective (G)	
	BU7556 Advanced Auditing and Assurance Services (G)	3
Accounting Information Systems	BU7555 Accounting Information Systems (G)	3
OTHER: (Please specify)		
TOTAL:	51	
General Business Content Areas: Minimum 36 Semester Hours		
Coursework may include, but not limited to, the following curricular areas:		
Business Statistics	Statistics (U) (e.g. MA2000 at Old Westbury)	3

Business Law	Business Law (U) (e.g. BU3600, BU3605, and BU3610 at Old Westbury)	6
Computer Science		
Economics	Principles of Economics I (U) (e.g. PE2420 at Old Westbury)	3
Finance	Financial Management (U) (e.g. BU4762 at Old Westbury)	3
Management		
Marketing		
Operations Management		
Organizational Behavior		
Business Strategy		
Quantitative Methods		
Information Technology Systems		
	Non-Accounting Business Electives (U) such as Marketing Principles & Concepts (U) (e.g. BU3800 at Old Westbury), Operations Management (U) (e.g. BU5115 at Old Westbury), Organizational Behavior (U) (e.g. BU4110 at Old Westbury), Business Strategy & Policy (U) (e.g. BU5190 at Old Westbury), Information Systems for Managers (U) (e.g. BU3010 at Old Westbury), if needed	21
	TOTAL:	36
Liberal Arts and Sciences: Coursework including, but not limited to, each of the following curricular areas:		
Mathematics/Sciences	Calculus (U) (e.g. MA2300 at Old Westbury) Math/Science Electives (in combination with Social Sciences and Humanities electives)	3 55*
Social Sciences	Principles of Economics II (U) (e.g. PE2430 at Old Westbury) Social Sciences Electives (in combination with Math/Science and Humanities electives)	3 55*

Humanities	Business Communications (U) (e.g. BU3905 at Old Westbury) Humanities Electives (in combination with Math/Science and Social Sciences electives)	2 55*
	* each course is counted only once	63
TOTAL OF ALL AREAS		150

B. Identify the course(s) where the following subject areas are covered. These topics may be integrated into the coursework of other courses, or addressed in separate courses:

1. Business and Accounting Communications: Covered in Business Communications and integrated throughout the curriculum.
2. Ethics and Professional Responsibility: Covered in Fraud Examination, Forensic Interviewing, Fraud and the Law, Case Studies in Fraud Examination, Fraudulent Financial Reporting, Forensic & Accounting Research and integrated throughout the curriculum.
3. Accounting Research: Covered in Forensic & Accounting Research and term projects in various courses.

Appendix 2 - Letters of Support from Employers (3)

Michael E. Nawrocki
Ernest Patrick Smith



Lauren M. Agunzo
John K. Hoffman
Darin V. Iacobelli
David M. Tellier

CERTIFIED PUBLIC ACCOUNTANTS & BUSINESS CONSULTANTS

SENT VIA E-MAIL AND VIA FIRST CLASS MAIL

July 14, 2015

Dr. Patrick O'Sullivan
Provost and Senior Vice President for Academic Affairs
SUNY Old Westbury
PO Box 210
Old Westbury, NY 11568-0210

Re: SUNY Old Westbury
Master of Science in Forensic Accounting

Dear Dr. O'Sullivan:

This letter is being provided to support your efforts to obtain an MS in Forensic Accounting Degree Program and I am pleased to write this letter in support of this endeavor.

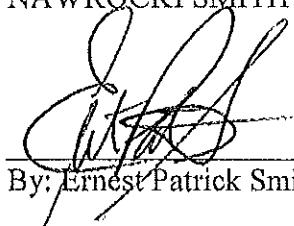
I am a Senior Partner at Nawrocki Smith, LLP, a local Certified Public Accounting and Business Consulting firm with offices located in Melville, New York. Additionally, I am the Chair of our Business Valuation, Forensic Accounting/Fraud Examination and Dispute Resolution Group ("BVFDR Practice") and I possess several of the specialty designations that are paramount to practicing in this area.

SUNY Old Westbury's "first to market" approach by being the lead institution in the metropolitan area to add a Masters in Forensic Accounting Program will set you apart from all of the other area schools and establish SUNY Old Westbury as the leading institution with this program in an area of specialization that is in its infancy. The implementation of the 150 hour education program allows for an affordable public college alternative to private colleges on Long Island. I believe an MS in Forensic Accounting curriculum at your College will strengthen the pool of potential entry level employees in the market place. In addition, as a member of the NYS Board of Certified Public Accountants I am well aware of the decline in accounting students and the further decline that will result from ongoing implementation of the 150 hour requirement. I, therefore, believe your students with an MS in Forensic Accounting will be well positioned in the marketplace upon graduation and we would have an interest in employment opportunities within our firm.

NawrockiSmith

If you have any questions or would like to discuss this further, please contact me at (631) 756-9500, ext. 223 or via e-mail at epsmith@nsllpcpa.com.

Very truly yours,
NAWROCKI SMITH LLP



By: Ernest Patrick Smith, Senior Partner

/cej



August 11, 2015

Cary D. Lange, PhD, CPA
SUNY Old Westbury
PO Box 210
Old Westbury, NY 11568-0210

Baker Tilly Virchow Krause, LLP
125 Baylis Rd, Ste 300
Melville, NY 11747-3823
tel 631 752 7400
fax 631 752 1742
bakertilly.com

Dear Dr. Lange:

In support of your efforts to obtain a Master of Science Degree in Forensic Accounting, I am pleased to write this letter in support of your efforts. I am the Partner-in-charge of the Litigation and Valuation Consulting group in the Melville office of Baker Tilly Virchow Krause, LLP ("Baker Tilly"). Baker Tilly is a top 12 accounting firm in the country with 29 offices in 12 states and employing approximately 3,000 professionals. In the past, we hired your graduates and I am pleased to say your graduates have done very well and have made a contribution to our firm.

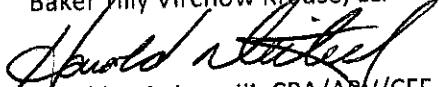
As fraud continues to grow in the U.S., it would be beneficial for the Long Island and NYC accounting community to have an affordable public college that taught students a high level of forensic knowledge. I believe an MS in Forensic Accounting at your College will strengthen the pool of potential entry level employees in the market place.

In addition, as Past Vice-President of the New York State Society of Certified Public Accountants and current President-elect of the Foundation of Accounting Education, I am well aware of the need for highly qualified and educated forensic students in the market place. I, therefore, believe your graduates with an MS in Forensic Accounting will be well positioned in the market place upon graduation and our firm will continue to have an interest in your graduates for a position in our Firm.

If you have any questions or would like to discuss this further, please contact the undersigned.

Very truly yours,

Baker Tilly Virchow Krause, LLP


Harold L. Deiters III, CPA/ABV/CFF, CFE, MAFF, CGMA, Partner

HLD/cmc

MARCUM

ADVISORY GROUP

July 6, 2015

Dr. Patrick O'Sullivan
Provost and Senior Vice President
for Academic Affairs
SUNY Old Westbury
P.O. Box 210
Westbury, NY 11568-0210

Dear Dr. O'Sullivan:

I have been asked to review the proposal for a Master of Science in Forensic Accounting at SUNY Old Westbury. As a full-time, credentialed forensic accountant in charge of the Litigation Services & Business Valuation practice at Marcum LLP, the need for educated college graduates to support the growth of this type of advisory service is greatly needed both locally and nationally. Currently among the ten (10) full-time Marcum employees practicing litigation services in the New York City area, only one experienced a program similar to this and it was in law school not in her accounting programs.

The course descriptions provide a comprehensive combination of basic classes needed as a foundation to understand and apply forensic accounting as well as more typical classes specific to conducting forensic investigations, writing skills and the evolving area of computer forensics.

I endorsed and will support this program. Should you have any questions, please call me.

Very truly yours,

Marcum LLP

James T. Ashe, CPA, MAFF

JTA/gg

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Appendix 3 - Curriculum Map for the MS in Forensic Accounting Degree

AACSB in progress		School of Business Values and Learning Goals				
		Excellence Professionalism	Socially Responsible Citizenship	Multiculturalism Professionalism	Excellence Professionalism	Excellence Professionalism
		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
Legend						
P: Practiced/Reinforced						
A: Assessed						
Course Name and Number						
BU7555 Accounting Information Systems					P	
BU7556 Advanced Auditing & Assurance Services	P		P,A		P	P
BU7560 Fraud Examination						
BU7562 Business Valuation for Forensic Accountants						
BU7567 Computer Forensics						
BU7565 Forensic Interviewing, Fraud and the Law						
BU7566 Criminology/White-Collar Crime					P	P,A
BU7591 Forensic & Accounting Research	P,A		P		P,A	P,A
BU7563 Fraudulent Financial Reporting	P		P		P	P
Forensic Accounting Elective (one)						
Professional Electives						
BU756 Case Studies in Fraud Examination						
BU7564 Special Topics in Fraud Examination						
BU7568 Forensic Document Examination						
BU7576 Special Topics: Tax Fraud						

Appendix 4 – Catalog Course Descriptions

BU 7555 Accounting Information Systems 3 cr.

The purpose of this course is to help prepare students for a successful career in public practice, industry, or government by understanding how to audit, use and participate in the design of accounting information systems. The course will also help students learn how to assess and consider the impact of IT governance, risk and compliance on accounting functions, focusing on how IT affects business process and controls and the impact on financial reporting. The course will enable students to understand issues and developments in IT Auditing so that as practitioners, they can properly determine how to assess accounting system controls to effectively address the adequacy of controls in audited systems or for those systems that they have management responsibility. Recent regulatory and financial reporting developments will also be discussed. An increasingly competitive global marketplace has organizations clamoring for better information assurance or additional business insight. While IT professionals have the technical expertise necessary to ensure that IT hardware is secure or technology solutions are properly deployed, they lack the Certified Public Accountant (CPA) or financial manager's perspective and ability to understand the complicated business implications and risks associated with technology.

Prerequisites: BU6520 (Financial Accounting Theory) or equivalent.

BU 7556 Advanced Auditing & Assurance Services 3 cr.

Building on the foundation created in an introductory course, this course enhances the understanding of fundamental concepts of auditing and provides in-depth exposure to the auditor's legal liability and professional responsibilities and to specific topics within the auditing process (e.g., analytical review procedures, internal control issues, fraud detection, statistical and non-statistical sampling methods, and the use of computers in auditing). It also provides exposure to the emerging value-added assurance services decision makers are increasingly demanding in the information age. Topics covered include professional auditing standards and ethics, accountants' legal liability, the Sarbanes-Oxley Act of 2002, and the role of outside regulators, including the SEC and PCAOB.

Prerequisites: BU6550 (Auditing for Public Accounting) or equivalent

BU 7560 Fraud Examination 3 cr.

Topics include various aspects of fraud prevention and detection, including elements of fraud, costs of fraud, use of controls to prevent fraud, and methods of fraud detection. In addition, the course will cover the major methods employees use to commit occupational fraud. Practical exercises involving investigative research, interviewing techniques and indirect methods of proof used in resolving financial crimes will be included to facilitate the understanding of the topics discussed. Guest speakers with expertise in fraud examination/forensic accounting will share their knowledge and experiences with the class.

Prerequisites: None

BU 7561 Case Studies in Fraud Examination 3 cr.

This is an integrative course which makes use of comprehensive cases and round robin discussions of current issues. Guest speakers may present, or students may report on various projects that they have been conducting either independently or in groups. Topics include: forms of white-collar crime, assets misappropriation, corruption and other fraud schemes.

Prerequisites: BU7560 or equivalent

BU 7562 Business Valuation for Forensic Accountants 3 cr.

This course explores the basics of business valuation; how businesses are valued, how to evaluate the credentials of self-styled valuation “experts”, and the quality of the report they produce. Organization of information regarding case into effective written reports. Students will learn the three methods of valuation, their strengths and weaknesses, and when to apply each. The course explores how professionals use valuation principles. Most importantly, students will engage in interactive exercises to learn how to procure valuation reports which are more likely to survive audit by the IRS. Guest speakers may present, or students may report on various projects that they have been conducting either independently or in groups.

Prerequisites: BU7560 or equivalent

BU 7563 Fraudulent Financial Reporting 3 cr.

Financial statement fraud involves intentional misstatements or omissions of financial statement amounts or disclosures to deceive users of the statements. Students will learn how and why financial statement fraud is committed, how such conduct can be deterred, and how allegations of fraud should be investigated and resolved. Students will understand and detect the creative accounting methods employed by management along with related fraud prevention strategies. In addition to covering the material in the textbook, class sessions will be interactive, with students working through cases, developing investigative strategies, and seeking to prove how the fraud was committed. Guest speakers who are experts in this area will discuss actual events. Projects will be conducted independently and in groups.

Prerequisites: BU7560 or equivalent

BU 7564 Special Topics in Fraud Examination 3 cr.

This will include, but not limited to, specific fraud contexts, such as bankruptcy fraud, money laundering, tax fraud, consumer fraud, or industry specific frauds, such as healthcare fraud, securities fraud, insurance fraud, mortgage fraud. The theme of this course and topic(s) covered could vary each semester offered. Guest speakers who are experts in this area will discuss actual events. Projects will be conducted independently and in groups.

Prerequisites: BU7560 or equivalent

BU 7565 Forensic Interviewing, Fraud and the Law
3 cr.

Instruction and skill development in interviewing, and note-taking in the criminal justice context. Development of skills to conduct investigations by interviewing witnesses, victims, and suspects properly. This course is designed to further the student's knowledge of the contemporary legal environment faced by forensic accountants. Topics covered include the Federal Rules of Evidence (including the Daubert rule), the Federal Rules of Civil and Criminal Procedure, the Foreign Corrupt Practices Act, the Federal False Claims Act, the grand jury, expert witness testimony, laws that preserve the rights of suspects and witnesses, including those pertaining to searches and seizures, arrest, the privilege against self-incrimination, and laws related to money laundering and terrorist financing (e.g., USA Patriot Act), wire fraud, mail fraud, and other fraud-related offenses. The course also provides an overview of offshore entities such as trusts and shell corporations. Other important topics the course examines are asset tracing and asset forfeiture alternative dispute resolution.

Prerequisites: None

BU 7566 Criminology/White-Collar Crime 3 cr.

Psychological and sociological motivations of fraud perpetrators will be examined in depth. Crimes committed by “respectable people” in positions of responsibility in private or public sector will be studied, looking at similarities and differences in behaviors. Critical readings of Sutherland, Cressey, and others are contrasted with more recent perspectives on illegal developments and corporate violations. Wall Street executives, corporate and government officials and high tech computer wizards give a new focus to white collar crime. Discusses the nature of these crimes, how regulatory bodies and legal systems treat these criminals and how they seek to avoid detection and prosecution. The impact of this type of crime on individuals, organizations and society will be discussed.

Prerequisites: None

BU 7567 Computer Forensics 3 cr.

The purpose of this course is to explain and promote the use of computer forensic technology and methodologies used in both proactive and reactive forensic accounting engagements. Forensic technology and detailed computer examinations have become more commonplace in today's forensic investigative environment, and the use of computer forensic analysis, e-discovery, and forensic data analysis is often a necessary component of any forensic accounting engagement. While most accounting professionals are not trained technologists, due to the ever changing investigative landscape, it is becoming increasingly important that accountants have an adequate base-level understanding of the current state of computer forensic and data analytical technology tools.

Prerequisites: BU7560 and BU7555, or equivalents

BU 7568 Forensic Document Examination 3 cr.

Fundamental procedures for handling, collecting, and analyzing questioned or fraudulent documents are presented. Topics include ethical conduct, terminology, investigative principles, case law and legal precedents, expert witness testimony, current research, notable cases, and ASTM standards. Guest speakers who are experts in this area will discuss actual events. Projects will be conducted independently and in groups.

Prerequisites: BU7560 and BU7565, or equivalents

BU 7576 Special Topics: Tax Fraud 3 cr.

An introductory course examining relevant IRC sections, Treasury Regulations and tax cases that pertain to Accounting Fraud and Tax Evasion. Students will be required to keep abreast of recent court decisions, regulations, and legislation, as well as proposed legislation and temporary regulations. Research, written assignments, and group homework projects will be assigned each semester from the prevailing accounting and tax fraud cases for review, discussion and analysis.

Prerequisites: BU7560 and Tax Accounting for Individuals, or equivalents

BU 7591 Forensic & Accounting Research 3 cr.

This is an integrative capstone course which makes use of the content learned in other forensic accounting courses. There will be the integration of legal, behavioral and technical aspects of forensic accounting investigations. Review of the Fraud Examiners Manual (ACFE), the essential resource for anti-fraud professionals, to prepare students for the CFE examination.

Case analysis and presentations will emphasize analytical and writing skills while affording an opportunity to apply investigative procedures used in practice. Students will take part in a culminating activity such as a moot court exercise, which pulls together the data analysis, interviewing and other skills developed in the program.

IRS Special Agent Training: The Adrian Project – A day long mock criminal investigation. The Adrian Project gives students interested in IRS Criminal Investigation a chance to try their hand at finding and examining evidence and using surveillance techniques all while working side by side with real IRS Criminal Investigation agents.

Prerequisites: BU7560, BU7562, BU7563 and BU7565, or equivalents

Appendix 5 – New Course Syllabi

**STATE UNIVERSITY OF NEW YORK
COLLEGE AT OLD WESTBURY
DEPARTMENT OF ACCOUNTING, TAXATION AND BUSINESS LAW**

BU7562 - Business Valuation for Forensic Accountants (3 cr.)

TEXTS

Fraud Casebook, Lessons from the Bad Side of Business, Edited by Joseph T. Wells. 2007. John Wiley & Sons; Hoboken, NJ: ISBN 978-0-470-13468-9.

Hon. David Laro and Shannon P. Pratt, *Business Valuation and Taxes: Procedure, Law & Perspective*, 2011, (2nd Ed). Wiley: ISBN 978-0-470-60162-4

Litigation Support Report Writing, Jack P. Friedman and Roman L. Weil. 2003. John Wiley & Sons; Hoboken, NJ: ISBN: 0-471-26290-0.

Fraud Examiners Manual, U.S Edition, ACFE. 2015. Austin, TX.

BIBLIOGRAPHY

Journal of Accountancy, *The CPA Journal*, *The Wall Street Journal*, *Fraud Magazine*, ACFE Website (ACFE.com), *Journal of Forensic Accounting*, *Journal of Business Valuation and Economic Loss Analysis*, *Business Valuation Review*, *Journal of Forensic & Investigative Accounting*, *Journal of Forensic Studies in Accounting & Business*.

A. 1. COURSE DESCRIPTION

This course explores the basics of business valuation; how businesses are valued, how to evaluate the credentials of self-styled valuation “experts”, and the quality of the report they produce. Organization of information regarding case into effective written reports. Students will learn the three methods of valuation, their strengths and weaknesses, and when to apply each. The course explores how professionals use valuation principles. Most importantly, students will engage in interactive exercises to learn how to procure valuation reports which are more likely to survive audit by the IRS. Guest speakers may present, or students may report on various projects that they have been conducting either independently or in groups.

A. 2. LEARNING GOALS/ OBJECTIVES

This course is structured to enable you to accomplish the following:

- Students will demonstrate a broad and more in depth understanding of laws regulations and practice applicable to business valuation. This knowledge should enable students to develop solutions to complex forensic accounting and business valuation issues utilizing critical thinking skills.

- Students will be prepared to become socially responsible business leaders able to recognize ethical dilemmas and achieve resolutions in a socially and professionally responsible manner.
- Students should demonstrate the ability to operate and lead in challenging positions in a competitive global financial environment.
- Students will be able to demonstrate an ability to be effective communicators.
- Students will demonstrate well developed research skills.

The overall objective of the course is to develop an understanding of the methods of business valuation through the use real cases. At the conclusion of the course, students should demonstrate a growing mastery of the skills required of the forensic accountant in business valuations.

Students will learn:

- The three methods of business valuation.
- The different standards for business appraisers.
- The different types of discounts and premiums that can be applied to value a business, and when they are appropriate.
- The effect of subsequent events on a valuation.
- Different standards of value and sources of law for business valuation.
- Burden of proof in valuation controversies.
- Penalties and sanctions for inadequate business valuation reports.
- Choice of entity and its effect on valuation.
- Comparative financial statement analysis.
- Economic and industry analysis.
- Site visits and interviews.
- Weighting of approaches.
- Questions to ask a business valuation expert

B. COURSE PREREQUISITES

BU 7560, Fraud Examination

C. MODE OF INSTRUCTION

Class time will be allocated to a discussion of the readings, review of cases, and class case to be competed in small groups.

D. STUDENT RESPONSIBILITIES:

Attendance

A maximum of two unexcused absences is permitted. Students are expected to attend all classes, as participation is essential to mastering the subject matter and will be considered in your grade for the course.

Incomplete & Credit/No Credit Grades

The grade of incomplete shall be given only when a student has been passing the course and due to unusual circumstances has not completed all required assignments. The student must be prepared to document the basis for changing a grade of "I" to a passing grade. Any student who meets the criteria for an incomplete and has four or more absences will be required to submit a written assignment related to proposed legislation. The credit/no credit option is not available to tax majors for this course.

Withdrawals

Students wishing to withdraw from the course after the seventh week of the semester MUST deliver a signed withdrawal request to me. Anyone withdrawing from the course after _____ without permission will receive a failing grade for the course. The last day to withdraw from class is _____.

E.1. GRADING

Two exams (Midterm & Final)	40%
Term project	25%
Homework assignments	20%
Classroom participation and homework assignments	<u>15%</u>
	100%

Failure to sit for an examination on its scheduled date will result in a failure for the course. Students missing an examination are advised to withdraw from the course. MAKE UP EXAMINATIONS WILL NOT BE GIVEN.

E.2. ACCOMMODATIONS FOR STUDENTS WITH SPECIAL NEEDS

If you have, or suspect you may have, a physical, psychological, medical or learning disability that may impact your coursework, please contact The Office of Services for Students with Disabilities (OSSD) at 516-876-3009. The Office will help you determine if you qualify for accommodations and help you get them. All support services are free and all contacts with the OSSD are strictly confidential.

F. AGENDA

Students must read all chapters and complete the homework assignments prior to the class meetings. Students must be prepared to discuss the topics and assignments.

COURSE OUTLINE

Note: Homework Assignments will be announced before beginning each chapter.

<u>Week</u>	<u>Chapter/Section</u>	<u>TOPIC</u>
1	1	Standards of Valuation
2	10 & 11	Financial Statement Analysis
3	12 & 13	Economic, Industry, and Business Analysis
4	7	Valuation and Choice of Entity
4	8	Valuation of S-Corporations and Other Pass-Through Entities
6	14	Income Approach
7	15	Market Approach; Valuation Exercise
8		Mid-Term Examination
9	16 & 23	Asset-Based Approach; Business Appraisal Reports
10	17 to 19	Adjustments to Value; Discounts
11	23, 3, & 27	Weighting of Approaches; Evaluation of Experts
12	2	Subsequent Events
13	25; I & II	Business Valuation Reports (Larro); Business Appraisal; Employment Litigation (Friedman)
14	24 & 26	IRS Positions; Valuation of Options
15		Final Examination

Term Project: A comprehensive project that explores a major area of business valuation will be completed in teams.

G. REFERENCES

Guide to Business Valuations (14th Ed., Practitioner's Publishing Company).

Harvard Case Studies

**STATE UNIVERSITY OF NEW YORK
COLLEGE AT OLD WESTBURY
DEPARTMENT OF ACCOUNTING, TAXATION AND BUSINESS LAW**

BU7563 – Fraudulent Financial Reporting (3 cr.)

TEXT

Financial Statement Fraud: Strategies for Detection and Investigation, Gerard Zack. 2012. John Wiley and Sons, New York, NY: ISBN 978-1-118-30155-5.

Financial Statement Fraud Casebook: Baking the Ledgers and Cooking the Books, 2011. Joseph T. Wells (Editor). ISBN 978-0-470-93441-8.

Fraud Examiners Manual, U.S Edition, ACFE. 2015. Austin, TX.

BIBLIOGRAPHY

Journal of Accountancy, *The CPA Journal*, *The Wall Street Journal*, *Fraud Magazine*, ACFE Website (ACFE.com), *Journal of Forensic Accounting*, *Journal of Forensic & Investigative Accounting*, *Journal of Forensic Studies in Accounting & Business*.

A. 1. COURSE DESCRIPTION

Financial statement fraud involves intentional misstatements or omissions of financial statement amounts or disclosures to deceive users of the statements. Students will learn how and why financial statement fraud is committed, how such conduct can be deterred, and how allegations of fraud should be investigated and resolved. Students will understand and detect the creative accounting methods employed by management along with related fraud prevention strategies.

In addition to covering the material in the textbook, class sessions will be interactive, with students working through cases, developing investigative strategies, and seeking to prove how the fraud was committed. Guest speakers who are experts in this area will discuss actual events. Projects will be conducted independently and in groups.

A. 2. LEARNING GOALS/OBJECTIVES

This course is structured to enable you to accomplish the following:

- Demonstrate a broad and in depth knowledge and understanding of forensic accounting principles, theories, & practice. This knowledge should enable students to develop solutions to complex issues utilizing critical thinking skills.
- Students should demonstrate an ability to operate and lead in challenging positions in a competitive global financial environment.
- Possess a foundation of technical knowledge in forensic accounting theory.
- Apply accounting information and theories in reporting to decision makers.
- Think critically, synthesize technical knowledge in addressing business issues, and formulate solutions.

- Understand existing alternatives and limitations of financial information, and how management incentives and discretion influence the communication of their performance and strategy to investors.
- Enhance your ability to extract, interpret and analyze financial statement information and assess a firm's strategy and valuation.
- Assess how **ethical** considerations impact financial reporting quality and decision making.
- Present **written communication** in a clear, concise and professional manner.

The overall objective of the course is to develop an understanding of the fundamental principles of financial statement fraud with regard to the current business environment. At the conclusion of the course, students will have an understanding of the following:

- Nature and distinguishing features of financial statement fraud.
- How fraudulent financial reporting is accomplished.
- The victims of financial statement fraud.
- The tools and techniques used to execute such fraud.
- Analytical tools for the detection of financial statement fraud
- The design of fraud prevention strategies.
- Revenue and expense related financial statement fraud schemes.
- Asset overstatement & liability understatement financial statement fraud schemes.
- Financial statement disclosure fraud schemes

B. COURSE PREREQUISITES

BU7560 - Fraud Examination

C. MODE OF INSTRUCTION

Class time will be allocated to a discussion of the readings, review of homework questions, problems & cases, and class cases to be completed individually and in small groups.

D. STUDENT RESPONSIBILITIES:

Attendance

A maximum of two unexcused absences is permitted. Students are expected to attend all classes, as participation is essential to mastering the subject matter and will be considered in your grade for the course.

Incomplete & Credit/No Credit Grades

The grade of incomplete shall be given only when a student has been passing the course and due to unusual circumstances has not completed all required assignments. The student must be prepared to document the basis for changing a grade of "I" to a passing grade. Any student who meets the criteria for an incomplete and has four or more absences will be required to submit a written assignment related to proposed legislation. The credit/no credit option is not available to tax majors for this course.

Withdrawals

Students wishing to withdraw from the course after the seventh week of the semester MUST deliver a signed withdrawal request to me. Anyone withdrawing from the course after _____ without permission will receive a failing grade for the course. The last day to withdraw from class is _____.

E.1. GRADING

Two exams (30% each)	60%
Term project	25%
Classroom participation and homework assignments	<u>15%</u>
	100%

Failure to sit for an examination on its scheduled date will result in a failure for the course. Students missing an examination are advised to withdraw from the course. **MAKE UP EXAMINATIONS WILL NOT BE GIVEN.**

E.2. ACCOMMODATIONS FOR STUDENTS WITH SPECIAL NEEDS

If you have, or suspect you may have, a physical, psychological, medical or learning disability that may impact your coursework, please contact The Office of Services for Students with Disabilities (OSSD) at 516-876-3009. The Office will help you determine if you qualify for accommodations and help you get them. All support services are free and all contacts with the OSSD are strictly confidential.

F. AGENDA

Students must read all chapters and complete the homework assignments prior to the class meetings. Students must be prepared to discuss the topics and assignments.

COURSE OUTLINE:

Homework Assignments will be announced before beginning each chapter.

Week	Chapter	TOPIC
1	1	Introduction to Revenue-Based Financial Reporting Fraud Schemes (Zach)
	2	Timing Schemes (Zach)
2	3	Fictitious and Inflated Revenue (Zach)
	4	Misclassification Schemes (Zach)
	5	Gross-Up Schemes (Zach)

- 3 6 **Improper Capitalization of Costs (Zach)**
7 **Asset Valuation Schemes (Zach)**
- 4 9 **Shifting Expenses to Future Periods (Zach)**
10 **Omissions and Underreporting of Liabilities (Zach)**
- 5 12 **Financial Reporting Fraud as a Concealment Tool (Zach)**
14 **Disclosure Fraud**
- 6 15 **Detecting Financial Statement Fraud**
16 **Financial Statement Analysis**
- 7 **Mid Term Examination**
- 8 1 **Keep On Trucking (Wells).**
2 **Too Good to Be True? (Wells).**
3 **Trust Us . . . We Wouldn't Lie to You (Wells).**
- 9 4 **Rotten from the Core (Wells).**
5 **The Broken Trust (Wells).**
6 **The Perfect Family Business (Wells).**
- 10 7 **Auditor's Loyalty (Wells).**
8 **Easy Come, Easy Go (Wells).**
9 **Organized Crime Is Not Just for the Usual Suspects (Wells).**
- 11 10 **The Spinster and the Investment (Wells).**
11 **This Might Sound Familiar . . . (Wells).**
12 **Pulling the Strings (Wells).**
- 12 13 **A Tale of Two Books (Wells).**
14 **The Family Man Behind Bars (Wells).**
15 **Net Capital Requirements (Wells).**
- 13 **Other Current Case Studies**
- 14 **Other Current Case Studies**
- 15 **Final Examination**

Term Project: A comprehensive project that explores a major area of financial statement fraud will be completed in teams.

G. REFERENCES

American Institute of Certified Public Accountants, Inc. *Codification of Auditing Standards* (Latest Edition). New York, NY.

- “The Auditors Communication with Those Charged with Governance”, AU-C Section 260.
- “Consideration of Fraud in a Financial Statement Audit,” AU-C Section 240.
- “Communications With Audit Committees”, Auditing Standard No. 16, PCAOB, Washington, DC.

Association of Certified Fraud Examiners, *The 2014 Report to the Nation Occupational Fraud and Abuse*. ACFE, 2014.

Association of Certified Fraud Examiners, *The Fraud Examiners’ Manual, 2014 Edition*. ACFE, 2014.

**STATE UNIVERSITY OF NEW YORK
COLLEGE AT OLD WESTBURY
DEPARTMENT OF ACCOUNTING, TAXATION AND BUSINESS LAW**

BU 7564 – Special Topics in Fraud Examination (3 cr.)

TEXTS

Money Laundering Prevention: Deterring, Detecting, and Resolving Financial Fraud. Jonathan E. Turner. 2011. Wiley; Hoboken, NJ: ISBN 978-0-470-87475-2.

Healthcare Fraud: Auditing and Detection Guide (2nd Ed.), Rebecca S. Busch. 2012. John Wiley & Sons; Hoboken, NJ: ISBN: 978-1-118-17980-2.

Fraud and Abuse in Nonprofit Organizations, Marie L. Zack. 2003. John Wiley & Sons; Hoboken, NJ: ISBN: 0-471-44615-7.

Fraud Examiners Manual, U.S Edition, ACFE. 2015. Austin, TX.

BIBLIOGRAPHY

Journal of Accountancy, *The CPA Journal*, *The Wall Street Journal*, *Fraud Magazine*, ACFE Website (ACFE.com), CFI Website (certifiedinterviewer.com), *Journal of Forensic Accounting*, *Journal of Forensic & Investigative Accounting*, *Journal of Forensic Studies in Accounting & Business*.

Beyond the Numbers, Workbook & Video. ACFE. 2014. Austin, TX.

Finding the Truth: Effective Techniques for Interview and Communication, Workbook & Video. ACFE. 2013. Austin, TX.

A. 1. COURSE DESCRIPTION

This will include, but not limited to, specific fraud contexts, such as bankruptcy fraud, money laundering, tax fraud, consumer fraud, or industry specific frauds, such as healthcare fraud, securities fraud, insurance fraud, mortgage fraud. The theme of this course and topic(s) covered could vary each semester offered. Guest speakers who are experts in this area will discuss actual events. Projects will be conducted independently and in groups.

A. 2. LEARNING GOALS/OBJECTIVES

This course is structured to enable you to accomplish the following:

- Students will demonstrate a broad and more in depth understanding of laws, regulations and practice applicable to the topic(s) covered. This knowledge should enable students to develop solutions to complex fraud and valuation issues utilizing critical thinking skills.

- Students will be prepared to become socially responsible business leaders able to recognize ethical dilemmas and achieve resolutions in a socially and professionally responsible manner.
- Students should demonstrate the ability to operate and lead in challenging positions in a competitive global financial environment.
- Students will be able to demonstrate an ability to be effective communicators.
- Students will demonstrate well developed research skills.

The overall objective of the course is to develop an understanding of the methods of business valuation through the use real cases. At the conclusion of the course, students should demonstrate a growing mastery of the skills required of a fraud examiner in respective business area of the topic(s) covered, such as bankruptcy fraud, money laundering, tax fraud, consumer fraud, or industry specific frauds, such as healthcare fraud, securities fraud, insurance fraud, mortgage fraud.

B. COURSE PREREQUISITES

BU7560 - Fraud Examination

C. MODE OF INSTRUCTION

Class time will be allocated to a discussion of the readings, review of cases, and class case to be competed in small groups.

D. STUDENT RESPONSIBILITIES:

Attendance

A maximum of two unexcused absences is permitted. Students are expected to attend all classes, as participation is essential to mastering the subject matter and will be considered in your grade for the course.

Incomplete & Credit/No Credit Grades

The grade of incomplete shall be given only when a student has been passing the course and due to unusual circumstances has not completed all required assignments. The student must be prepared to document the basis for changing a grade of "I" to a passing grade. Any student who meets the criteria for an incomplete and has four or more absences will be required to submit a written assignment related to proposed legislation. The credit/no credit option is not available to tax majors for this course.

Withdrawals

Students wishing to withdraw from the course after the seventh week of the semester MUST deliver a signed withdrawal request to me. Anyone withdrawing from the course after _____ without permission will receive a failing grade for the course. The last day to withdraw from class is _____.

E.1. GRADING

One exam (Final)	40%
Term project	25%
Homework assignments	20%
Classroom participation	<u>15%</u>
	100%

Failure to sit for an examination on its scheduled date will result in a failure for the course. Students missing an examination are advised to withdraw from the course. MAKE UP EXAMINATIONS WILL NOT BE GIVEN.

E.2. ACCOMMODATIONS FOR STUDENTS WITH SPECIAL NEEDS

If you have, or suspect you may have, a physical, psychological, medical or learning disability that may impact your coursework, please contact The Office of Services for Students with Disabilities (OSSD) at 516-876-3009. The Office will help you determine if you qualify for accommodations and help you get them. All support services are free and all contacts with the OSSD are strictly confidential.

F. AGENDA

Students must read all chapters and complete the homework assignments prior to the class meetings. Students must be prepared to discuss the topics and assignments.

COURSE OUTLINE

Note: Homework Assignments will be announced before beginning each chapter.

<u>Week</u>	<u>Chapter/Section</u>	<u>TOPIC</u>
1	1	Understanding the Process of Money Laundering
2	2,	Motivations for Getting Involved
3	3	Mechanisms for Moving Money
4		Guest Speaker: Current Case on Money Laundering
5	4	Going Global
6	5	Technology and Tomorrow
7		Guest Speaker: Current Case on Money Laundering
8	6	Discovery and Prevention
9		Guest Speaker: Current Case on Money Laundering
10	7	Terror Financing
11	8	Identifying Risk Exposures
12	9	Investigating Money Movement
13	10, 11	Reporting and Recovery; Conclusion
14		Group Project Presentations
15		Final Examination

Term Project: A comprehensive project that explores a major area of interviewing and/or report writing will be completed.

G. REFERENCES

American Institute of Certified Public Accountants, Inc. *Codification of Auditing Standards* (Latest Edition). New York, NY.

- “The Auditors Communication with Those Charged with Governance”, AU-C Section 260.
- “Consideration of Fraud in a Financial Statement Audit,” AU-C Section 240.
- “Communications With Audit Committees”, Auditing Standard No. 16, PCAOB, Washington, DC.

Association of Certified Fraud Examiners, *The 2014 Report to the Nation Occupational Fraud and Abuse*. ACFE, 2014.

Association of Certified Fraud Examiners, *The Fraud Examiners' Manual, 2014 Edition*. ACFE, 2014.

**STATE UNIVERSITY OF NEW YORK
COLLEGE AT OLD WESTBURY
DEPARTMENT OF ACCOUNTING, TAXATION AND BUSINESS LAW**

BU 7565 – Forensic Interviewing, Fraud and the Law (3 cr.)

TEXTS

Criminal Procedure: An Analysis of Cases & Concepts, 5th Edition, by Whitebread and Slobogin. 2007. ISBN 978-1599411576.

Criminal Procedure: An Analysis of Cases & Concepts, Supplement 5th Edition, by Whitebread and Slobogin. 2013. ISBN 978-1609303723.

Fraud Examination, 5th ed., by Albrecht, Albrecht, Albrecht, & Zimbelman. Cengage Learning, 2012: ISBN# 978-1-305-07914-4.

Practical Aspects of Interview and Interrogation, (2nd Edition). David E. Zulawski and Douglas E. Wicklander. 2002. CRC Press LLC; Boca Raton, FL: ISBN 0-8493-1153-5.

Fraud Examiners Manual, U.S. Edition, ACFE. 2015. Austin, TX.

BIBLIOGRAPHY

Journal of Accountancy, *The CPA Journal*, *The Wall Street Journal*, *Fraud Magazine*, ACFE Website (ACFE.com), *Journal of Forensic Accounting*, *Journal of Forensic & Investigative Accounting*, *Journal of Forensic Studies in Accounting & Business*.

A. 1. COURSE DESCRIPTION

Instruction and skill development in interviewing, and note-taking in the criminal justice context. Development of skills to conduct investigations by interviewing witnesses, victims, and suspects properly. This course is designed to further the student's knowledge of the contemporary legal environment faced by forensic accountants. Topics covered include the Federal Rules of Evidence (including the Daubert rule), the Federal Rules of Civil and Criminal Procedure, the Foreign Corrupt Practices Act, the Federal False Claims Act, the grand jury, expert witness testimony, laws that preserve the rights of suspects and witnesses, including those pertaining to searches and seizures, arrest, the privilege against self-incrimination, and laws related to money laundering and terrorist financing (e.g., USA Patriot Act), wire fraud, mail fraud, and other fraud-related offenses. The course also provides an overview of offshore entities such as trusts and shell corporations. Other important topics the course examines are asset tracing and asset forfeiture alternative dispute resolution.

A. 2. LEARNING GOALS/OBJECTIVES

This course is structured to enable you to accomplish the following:

- Students will demonstrate a broad and more in depth understanding of laws regulations and practice applicable to forensic accounting. This knowledge should enable students to develop solutions to complex fraud and forensic accounting issues utilizing critical thinking skills.
- Students will demonstrate and develop an understanding of various interviewing techniques to support forensic accounting analysis within the legal environment.
- Students will be prepared to become socially responsible business leaders able to recognize ethical dilemmas and achieve resolutions in a socially and professionally responsible manner.
- Students should demonstrate the ability to operate and lead in challenging positions in a competitive global financial environment.
- Students will be able to demonstrate an ability to be effective communicators.
- Students will demonstrate well developed research skills.

The overall objectives of the course are to give students an appreciation of the scope, extent and importance of the law as well as the basic concepts, principles and rules of law that apply to forensic accounting, to gain an understanding of the significance of the legal system in making decisions and solving forensic accounting problems, to gain an appreciation of the Internet and other databases, such as Lexis-Nexis, Westlaw Academic, and ABI Inform, to develop the ability to recognize the potential legal problems which may arise in a doubtful or complicated situation, and the necessity of consulting a lawyer, and to develop research abilities and analytical reasoning skills.

B. COURSE PREREQUISITES

None

C. MODE OF INSTRUCTION

Class time will be allocated to a discussion of the readings, review of current events and cases, and student presentations to the class.

D. STUDENT RESPONSIBILITIES:

Attendance

A maximum of two unexcused absences is permitted. Students are expected to attend all classes, as participation is essential to mastering the subject matter and will be considered in your grade for the course.

Incomplete & Credit/No Credit Grades

The grade of incomplete shall be given only when a student has been passing the course and due to unusual circumstances has not completed all required assignments. The student must be prepared to document the basis for changing a grade of "I" to a passing grade. Any student who meets the criteria for an incomplete and has four or more absences will be required to submit a written assignment related to proposed legislation. The credit/no credit option is not available to tax majors for this course.

Withdrawals

Students wishing to withdraw from the course after the seventh week of the semester MUST deliver a signed withdrawal request to me. Anyone withdrawing from the course after _____ without permission will receive a failing grade for the course. The last day to withdraw from class is _____.

E.1. GRADING

Two exams (Midterm & Final)	40%
Oral Presentation	20%
Project	10%
Homework assignments	20%
Classroom participation	<u>10%</u>
	100%

Failure to sit for an examination on its scheduled date will result in a failure for the course. Students missing an examination are advised to withdraw from the course. MAKE UP EXAMINATIONS WILL NOT BE GIVEN.

E.2. ACCOMMODATIONS FOR STUDENTS WITH SPECIAL NEEDS

If you have, or suspect you may have, a physical, psychological, medical or learning disability that may impact your coursework, please contact The Office of Services for Students with Disabilities (OSSD) at 516-876-3009. The Office will help you determine if you qualify for accommodations and help you get them. All support services are free and all contacts with the OSSD are strictly confidential.

F. AGENDA

Students must read all chapters and complete the homework assignments prior to the class meetings. Students must be prepared to discuss the topics and assignments.

COURSE OUTLINE

Note: Homework Assignments will be announced before beginning each chapter.

<u>Week</u>	<u>Chapter/Section</u>	<u>TOPIC</u>
1	1	Introduction - Overview of the Process (Zulawski)
2	2, 3, 4	Preparation; Legal Aspects; Memory & False Confessions
3	5, 6	Verbal & Physical Behavior; Cause of Denials (Zulawski)
4	7, 8	Interviewing (Zulawski)
5	9, 10, 11	Accusation; Rationalizations; Denials (Zulawski)
6	12	Obtaining the Admission (Zulawski)
7	23, 2, 3, 6	Introduction to the Grand Jury; The Exclusionary Rule; The Law Of Arrests; Search Incident to a Lawful Arrest
8		Mid-Term Examination
9	Outside Readings	Federal Rules of Evidence; Foreign Corrupt Practices Act and the Federal False Claims Act; Federal Fraud, Money Laundering, & Terrorist Financing Statutes
9	16 & 23	Asset-Based Approach; Business Appraisal Reports
10	16 to 19	Asset-Based Approach; Business Appraisal Reports; Adjustments
11	23, 3, & 27	Weighting of Approaches; Evaluation of Experts
12	2	Subsequent Events
13	25	Business Valuation Reports
14	24 & 26	IRS Positions; Valuation of Options
15		Final Examination

Term Project: A comprehensive project that explores a major area of business valuation will be completed in teams.

G. REFERENCES

Lexis-Nexis: Lexis-Nexis permits you to research federal and state statutes, law review articles, legal news, federal and state court cases, federal and state regulations, the Internal Revenue Code, various SEC filings, and other materials. Any required reading materials that cannot be accessed on Lexis-Nexis will be provided to you by the instructor.

Week 5 Readings:

Forensic Accountants and Attorney-client Privilege. Pacini, Hillison, & Thompson (2005). *Journal of Forensic Accounting, Supplement*. pp. 149-166.

Accountants as Expert Witnesses: A Primer on Meeting Daubert Challenges. Peterson & Barnhill (2003). *Journal of Forensic Accounting*. pp. 113-126.

The “What” and the “How” of Daubert Challenges to Expert Testimony Under the New Federal Rule of Evidence 702. Gebauer (2002). *Pennsylvania Bar Association Quarterly*. pp. 76-85.

Forensic Science Expert Qualifications: Traps for the Unwary. Giannelli (2001). *Criminal Law Bulletin*. pp. 249-261.

Brinati v. KPMG Peat Marwick, 2 F.3d 183 (7th Cir. 1993).

Sanchez v. KPMG Peat Marwick, 1996 U.S. Dist. Lexis 2773 (D.N. M. 1996).

Week 6 Readings:

The Role of Qui Tam Actions Under the False Claims Act in Preventing and Deterring Fraud Against Government. Pacini & Hood, (2007). *University of Miami Business Law Review XV* (2). pp. 273-301.

The Foreign Corrupt Practices Act and the New International Norms. Deming (2005). *International Practitioner's Deskbook Series*.

Week 7 Readings:

Davis, K. 2003. Legislating against the financing of terrorism: Pitfalls and prospects. *Journal of Financial Crime* 10 (3): 269-274.

Silets, H.M. and C.VanCleef. 2003. Compliance issues in the wake of the USA Patriot Act. *Journal of Financial Crime* 10 (4): 392-399.

Cassella, S. 2003. Provisions of the USA Patriot Act relating to asset forfeiture in transnational cases. *Journal of Financial Crime* 10 (4): 303- 308.

FATF. 2003. FATF on Money Laundering: The Forty Recommendations. Available at http://www1.oecd.org/fatf/pdf/40Recs-2003_en.pdf.

**STATE UNIVERSITY OF NEW YORK
COLLEGE AT OLD WESTBURY
DEPARTMENT OF ACCOUNTING, TAXATION AND BUSINESS LAW**

BU 7566 – Criminology/White-Collar Crime (3 cr.)

TEXTS

Crimes of Privilege: Readings in White-Collar Crime, Edited by Neal Shover and John Paul Wirthg. 2001. Oxford University Press; New York, NY: ISBN 0-19-513621-7.

White-Collar Crime, A Text/Reader, by Brian Payne. 2012. SAGE Publications, Inc.; Thousand Oaks, CA: ISBN: 978-1-412-98749-3.

Today's White Collar Crime: Legal, Investigative, and Theoretical Perspectives, by Hank J. Brightman. (2009). Routledge; New York: ISBN: 978-0415996112.

Fraud Examiners Manual, U.S Edition, ACFE. 2015. Austin, TX.

BIBLIOGRAPHY

Journal of Accountancy, *The CPA Journal*, *The Wall Street Journal*, *Fraud Magazine*, ACFE Website (ACFE.com), *Journal of Forensic Accounting*, *Journal of Contemporary Criminal Justice*, *Journal of Criminal Law and Criminology*.

Why Do They Do It? The Motives, Mores, and Character of White Collar Criminals.
<http://scholarship.law.stjohns.edu/cgi/viewcontent.cgi?article=1087&context=lawreview>

A. 1. COURSE DESCRIPTION

Psychological and sociological motivations of fraud perpetrators will be examined in depth. Crimes committed by “respectable people” in positions of responsibility in private or public sector will be studied, looking at similarities and differences in behaviors. Critical readings of Sutherland, Cressey, and others are contrasted with more recent perspectives on illegal developments and corporate violations. Wall Street executives, corporate and government officials, high tech computer wizards give a new focus to white collar crime. Discusses the nature of these crimes, how regulatory bodies and legal systems treat these criminals and how they seek to avoid detection and prosecution. The impact of this type of crime on individuals, organizations and society will be discussed.

A. 2. LEARNING GOALS/OBJECTIVES

This course is structured to enable you to accomplish the following:

- Students will demonstrate a broad and more in depth understanding of the history and trends in white-collar crime. This knowledge should enable students to develop critical thinking skills related to various white-collar crime issues.

- Students will be prepared to become socially responsible business leaders able to recognize ethical dilemmas and achieve resolutions in a socially and professionally responsible manner.
- Students should demonstrate the ability to operate and lead in challenging positions in a competitive global financial environment.
- Students will be able to demonstrate an ability to be effective communicators.
- Students will demonstrate well developed research skills.

The student will understand historic and current trends in white-collar crime. Modern conceptions of the thinking and activities of white-collar criminals described/discussed. The student will demonstrate knowledge of the influence of inequalities pertaining to race, ethnicity, and other cultural/diversity variables on the incidence and prevalence of white-collar crime. The impact of culture, gender, and age on ideology and behavior will be discussed. The student will demonstrate ethical knowledge pertaining to conduct of police, FBI, and other governmental officials, the relevance of diversity in education and training of white-collar crime investigators.

B. COURSE PREREQUISITES

None

C. MODE OF INSTRUCTION

Class time will be allocated to a discussion of the readings, review of cases, and class case to be competed in small groups.

D. STUDENT RESPONSIBILITIES:

Attendance

A maximum of two unexcused absences is permitted. Students are expected to attend all classes, as participation is essential to mastering the subject matter and will be considered in your grade for the course.

Incomplete & Credit/No Credit Grades

The grade of incomplete shall be given only when a student has been passing the course and due to unusual circumstances has not completed all required assignments. The student must be prepared to document the basis for changing a grade of "I" to a passing grade. Any student who meets the criteria for an incomplete and has four or more absences will be required to submit a written assignment related to proposed legislation. The credit/no credit option is not available to tax majors for this course.

Withdrawals

Students wishing to withdraw from the course after the seventh week of the semester MUST deliver a signed withdrawal request to me. Anyone withdrawing from the course after _____ without permission will receive a failing grade for the course. The last day to withdraw from class is _____.

E.1. GRADING

One exam (Final)	40%
Term project	25%
Homework assignments	20%
Classroom participation and discussions	<u>15%</u>
	100%

Failure to sit for an examination on its scheduled date will result in a failure for the course. Students missing an examination are advised to withdraw from the course. MAKE UP EXAMINATIONS WILL NOT BE GIVEN.

E.2. ACCOMMODATIONS FOR STUDENTS WITH SPECIAL NEEDS

If you have, or suspect you may have, a physical, psychological, medical or learning disability that may impact your coursework, please contact The Office of Services for Students with Disabilities (OSSD) at 516-876-3009. The Office will help you determine if you qualify for accommodations and help you get them. All support services are free and all contacts with the OSSD are strictly confidential.

F. AGENDA

Students must read all chapters and complete the homework assignments prior to the class meetings. Students must be prepared to discuss the topics and assignments.

COURSE OUTLINE

Note: Homework Assignments will be announced before beginning each chapter.

<u>Week</u>	<u>Chapter/Section</u>	<u>TOPIC</u>
Asset Misappropriation		
1	I, II	Introduction and Overview of White-Collar Crime: A Systems Perspective. Understanding White-Collar Crime: Definitions, Extent, and Consequences (Payne)
2	XI 1	Explaining White-Collar Crime (Payne) Today's White-Collar Crime (Brightman)
3	2, 3 1	Information Technology and White Collar Crime; The Corporate-State Corruption Connection (Brightman) Conceptual Issues and Skirmishes pp. 1-31 (Shover)
4	4, 5 1	The Origins of Public Corruption Control; The Modern Era of Public Corruption (Brightman) Conceptual Issues and Skirmishes pp. 32-48 (Shover)
5	6	White Collar Crime Theory: Origins and Early Development (Brightman)
6	2	Victims and Costs (Shover)
7	7	Organizational Crime and Corporate Criminal Liabilities (Brightman)
8		Guest Speaker: Current Issues in White-Collar Crime (FBI, District Attorney's office, etc.)
9	3	White-Collar Crime Opportunities pp. 96-135 (Shover)
10	3	White-Collar Crime Opportunities pp. 136-171 (Shover)
11	8 4	White Collar Crime: A Legalistic Perspective (Brightman) Decision Making (Shover)
12	9 5	White Collar Crime Analysis and Trends (Brightman) Sources and Characteristics of White-Collar Offenders (Shover)
13	XII 10	Policing White-Collar Crime (Payne) Where Do We Go From Here? The Future of White Collar Crime (Brightman)
14	XIV 6	The Corrections Subsystem and White-Collar Crime (Payne); Controlling White-Collar Crime (Shover)
15		Final Examination

Term Project: A comprehensive project that explores a major area of white-collar crime will be completed in teams.

G. REFERENCES

American Institute of Certified Public Accountants, Inc. *Codification of Auditing Standards* (Latest Edition). New York, NY.

- “The Auditors Communication with Those Charged with Governance”, AU-C Section 260.
- “Consideration of Fraud in a Financial Statement Audit,” AU-C Section 240.
- “Communications With Audit Committees”, Auditing Standard No. 16, PCAOB, Washington, DC.

Association of Certified Fraud Examiners, *The 2014 Report to the Nation Occupational Fraud and Abuse*. ACFE, 2014.

Association of Certified Fraud Examiners, *The Fraud Examiners' Manual, 2014 Edition*. ACFE, 2014.

**STATE UNIVERSITY OF NEW YORK
COLLEGE AT OLD WESTBURY
DEPARTMENT OF ACCOUNTING, TAXATION AND BUSINESS LAW**

BU7567 - Computer Forensics (3 cr.)

TEXT

"Forensic Analytics: Methods and Techniques for Forensic Accounting Investigations,"
Mark J. Nigrini, Wiley 2011. ISBN 9780470890462.

A Practical Guide to Computer Forensics Investigations, 2015, Donald J. Hayes,
Pearson, ISBN 9780789741158.

Fraud Examiners Manual, U.S Edition, ACFE. 2015. Austin, TX.

BIBLIOGRAPHY

Journal of Accountancy, CPA Journal, The Wall Street Journal, ACFE Website (ACFE.com), Journal of Forensic Accounting, IS Audit and Control Journal, Journal of Forensic & Investigative Accounting, Journal of Forensic Studies in Accounting & Business.

A. 1. COURSE DESCRIPTION

The purpose of this course is to explain and promote the use of computer forensic technology and methodologies used in both proactive and reactive forensic accounting engagements. Forensic technology and detailed computer examinations have become more commonplace in today's forensic investigative environment, and the use of computer forensic analysis, e-discovery, and forensic data analysis is often a necessary component of any forensic accounting engagement. While most accounting professionals are not trained technologists, due to the ever changing investigative landscape, it is becoming increasingly important that accountants have an adequate base-level understanding of the current state of computer forensic and data analytical technology tools.

A. 2. LEARNING GOALS/OBJECTIVES

This course is structured to enable you to accomplish the following:

- Demonstrate a broad and in depth knowledge and understanding of computer forensic technology and methodologies. This knowledge should enable students to develop solutions to complex issues utilizing critical thinking skills.
- Possess a foundation of technical knowledge of computer forensics used in forensic accounting.
- Apply methodologies in reporting to decision makers.

- Think critically, synthesize technical knowledge in addressing business issues, and formulate solutions.
- Understand existing alternatives and limitations of computer forensic technologies.
- Enhance your ability to extract, interpret and information to assess potential problems.
- Assess how ethical considerations impact decision making.
- Present written communication in a clear, concise and professional manner.

The overall objective of the course is to develop an understanding of the computer forensic technology discipline. At the conclusion of the course, students should have an understanding of the following:

1. what computer forensic is, and the role of technology in supporting the practitioner;
2. considerations in planning and executing the computer forensic engagement;
3. the importance of technologies and methodologies that can be used to evaluate the data, once acquired;
4. applicable professional standards (e.g. AICPA) governing this work
5. typical computer forensic engagement activities and quality control;
6. indicia of computer facilitated fraud.

B. COURSE PREREQUISITES

BU 7560 Fraud Examination (including use of a CAAT tool such as IDEA or ACL).

BU 7555 Accounting Information Systems

Working knowledge of Microsoft Office Products (e.g., Word, Access and Excel).

C. MODE OF INSTRUCTION

Class time will be allocated to a discussion of the readings, review of homework questions, problems & cases, and class cases to be competed in small groups.

D. STUDENT RESPONSIBILITIES:

Attendance

A maximum of two unexcused absences is permitted. Students are expected to attend all classes, as participation is essential to mastering the subject matter and will be considered in your grade for the course.

Incomplete & Credit/No Credit Grades

The grade of incomplete shall be given only when a student has been passing the course and due to unusual circumstances has not completed all required assignments. The student must be prepared to document the basis for changing a grade of "I" to a passing grade. Any student who meets the criteria for an incomplete and has four or more

absences will be required to submit a written assignment related to proposed legislation. The credit/no credit option is not available to tax majors for this course.

Withdrawals

Students wishing to withdraw from the course after the seventh week of the semester MUST deliver a signed withdrawal request to me. Anyone withdrawing from the course after _____ without permission will receive a failing grade for the course. The last day to withdraw from class is _____.

E.1. GRADING

Two exams (30% each)	60%
Term project	25%
Classroom participation and homework assignments	15%
	100%

Failure to sit for an examination on its scheduled date will result in a failure for the course. Students missing an examination are advised to withdraw from the course.
MAKE UP EXAMINATIONS WILL NOT BE GIVEN.

E.2. ACCOMMODATIONS FOR STUDENTS WITH SPECIAL NEEDS

If you have, or suspect you may have, a physical, psychological, medical or learning disability that may impact your coursework, please contact The Office of Services for Students with Disabilities (OSSD) at 516-876-3009. The Office will help you determine if you qualify for accommodations and help you get them. All support services are free and all contacts with the OSSD are strictly confidential.

F. AGENDA

Students must read all chapters and complete the homework assignments prior to the class meetings. Students must be prepared to discuss the topics and assignments.

COURSE OUTLINE:

Homework Assignments will be announced before beginning each chapter.

Week	Chapter	TOPIC
1	1 H	The Scope of Computer Forensics and Forensic Analytics
2	1-3 N	Review of Applicable Microsoft Office Tools

3	5-6 N Bensford's Law – Basics and Assessing Conformity
4	7-8 N Bensford's Law – Advanced Topics
5	13-14N Identifying Fraud – Correlation and Time-Series
6	15-16N Risk Assessment, Risk Scoring and Analytics
7	Mid Term Examination
8	2 H Windows Operating and File Systems
9	3 H Handling Computer Hardware
10	4 H Acquiring Evidence in a Computer Forensics Lab
11	5 H Online Investigations
12	6 H Documenting the Computer Forensics Investigation
13	7 H Admissibility of Digital Evidence
14	8 H Introduction to Network Forensics
15	Final Examination

Term Project: A comprehensive project that explores a major area of computer forensics will be completed in teams.

G. REFERENCES

American Institute of Certified Public Accountants, Inc., “Computer Forensic Services and the CPA Practitioner,” 2012.

Association of Certified Fraud Examiners, The 2014 Report to the Nation Occupational Fraud and Abuse. ACFE, 2014.

Association of Certified Fraud Examiners, The. Fraud Examiners' Manual, Revised 2015 Edition. ACFE, 2015.

**STATE UNIVERSITY OF NEW YORK
COLLEGE AT OLD WESTBURY
DEPARTMENT OF ACCOUNTING, TAXATION AND BUSINESS LAW**

BU 7568 - Forensic Document Examination (3 cr.)

TEXTS

Forensic Document Examination, by Katherine M. Koppenhaver. 2007. Human; Totowa, NJ: ISBN: 1-59745-301-3.

Forensic Document Examination: Fundamentals and Current Trends, by Jane A. Lewis. 2014. Elsevier; New York, NY: ISBN: 0-8493-1285-X978-0-12-416693-6.

Fraud Examiners Manual, U.S. Edition, ACFE. 2015. Austin, TX.

BIBLIOGRAPHY

The Wall Street Journal, *Fraud Magazine*, Association of Forensic Document Examiners Website (AFDE.org), ACFE Website (ACFE.com), *Journal of Forensic Document Examination*, *Journal of the American Society of Questioned Document Examiners*, *International Journal of Forensic Document Examiners*, *Journal of Forensic Accounting*, *Journal of Forensic & Investigative Accounting*, *Journal of Forensic Studies in Accounting & Business*.

A. 1. COURSE DESCRIPTION

Fundamental procedures for handling, collecting, and analyzing questioned or fraudulent documents are presented. In addition, fundamental procedures for examining and comparing questioned handwriting for purposes of identification.

Guest speakers may present, or students may report on various projects that they have been conducting either independently or in groups. Topics include ethical conduct, terminology, investigative principles, case law and legal precedents, expert witness testimony, current research, notable cases handwriting characteristic elements, theoretical principles, simulation, handwriting physiology, methodological procedures, internal and external handwriting factors, and collecting specimens for comparison.

A. 2. LEARNING GOALS/OBJECTIVES

This course is structured to enable you to accomplish the following:

- Demonstrate a broad and in depth knowledge and understanding of forensic document examination principles, theories, & practice. This knowledge should enable students to develop solutions to complex issues utilizing critical thinking skills.
- Possess a foundation of technical knowledge in forensic document examination theory.
- Apply forensic document examination information and theories to decision makers.
- Think critically, synthesize technical knowledge in addressing issues, and formulate solutions.
- Understand existing alternatives and limitations of document examination information, and how it might influence potential outcomes.
- Enhance your ability to extract, interpret and analyze documents.
- Assess how ethical considerations impact document examination and decision making.
- Present written communication in a clear, concise and professional manner.

The overall objective of the course is to develop an understanding of the field of document examination and applying the principles through use of real cases. At the conclusion of the course, students should demonstrate a foundation of the skills required of the forensic document examiner.

B. COURSE PREREQUISITES

BU7560 - Fraud Examination

BU7565 - Forensic Interviewing, Fraud and the Law

C. MODE OF INSTRUCTION

Class time will be allocated to a discussion of the readings, review of cases, and class case to be competed in small groups.

D. STUDENT RESPONSIBILITIES:

Attendance

A maximum of two unexcused absences is permitted. Students are expected to attend all classes, as participation is essential to mastering the subject matter and will be considered in your grade for the course.

Incomplete & Credit/No Credit Grades

The grade of incomplete shall be given only when a student has been passing the course and due to unusual circumstances has not completed all required assignments. The student must be prepared to document the basis for changing a grade of "I" to a passing grade. Any student who meets the criteria for an incomplete and has four or more absences will be required to submit a written assignment related to proposed legislation. The credit/no credit option is not available to tax majors for this course.

Withdrawals

Students wishing to withdraw from the course after the seventh week of the semester MUST deliver a signed withdrawal request to me. Anyone withdrawing from the course after _____ without permission will receive a failing grade for the course. The last day to withdraw from class is _____.

E.1. GRADING

One exam (Final)	40%
Term project	25%
Homework assignments	20%
Classroom participation and homework assignments	<u>15%</u>
	100%

Failure to sit for an examination on its scheduled date will result in a failure for the course. Students missing an examination are advised to withdraw from the course. MAKE UP EXAMINATIONS WILL NOT BE GIVEN.

E.2. ACCOMMODATIONS FOR STUDENTS WITH SPECIAL NEEDS

If you have, or suspect you may have, a physical, psychological, medical or learning disability that may impact your coursework, please contact The Office of Services for Students with Disabilities (OSSD) at 516-876-3009. The Office will help you determine if you qualify for accommodations and help you get them. All support services are free and all contacts with the OSSD are strictly confidential.

F. AGENDA

Students must read all chapters and complete the homework assignments prior to the class meetings. Students must be prepared to discuss the topics and assignments.

COURSE OUTLINE

Note: Homework Assignments will be announced before beginning each chapter.

<u>Week</u>	<u>Chapter/Section</u>	<u>TOPIC</u>
1	Intro & 1	Introduction and Brief History (Lewis)
2	2, 3; 1,5	History of Document Examination, Forensic Document Examination Defined (Lewis); Evolution of the Written Word (Koppenhaver)
3	4; 2	Handwriting Individuality (Lewis) Principles of Handwriting (Koppenhaver)
4	5; 3,4	Basic Methodology (Lewis) Factors That Cause Changes in Handwriting, Handprinting and Numerals (K)
5	6, 8	Instrumentation (Lewis); Equipping a Laboratory (Koppenhaver)
6	6, 7	Forgery, Other Types of Fraud (Koppenhaver)
7	7	Case Examples (Lewis)
8		Guest Speaker: Current Case Study
9	10, 11, 12	Standards of Comparison, Systematic Examination of Handwriting, Master Pattern (Koppenhaver)
10	16, 17	Alteration of Documents, Disguised Writing (Koppenhaver)
11	21, 23,24	Writing Instruments, Typewriters/Printers, Duplicating Methods (Koppenhaver)
12	8, 9 15	Standards for FDE's, Forensic Document Examination in Courts (Lewis) Preparing Reports (Koppenhaver)
13	10 26, 27	Court Preparation in Questioned Document Cases (Lewis) The Discovery Process, The Litigation Process (Koppenhaver)
14	11 28	Court Charts (Lewis) Demonstrative Evidence (Koppenhaver)
15		Final Examination

Term Project: A comprehensive project that explores an indepth case study will be completed in teams.

G. REFERENCES

American Institute of Certified Public Accountants, Inc. *Codification of Auditing Standards* (Latest Edition). New York, NY.

- “The Auditors Communication with Those Charged with Governance”, AU-C Section 260.
- “Consideration of Fraud in a Financial Statement Audit,” AU-C Section 240.
- “Communications With Audit Committees”, Auditing Standard No. 16, PCAOB, Washington, DC.

Association of Certified Fraud Examiners, *The 2014 Report to the Nation Occupational Fraud and Abuse*. ACFE, 2014.

Association of Certified Fraud Examiners, *The Fraud Examiners’ Manual, 2014 Edition*. ACFE, 2014.

**STATE UNIVERSITY OF NEW YORK
COLLEGE AT OLD WESTBURY
DEPARTMENT OF ACCOUNTING, TAXATION AND BUSINESS LAW**

BU7576 – Special Topics: Tax Fraud (3 cr.)

TEXT

Tax Crimes. Townsend, John A., Larry A. Campagna, Steve Johnson, and Scott A. Schumacher. 2008. Newark, NJ: Lexis-Nexis. ISBN #:978-1422417690.

Internal Revenue Service. Financial Investigations: A Forensic Accounting Approach to Detecting and Resolving Crimes. Washington, DC: Government Printing Office.

The Ethics of Tax Evasion. McGee, Robert W. (Editor). 1998. South Orange, NJ: The Dumont Institute for Public Policy Research. ISBN #: 978-1-4614-1286-1.

Fraud Examiners Manual, U.S Edition, ACFE. 2015. Austin, TX.

BIBLIOGRAPHY

Journal of Accountancy, The CPA Journal, The Wall Street Journal, Fraud Magazine, ACFE Website (ACFE.com), Journal of Forensic Accounting, Journal of Accounting & Taxation, The Tax Advisor, Journal of International Accounting, Auditing and Taxation, Journal of Forensic & Investigative Accounting, Journal of Forensic Studies in Accounting & Business.

CCH Online Tax Service (Old Westbury.edu “Library Services”), IRS Website (www.irs.gov), for updated information

Links to other materials:

Internal Revenue Code <http://www.access.gpo.gov/uscode/title26/title26.html>

<http://www4.law.cornell.edu/uscode/>

Internal Revenue Regulations <http://www.access.gpo.gov/cgi-bin/cfrassemble.cgi?title=200426>

Internal Revenue Manual <http://www.irs.gov/irm>

Internal Revenue Criminal Tax Manual 2001

<http://www.usdoj.gov/tax/readingroom/2001ctm/index.htm>

A. 1. COURSE DESCRIPTION

An introductory course examining relevant IRC sections, Treasury Regulations and tax cases that pertain to Accounting Fraud and Tax Evasion. Students will be required to keep abreast of recent court decisions, regulations, and legislation, as well as proposed legislation and temporary regulations. Research, written assignments, and group homework projects will be assigned each semester from the prevailing accounting and tax fraud cases for review, discussion and analysis.

A. 2. LEARNING GOALS/OBJECTIVES

This course is structured to enable you to accomplish the following:

- Demonstrate a broad and in depth knowledge and understanding of the tax laws as applicable to fraud and forensic accounting situations. This knowledge should enable students to develop solutions to complex tax issues utilizing critical thinking skills.
- Possess a foundation of technical knowledge in taxation as applied to forensic accounting cases.
- Apply tax information to decision makers.
- Think critically, synthesize technical knowledge in addressing issues, and formulate solutions.
- Understand existing alternatives and limitations with regard to tax information, and how it might influence potential outcomes.
- Enhance your ability to extract, interpret and analyze the tax laws.
- Assess how ethical considerations impact decision making and various tax outcomes.
- Present written communication in a clear, concise and professional manner.

The objectives of the course is to address the complexities of accounting fraud and tax evasion so the students become familiar with: 1) The relevant statutory authority combating fraud and tax evasion; 2) understanding taxpayers methods of accounting fraud and tax evasion; 3) analyzing the IRS methods used to determine accounting fraud and tax evasion; and 4) becoming aware of the accountant's ethical issues in the areas of accounting fraud and tax evasion.

B. COURSE PREREQUISITES

BU6560 – Tax Accounting for Individuals or equivalent

C. MODE OF INSTRUCTION

Class time will be allocated to a discussion of the readings, review of cases, and class case to be competed in small groups.

D. STUDENT RESPONSIBILITIES:

Attendance

A maximum of two unexcused absences is permitted. Students are expected to attend all classes, as participation is essential to mastering the subject matter and will be considered in your grade for the course.

Incomplete & Credit/No Credit Grades

The grade of incomplete shall be given only when a student has been passing the course and due to unusual circumstances has not completed all required assignments. The student must be prepared to document the basis for changing a grade of "I" to a passing grade. Any student who meets the criteria for an incomplete and has four or more absences will be required to submit a

written assignment related to proposed legislation. The credit/no credit option is not available to tax majors for this course.

Withdrawals

Students wishing to withdraw from the course after the seventh week of the semester MUST deliver a signed withdrawal request to me. Anyone withdrawing from the course after _____ without permission will receive a failing grade for the course. The last day to withdraw from class is _____.

E.1. GRADING

Midterm & Final Examinations	60%
Homework Presentations	30%
Class Participation	10%
Total	100%

Failure to submit assignments timely will result in a lower grade and may result in failure for the course.

E.2. ACCOMMODATIONS FOR STUDENTS WITH SPECIAL NEEDS

If you have, or suspect you may have, a physical, psychological, medical or learning disability that may impact your coursework, please contact The Office of Services for Students with Disabilities (OSSD) at 516-876-3009. The Office will help you determine if you qualify for accommodations and help you get them. All support services are free and all contacts with the OSSD are strictly confidential.

F. AGENDA

Students must read all chapters and complete the homework assignments prior to the class meetings. Students must be prepared to discuss the topics and assignments.

COURSE OUTLINE

Note: Homework Assignments will be announced before beginning each chapter.

LECTURE	TOPIC
Week 1	Income and Forms Reading Assignment: Textbook - Tax Crimes: Chapter 1, pg. 1-18 26 U.S.C. §1, 61, 63(a), 6001, 6011(a), 6012, 6151(a) (review) 1 26 U.S.C. §101-140 (skim)
Week 2	Willfulness and Evasion Reading Assignment: Textbook - Tax Crimes: Chapter 2A, pg. 19-54 Internal Revenue Code; Statutes 5/21 & 5/28
Week 3	Title 26 Charges Discussion Topic: PROBLEM, Chapter 2A, pg. 54 – 55 Reading Assignment: Textbook – Tax Crimes: Chapter 2B, pg. 57-86
Week 4 & 5	Tax-Related Charges (Conspiracy & False Claims) Discussion Topic: PROBLEMS 1 and 2, Chapter 2B, pg. 86 – 96 Reading Assignment: Textbook – Tax Crimes: Chapter 3 pg. 97-117
Week 6	IRC §7201: Attempts to defeat or evade tax IRC § 7201 IRM (skim Part 25.1) CTM (Section 8) IRC § 7206 IRC § 7212
Week 7	IRC § 7202: Willful failure to collect or remit tax; IRC §7203: Willful failure to file return, supply information, or pay tax; IRC §7207: Fraudulent returns, statements, or other documents IRC § 7203 IRC § 7202 IRC § 7207 CTM (Sections 9, 10, 11, and 16) JT (Chapter 2B: 75-85)
Week 8	MIDTERM

Week 9

IRC § 6531: Statute of limitations in criminal tax prosecutions; IRC § 6501; computation of civil and criminal penalties
IRC § 6531; JT (362-376)
IRM (skim Part 20 and 25.6)
CTM (Section 7)
IRC § 6663
IRC § 6651
IRC § 6701
IRC § 6501
JT(Chapter 5: 176-181; Chapter 13: 377-382; 387-389)

Week 10

Civil tax audits; liens and levies; Civil tax audits; Methods of proof; appropriate use of these methods
IRM (Parts 4.2, 4.10, 4.11, 4.16, 4.18, 4.22, 4.28, 5.8-5.12)
FI (Chapter 7)
IRM (Part 9.5.9)
CTM (Sections 30, 31, 32, and 33)
JT (Chapter 4: 127-158; Chapter 6: 215-218; Chapter 7: 247-248)

Week 11

Mail and wire fraud; currency transaction reporting; Money laundering
18 USC § 1341
18 USC § 1343
Bank Secrecy Act, CTRs, FBARs
18 USC § 1956
18 USC § 1957
FI (Chapters 6, pp. 137-144, and 10)
IRM (Part 4.26)
CTM (Section 25)
JT (Chapter 2B: 85-86; Chapter 3: 117-125)

Week 12

Continuation of Mail and wire fraud; currency transaction reporting; money laundering
Bank Secrecy Act, CTRs, FBARs
18 USC § 1956
18 USC § 1957
FI (Chapters 6, pp. 137-144, and 10)
IRM (Part 4.26)
CTM (Section 25)
JT (Chapter 2B: 85-86; Chapter 3: 117-125)

Week 13

Ethics of tax evasion
M (pp. 5-35)

Week 14

Alternatives to present income tax system; off the books income:
A threat to all tax Search news and Internet for tax plans proposed by Congresspersons; find information from books,

articles, Internet on the types of plans, including flat tax and national sales tax.

Week 15

FINAL EXAM

**STATE UNIVERSITY OF NEW YORK
COLLEGE AT OLD WESTBURY
DEPARTMENT OF ACCOUNTING, TAXATION AND BUSINESS LAW**

BU 7591 - Forensic & Accounting Research (3 cr.)

TEXTS

Arson or Accident: A Case in Forensic Accounting, Insurance Fraud and Net Worth Analysis, by Cindy Durtschi. 2015. DePaul University; Chicago, IL.

Fraud Examiners Manual, U.S. Edition, ACFE. 2015. Austin, TX.

BIBLIOGRAPHY

Journal of Accountancy, *The CPA Journal*, *The Wall Street Journal*, *Fraud Magazine*, ACFE Website (ACFE.com), *Journal of Forensic Accounting*, *Journal of Forensic & Investigative Accounting*, *Journal of Forensic Studies in Accounting & Business*.

IRS Special Agent Training: The Adrian Project – A day long mock criminal investigation.

A. 1. COURSE DESCRIPTION

This is an integrative course which makes use of the content learned in the other forensic accounting courses. There will be the integration of legal, behavioral and technical aspects of forensic accounting investigations. Review of the Fraud Examiners Manual (ACFE), the essential resource for anti-fraud professionals, to prepare students for the CFE examination.

Case analysis and presentations will emphasize analytical and writing skills while affording an opportunity to apply investigative procedures used in practice. Students will take part in a culminating activity such as a moot court exercise, which pulls together the data analysis, interviewing and other skills developed in the program.

IRS Special Agent Training: The Adrian Project – A day long mock criminal investigation. The Adrian Project gives students, interested in IRS Criminal Investigation, a chance to try their hand at finding and examining evidence and using surveillance techniques all while working side by side with real IRS Criminal Investigation agents.

A. 2. LEARNING GOALS/OBJECTIVES

This course is structured to enable you to accomplish the following:

1. Students will demonstrate a more in depth understanding of laws, regulations, and practice applicable to forensic accounting. This knowledge should enable students to develop solutions to complex fraud and forensic accounting issues utilizing critical thinking skills.

2. Students will be prepared to become socially responsible business leaders able to recognize ethical dilemmas and achieve resolutions in a socially and professionally responsible manner.
3. Students should demonstrate the ability to operate and lead in challenging positions in a competitive global financial environment.
4. Students will be able to demonstrate an ability to be effective communicators.
5. Students will demonstrate well developed research skills.

B. COURSE PREREQUISITES

BU 7560 Fraud Examination

BU7562 Business Valuation for Forensic Accountants

BU 7563 Fraudulent Financial Reporting

BU7565 Forensic Interviewing, Fraud and the Law

C. MODE OF INSTRUCTION

Class time will be allocated to a discussion of the readings, review of cases, and class case to be competed in small groups.

D. STUDENT RESPONSIBILITIES:

Attendance

A maximum of two unexcused absences is permitted. Students are expected to attend all classes, as participation is essential to mastering the subject matter and will be considered in your grade for the course.

Incomplete & Credit/No Credit Grades

The grade of incomplete shall be given only when a student has been passing the course and due to unusual circumstances has not completed all required assignments. The student must be prepared to document the basis for changing a grade of "I" to a passing grade. Any student who meets the criteria for an incomplete and has four or more absences will be required to submit a written assignment related to proposed legislation. The credit/no credit option is not available to tax majors for this course.

Withdrawals

Students wishing to withdraw from the course after the seventh week of the semester MUST deliver a signed withdrawal request to me. Anyone withdrawing from the course after _____ without permission will receive a failing grade for the course. The last day to withdraw from class is _____.

E.1. GRADING

One exam (Final)	40%
Term project	30%
Homework assignments	20%

Classroom participation	<u>10%</u>	100%
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Failure to sit for an examination on its scheduled date will result in a failure for the course. Students missing an examination are advised to withdraw from the course. MAKE UP EXAMINATIONS WILL NOT BE GIVEN.

E.2. ACCOMMODATIONS FOR STUDENTS WITH SPECIAL NEEDS

If you have, or suspect you may have, a physical, psychological, medical or learning disability that may impact your coursework, please contact The Office of Services for Students with Disabilities (OSSD) at 516-876-3009. The Office will help you determine if you qualify for accommodations and help you get them. All support services are free and all contacts with the OSSD are strictly confidential.

F. AGENDA

Students must read all chapters and complete the homework assignments prior to the class meetings. Students must be prepared to discuss the topics and assignments.

COURSE OUTLINE

Note: Homework Assignments will be announced before beginning each week.

<u>Week</u>	<u>Chapter/Section</u>	<u>TOPIC</u>
1	1	Introduction/Overview to the cumulative case study Financial Transactions & Fraud Schemes [Fraud Examiners Manual (FEM)] 1.101 – 1.901
2	1	FEM 1.1001 – 1.1434
3	2	Law (FEM) 2.101 – 2.713
4	2	FEM 2.801 – 2.1234
5	3	Investigation (FEM) 3.101 – 3.429
6	3	FEM 3.502 – 3.1037
7	Saturday (Required)	IRS Special Agent Training: The Adrian Project
8	3	Appendices A – G (FEM) 3.1101 – 3.1701
9	4	Fraud Prevention & Deterrence (FEM) 4.101 – 4.531
10	4	FEM 4.601 – 4.816
11	4	Ethics for Fraud Examiners; ACFE Code of Professional Ethics (FEM) 4.901 – 4.1101
12		Final discussion of fact gathering, analysis and report for case study
13		Presentation of Case Study
14		Presentation of Case Study
15		Final Examination (CFE Questions)

Term Project: A comprehensive project that explores a major area of asset misappropriation or corruption will be completed in teams.

G. REFERENCES

American Institute of Certified Public Accountants, Inc. *Codification of Auditing Standards* (Latest Edition). New York, NY.

- “The Auditors Communication with Those Charged with Governance”, AU-C Section 260.
- “Consideration of Fraud in a Financial Statement Audit,” AU-C Section 240.
- “Communications With Audit Committees”, Auditing Standard No. 16, PCAOB, Washington, DC.

Association of Certified Fraud Examiners, *The 2014 Report to the Nation Occupational Fraud and Abuse*. ACFE, 2014.

Association of Certified Fraud Examiners, *The Fraud Examiners' Manual, 2014 Edition*. ACFE, 2014.

Appendix 7 – External Evaluators’ Reports (2)

External Evaluation Report (Form 2D)

Institution:

SUNY – Old Westbury

Evaluator Name:

Mary-Jo Kranacher

Evaluator Title & Institution:

ACFE Endowed Professor of Fraud Examination/Professor of Accounting,
York College, The City University of New York (CUNY)

Evaluator's Signature:

Proposed Program Title:

MS Forensic Accounting

Degree:

Master of Science (MS)

Date of Evaluation:

July 22, 2015

I. Program

According to the New Program Proposal for the proposed Master of Science in Forensic Accounting, the program is structured as a 30-credit-hour program that may be completed in one academic year (Fall, Spring, and Summer). It is primarily intended for students with an undergraduate accounting degree to meet the 150-credit-hour requirement that will qualify them for CPA licensure (not to qualify to sit for the CPA examination, as stated in the Proposal). As with similar programs, the one-year timeframe is feasible for students with an accounting undergraduate degree. However, for those applicants who do not have an accounting undergraduate degree or have not completed substantially all of the required prerequisites, this timeframe may be significantly lengthened. Furthermore, if a student begins the program out-of-cycle (i.e. spring semester instead of fall), courses may not be offered when the student needs them to progress along in the program, thereby, delaying completion.

Recommendation 1a: Offer admission into the program only in the fall semester, at least, until enrollment is sufficient to justify offering courses during both fall and spring.

Recommendation 1b: Offer the Fraud Examination course at the undergraduate level to introduce a greater number of students to the topic and the program.

Recommendation 1c: Because fraud and forensics is a multi-disciplinary field, consider broadening the scope of the program to attract liberal arts and science majors. This will also help to populate the courses, especially the elective courses.

Structure & Requirements

The proposal outlines three Foundation Core courses, six required Professional Core courses, and one elective course from among four electives to complete the 30-credit program. In my opinion, the Advanced Auditing and Assurance Services course offers little value to this program.

Recommendation 2a: Reduce the Foundational Core to two courses: Accounting Information Systems (BU7555) and Fraud Examination (BU7560). This would free up three credits that could be used in the Professional Core to address, for example, Litigation Advisory Services (as an elective).

Recommendation 2b: In addition, Fraud and the Law (BU7565) and Criminology/White Collar Crime (BU7566) could be combined into one course (i.e. Criminology, Fraud, and the Legal Environment). The prerequisites for this course should include Business Law and Fraud Examination rather than Auditing and Fraud Examination.

Recommendation 2c: A valuation course (not just business valuation) should be a required part of any forensic accounting program; otherwise, it is simply a fraud examination program.

Recommendation 2d: Technology is a pervasive and integral part of today's global economy and society. It is for this reason that I recommend including the Computer Forensics course as a requirement too.

Recommendation 2e: The Forensic Accounting, Fraud, & Taxation elective could be replaced with broader content in a Special Topics course that might include specific fraud contexts, such as bankruptcy fraud, money laundering, tax fraud, consumer fraud, or industry specific frauds, such as healthcare fraud, securities fraud, insurance fraud, mortgage fraud, to name a few.

A revised program structure under this model might look like this:

<u>Foundation Core</u>	<u>Credits</u>
Accounting Information Systems	3
Fraud Examination	3
Total Foundation Core credits	6
<u>Professional Core</u>	
Case Studies in Forensic Accounting	3
Valuation Methods for Forensic Accounting	3
Fraudulent Financial Reporting	3
Forensic Interviewing and Report Writing	3
Criminology, Fraud, and the Legal Environment	3
Computer Forensics	3
Forensic & Accounting Research	3
Total Required Professional Core credits	21

Electives (Choose one from the following)

*Litigation Advisory Services	3
*Forensic Document Examination	3
*The Psychology of Fraudsters	3
*Special Topics	3
Total Elective credits	3

Program Assessment and Improvement

Assessment for this program is addressed in the Proposal and demonstrates that oversight will be in compliance with the College's Five-Year Program Review process.

Recommendation 3: The School of Business should consider forming an advisory board, if one is not already in place.

Need and Demand

There is undoubtedly an unmet need and demand for a financial forensic program on Long Island. This program will help to make students more competitive by providing the skills needed in the financial industry. The Proposal identifies governmental and institutional forecasts that address growing workplace demand for individuals with fraud and forensic-related skills.

No Recommendation

Faculty

The number and qualifications of the full-time and part-time faculty is appropriate for the proposed program. Gender diversity, however, is lacking, as there is not even one female faculty member teaching in this program.

Recommendation 4a: Guest speakers may be brought into the classes, as needed, to complement the faculty's knowledge, skills, and abilities.

Recommendation 4b: To encourage female students into an area that has historically been underrepresented in this field, an attempt should be made to hire female faculty in this program.

Recommendation 4c: Because the field of forensic accounting is dynamic, funds should be allocated for the program to support professional development for faculty to ensure the continuing education of those teaching the classes.

Students

Students in the proposed MS in Forensic Accounting program will have access to the academic and other support services afforded to other Master-level students at SUNY Old Westbury. In addition, professional organizations, such as the Association of Certified Fraud Examiners (ACFE) provide scholarship monies to full-time students enrolled in fraud-related programs. The school also has connections with local professionals, who can provide a support network for the program and its students. (See *Recommendation 4b* to encourage greater gender-diversity in the student population for this program.)

Resources

A tour of the Library and discussion with the Business Reference Librarian confirmed that the material currently available on campus, as well as a “wish list” for future acquisitions provides a good selection of resources for the proposed Forensic Accounting program.

Recommendation 5: Additional library resources to consider include –

Fraud Magazine (published bi-monthly by the ACFE)

Forensic Accounting and Fraud Examination

Kranacher, Riley & Wells

John Wiley & Sons

ISBN 9780470437742

Fraud Examination, 4th Edition

Albrecht, Albrecht, Albrecht, & Zimbelman

Cengage Learning

ISBN 9780538470841

Summary

Although several recommendations are offered in this review to enhance the features and functionality of the proposed program, the MS in Forensic Accounting as presented in the New Program Proposal is a much needed addition to the academic offerings in the local Long Island area, as well as nationally and globally.

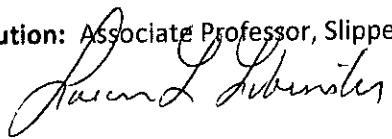
EXTERNAL EVALUATION REPORT

Institution: SUNY-Old Westbury

Evaluator Name: Susan Lubinski

Evaluator Title and Institution: Associate Professor, Slippery Rock University

Evaluator Signature:



Proposed Program Title: Master of Science in Forensic Accounting

Degree: Master of Science

Date of Evaluation: Wednesday, July 22, 2015

I. Program

Program's Purpose: The title of the program is forensic accounting. Forensic accounting is a highly specialized subset of fraud examination and implies that the student will be prepared to compile information for litigation and/or settlement. The description of the program as it will appear in the institution's catalog states this program is designed for students seeking a career "as a forensic accountant/fraud examiner either in public accounting or the private sector." You also have stated that this program is an in-depth exposure to "many technical areas of forensic accounting and fraud examination".

Recommendation: The purpose of the program is not clear. Is it a forensic accounting program, is it a fraud program, is an extension of your undergraduate program that helps a student obtain 150 credit hours to sit for the CPA test, is it a program that enables the student to sit for the CFE? Because your purpose is not clear, it will be hard to market the program, students expectation level of what the course content will be will differ from that of the title, and employers will be confused by what exactly the student is qualified to do. In addition, Admissions and Career Services will really have to understand both disciplines to know how to further their goals and objectives for these particular graduate students at the College at Old Westbury.

Program Structure: Fraud examination is very different from forensic accounting. Fraud examination implies one has the knowledge, skills and abilities to prevent, detect, investigate and remediate fraud. Forensic accounting is a subset of fraud examination and mainly pertains to investigation and remediation. In addition, the Forensic Valuation course is listed as one of several electives a student may select. Yet this is a "forensic accounting program".

Recommendations:

The Forensic Valuation course should be mandatory for all students.

Prepare a chart and list the four major areas in Fraud: Prevention, Detection, Investigation and Remediation and then line your classes up accordingly as to the area they primarily cover. If your program is a fraud program, you will see that you have no prevention and detection classes which should be included in a program that describes itself as offering a fraud curriculum.

Scope of Program: Fraud is not just for accounting majors. You identified in your proposal the following goals: expand academic programs, grow enrollment, build an image of quality, and achieve financial equilibrium. If you are a forensic accounting program, then you have your market. However, if you are going to offer Fraud as well, you will miss attracting students other than accounting majors due to your prerequisites. For instance, criminology majors need fraud examination if they work for the FBI, the Department of Homeland Security or state regulatory agencies. Health majors need fraud as well, psychology majors can also benefit from this degree. The contents of a fraud degree are interdisciplinary in nature and appeal to professions across many disciplines.

Recommendation: You may want to consider offering this degree as an interdisciplinary degree and expanding your market to encompass non-business majors in order to achieve your financial goals, and build both the reputation and quality of this program.

Requirements: The prerequisites to enter this program are extremely rigorous and will exclude non-accounting majors. In essence you only want students who are accounting majors. If this program is a forensic accounting program, then your prerequisites make sense. If this program is a fraud examination program, either as a stand alone program or in addition to forensic accounting then the prerequisites do not make sense as they are heavily accounting oriented and fraud examination does not require a background that heavy in accounting.

If you require students to have all these prerequisites prior to entering the program and you have a face-to-face program, then these courses will need to be offered at night so students who are deficient in these classes can take them or in the alternative they will need to be offered on-line so students can complete them. When and if you get more competition in this area, either from face-to-face programs or from on-line programs you will not be competitive demanding this many prerequisites.

Recommendation: You may want to consider going back through your prerequisites after you build the chart listed above and ask what undergraduate course work is absolutely necessary to achieve success in the courses you have included in your program.

Program Administration and Evaluation: Program administration will be easy if all your students enter in the fall each academic year; however, a course rotation schedule will need implemented in order to accommodate spring admissions. The plan for degree completion should be in writing and a formal tracking mechanism should be developed to track student's progress throughout the program. No evidence of this formal tracking mechanism was included in the documentation or presented at the meeting.

The evaluation of this program will formally occur by both internal and external reviews. In addition, the Director of Graduate Business Programs will review the program for compliance with the Middle States Commission on Higher Education. The formal mechanisms for review are mandated under SUNY's guidelines and Middle States and are appropriate mechanisms which will provide solid feedback on the program.

Recommendation: A formal tracking mechanism to track student's progress and completion of the program should be developed.

2. Special Focus of the program: The program as explained in the meeting and in the proposal appears to be highly focused. The Dean of the Business School stated that the program is to qualify students to become Certified Public Accountants in New York State and complies with the Commissioner's Regulations for Certified Public accounting licensure.

Recommendation: The proposal is confusing as it is currently written. If this is the only goal of the program is to sit for the CPA exam, then it should be stated in the description of the program. If this is not the sole purpose of the program, then the proposal needs reworked. If the special focus of the program is fraud, then the program is an interdisciplinary one which should be taught by faculty from diverse disciplines and marketed to a wider range of students.

3. Self-Assessment and Continuous Improvement: The program's plan for self-assessment and continuous improvement complies with SUNY's policy of having both internal and external reviewers and reviews from Middle States.

The student learning objectives make sense if this is a forensic accounting program, but do not make sense if this is a fraud program. For instance one of your student learning outcomes is "Student will demonstrate a broad and more in depth understanding of laws, regulations and practice applicable to forensic accounting. This knowledge should enable students to develop solutions to complex fraud and forensic accounting issues utilizing critical thinking skills." Again, based on the inherent differences between forensic accounting and fraud, this student learning objective is not appropriate if this is a fraud program, forensic accounting skills alone does not enable one to solve complex fraud problems.

Recommendation: You need an assessment plan. You need to map each course's goals and objectives to their respective student learning outcomes both in your assessment plan and in each course. The ACCSB guidelines on "Practiced/Reinforced" and "Assessed" only show that one student learning objective is formally assessed in only one class. This does not appear reasonable at all. The Capstone class should assess all student learning outcomes. Your assessment plan should also show how each course will be assessed. The program should also be assessed by an Advisory Board, alum surveys and employer surveys. This will provide continuous improvement to your program.

4. Relationship of MS in Forensic Accounting to other programs at Old Westbury, other institutions and available support from related programs: The program incorporates courses from either or both the Master of Science in Accounting and the Master of Science in Taxation programs. In addition, this new degree is capable of utilizing resources already in place for the other two graduate programs. There is no collaboration with other institutions.

Recommendation: This program contains a course titled, "Criminology/White Collar Crime". Perhaps, collaborating with your criminology/sociology department should be considered to maximize the level of knowledge needed by students in the criminology/sociology discipline. A review of the course syllabi concluded that ethics was only mentioned in one course outline. Ethics permeates this whole discipline and perhaps collaboration with Philosophy for implementation of a formal "Ethics" or "Business Ethics" class would highly complement the program.

5. Evidence of need and demand for the program locally, in the State, and in the field at large, occupational demand and evidence demand will continue: The proposal adequately documents the need for the program locally, in the State, and in the field as evidenced by the New York State Department of Labor statistics, and SUNY's High Needs Program, and support letters from potential employers. Evidence was also presented that there is a demand from the students for a program of this nature and that the competition from other institutions of higher education geographically is nonexistent. The College at Old Westbury's geographical proximity to New York City market provides a strong indicator that demand for graduates from a program of this type will continue.

Recommendation: There is demand for fraud programs from non-accounting majors, you could maximize enrollment if you opened your program to non-accounting majors.

Recommendations for Program Curriculum:

The Computer Forensics class-if the program is truly a forensic accounting program and even if it is both a fraud examination and forensic accounting program, then this course should be mandatory.

The course-Forensic Document Examination should be reconsidered as an elective within this program and possibly pieces should be taught in other courses within the program.

The course Case Studies in Forensic Accounting is not a course solely dedicated to forensic accounting cases according to the syllabi and the course description does not match the title.

Forensic Interviewing and Reporting Writing does not necessitate a separate course but can be implemented and taught within the capstone course. The learning goals/objectives and the course description do not match.

Fraud and the Law-the course description does not align with the course topics. A review of the Certified Fraud Examiner's manual and what is needed to pass the CFE test would be a good place to reconcile the voluminous amount of law a student needs to know in this area and the course content covered within this class.

Forensic and Accounting Research-the course title, description and the topics covered do not reconcile. It would appear as though more law is covered, investigation techniques are covered and fraud prevention and detection. It should be noted that this is the only course where ethics is covered. If this is to be a capstone course, then the students should have already been exposed to all this knowledge prior to entering this class. Perhaps the content found in the course-Case Studies in Forensic Accounting should be taught here, since this is a capstone course and the title of this course should be changed to read "Forensic Accounting/Fraud Examination Capstone". The Case Studies in Forensic Accounting as a stand alone course should be eliminated and a new course titled "Fraud Law I or II" should be developed to capture the additional material students need to know for the CFE exam.

Forensic Accounting, Fraud & Taxation-the title of this course is very confusing given the course description and topics covered. The course description and topics covered reconcile but the title is extremely confusing. A label of "Special Topics: Tax Fraud" would be better suited to match the course description and topics covered.

It is recommended that this program be piloted as a face-to-face program and once faculty and management conclude the program has been honed and redefined based on both internal and external reviews, then a consideration should be made to offer this program solely on-line to capture more students interested in this program and to reach a broader audience and maximize revenue.

II. Faculty

Glodstein, David: Based on Dr. Glodstein's CV, he has the training, experience, research and publication, professional service and recognition in the field to teach in this program.

Fornaro, James: Based on Dr. Fornaro's CV, he has the training, experience, research and publication, professional service and recognition in the field to teach in this program.

Lange, Cary: Based on Dr. Lange's CV, he has the training, experience, research and publication, professional service and recognition in the field to teach in this program.

D'Amico, Jeffrey: Based on Dr. D'Amico's CV, he has the training, experience, professional service and recognition in the field to teach in this program.

Mayer, Roger: Based on Dr. Mayer's CV, he has the training, experience, research and publication, professional service and recognition in the field to teach in this program.

Lanz, Joel: Based on Mr. Lanz's CV, he has the training, experience, research and publication, professional service and recognition in the field to teach in this program.

Balsamo, Michael: Based on Dr. Balsamo's CV, he has the training, experience, professional service and recognition in the field to teach in this program.

Marx, Bruce: Based on Dr. Marx's CV, he has the training, experience, professional service and recognition in the field to teach in this program.

The faculty, individually and collectively, possess the training, experience, research and publication, professional service and recognition within their respective fields.

7. Faculty assessment in terms of number and qualifications and plans for future staffing: The faculty assigned to teach within this program, are reasonable in terms of number and qualifications. Obviously if the program grows rapidly more staff will be required. It would appear some of your faculty are adjunct and have considerable professional commitments outside of the College. Consequentially, that would mean that program administration, evaluation, and review would fall on a small number, of full-time faculty, all of whom have other contractual commitments and teaching responsibilities. Faculty need to be supported within this program in terms of continuing education. This discipline is dynamic. The knowledge, skills and abilities needed to be successful within this discipline will and do change and the material is not quickly assimilated into textbooks (sometimes never). The faculty will need to be current in this field. For example, the terrorists of 9/11 utilized many financing techniques for their operations that were fraudulent. This material would not have been available in textbooks (and is still not included in fraud textbooks) but a course was offered by the Association of Fraud Examiners in terrorist financing that I have integrated into my courses because I attended the conference on Terrorism Financing.

Recommendations: When you hire additional faculty for this program, you may want to recruit for diversity in order to better complement your faculty with your diverse student population.

Professional development monies should be allocated to ensure faculty remain current in their field by attending Association of Certified Fraud Examination conferences and other professional organizations continuing education programs that are relevant with the course material taught in the program.

8. Credentials and involvement of adjunct faculty and support personnel: The credentials and involvement of adjunct faculty were discussed above in question 6. The amount of support personnel appears adequate given both the department and school's support staff and the Graduate Coordinator's role within the program.

Recommendation(s): None

III. Students

9. Student population the program seeks to serve and assess plans and projections for student recruitment and enrollment: The student population this program seeks to serve is very narrowly defined. It is not clear if student recruitment will come from students already enrolled in the undergraduate accounting program or from other areas.

Recommendation: The enrollment projections within the proposal did not state how they were compiled or where student demand would come from. You may want to clearly define how you compiled your enrollment projections and where you will recruit students from for this particular program.

10. Sufficient pool of highly qualified applicants and enrollees: The admissions criterion will supply a pool of highly qualified applicants and enrollees given the large number of prerequisites students must have coming into the program. As the program is currently proposed the student population is solely accounting majors or a business student who is willing to take a large number of prerequisites to enter the program.

Recommendation(s): None

11. Encouraging underrepresented groups: The current graduate business program's enrollment is diverse and the College has an adequate support system in place to meet the needs of part-time, minority and disadvantaged students. If this program's pipeline of students comes from their undergraduate program, which was represented as being extremely diverse, then the diversity within this program will reflect that of the undergraduate program.

Recommendation(s): None

12. Monitoring students' progress and performance/advising students: Since this is a new program, a strong collaboration should occur between career services and faculty so they can mutually create career paths for students, identify alum employers, and develop appropriate Career Fairs.

Recommendation(s): The plan for degree completion for each student should be in writing and a formal tracking mechanism should be developed to track student's progress throughout the program. No evidence of this formal tracking mechanism was included in the documentation or presented at the meeting.

There is no evidence Career Services was involved in the development of this degree which is the College's formal employment service offered to students.

13. Employment, job advancement, future study, or other outcomes related to the program's goals: The need for the program locally, in the State, and in the field as evidenced by the New York State Department of Labor statistics, and SUNY's High Needs Program, and support letters from potential employers clearly provides employment and job advancement prospects for the program's graduate students. In addition, undergraduate accounting majors clearly can complete their 150 hour requirement to sit for the Certified Public Accounting examination in New York State.

Recommendation(s): None

IV. Resources

14. Adequacy of physical resources and facilities: Physical resources and facilities adequately exist to support this program. There are an adequate number of library and computer resources to support this program in general. The librarian has adequately surveyed existing resources for this program and diligently has implemented a strategy to acquire more resources to specifically support this program.

Recommendation(s): None

15. Institutional commitment to program: The institution's commitment to the program appears adequate with respect to faculty salaries, and the number of faculty lines initially needed for this program.

Recommendations: The economic resources allocated to market this specific program are lumped in with the marketing budget for the other Master degrees. This program should be specifically marketed and for the first three years have a separate, adequate budget to assist you with enrollment in order to generate revenue.

Faculty development fees are also inadequate for a program of this nature. This is a new, dynamic field and faculty will need to attend continuing education courses to learn new material, revise curriculum and incorporate the material into their respective classes.

V. Summary Comments and Additional Observations

16. The major strengths and weaknesses of this program are as follows:

Strengths:

- a. This program will produce graduates who live in an area (both regionally and state-wide) that have a high need for students with a background in this discipline.
- b. Old Westbury has a diverse undergraduate student population that lends itself to a diverse graduate population to recruit from.
- c. The Master of Science in Forensic Accounting has the synergy level of the Master of Science in Accounting and the Master of Science in Taxation which you can utilize to achieve economies of scale.
- d. The Master of Science I in Forensic Accounting can make a unique contribution to the field of forensic accounting given your lack of geographical competitors.

Weaknesses:

- a. The program is not clearly defined. The program contains both forensic accounting and fraud classes. It mixes elements of both forensic accounting and fraud and does not neatly reconcile to program title.
- b. The courses included within the program need to be revised based on what it is you have clearly defined the program to be.
- c. The program is only offered face-to-face.
- d. There is no control over how marketing monies allocated are spent.

e. Adequate monetary resources do not exist to keep faculty current within the discipline.

f. A fraud program is inherently interdisciplinary and this program is not interdisciplinary.

17. This program, when clearly defined and refined, will make a unique contribution to the field due to its newness, demand, and importance to Long Island, New York City, and the state of New York. There is a demand for a program of this type and this program, and with strong consideration of the changes made herein, would be a good program for the area.

18. This reviewer made recommendations throughout the report in the respective areas discussed above.

Appendix 8 – Institutional Response to External Evaluators’ Reports

**STATE UNIVERSITY OF NEW YORK
COLLEGE AT OLD WESTBURY**

**Proposal for
Master of Science in Forensic Accounting**

Campus Response to Site Visit Reports

SCHOOL OF BUSINESS

August 2015

Campus Response to the Site Visit Reports

The external evaluation for the Master of Science in Forensic Accounting (MSFA) degree took place on Wednesday, July 22, 2015. The two evaluators, Prof. Mary-Jo Kranacher, ACFE Endowed Professor of Fraud Examination/Professor of Accounting at York College, The City University of New York (Jamaica, NY), and Dr. Susan Lynn Lubinski, Associate Professor, Department of Criminology and Criminal Justice, College of Humanities and Fine and Performing Arts at Slippery Rock University of Pennsylvania (Slippery Rock, PA), met with MSFA Associated Faculty, the Business Librarian, the Director of the Graduate Business Program, the Dean of the School of Business/Assistant Vice President for Academic Affairs. Participants benefited tremendously from conversations during the daylong site visit with Prof. Kranacher and Dr. Lubinski.

The external evaluators' separate reports, developed after examination of the materials submitted to them in advance and discussions with the various campus constituencies through the review day, were positive and supportive. Both reviewers commented on the need for this type of program. "There is undoubtedly an unmet need and demand for a financial forensic program on Long Island. This program will help to make students more competitive by providing the skills needed in the financial industry. The Proposal identifies governmental and institutional forecasts that address growing workplace demand for individuals with fraud and forensic-related skills" (Kranacher). "The Master of Science in Forensic Accounting can make a unique contribution to the field of forensic accounting given you lack of geographical competitors" (Lubinski).

We believe three main recommendations included in both reports will serve to increase the structural focus of the degree:

1. The proposal outlines three Foundation Core courses, six required Professional Core courses, and one elective course from among four electives to complete the 30-credit program. Both reviewers recommended the reorganization of the courses offered including what should be required as opposed to electives.

Reduce the Foundational Core to two courses: Accounting Information Systems and Fraud Examination (Kranacher). We believe including Advanced Auditing and Assurance Services provides useful information and skills to students intending to become CPAs. Furthermore, it increases the efficiency of this Program by utilizing an already existing course. In the future, when we consider the possible expansion of the Program beyond Accounting majors as suggested in Recommendation 1c. (Kranacher), we will also consider replacing this course.

Both reviewers recommended that Business Valuation for Forensic Accountants and Computer Forensics need to be included as required courses in order for the program to

be a forensic accounting program and not simply a fraud examination program. These courses were moved from an elective basis to required Professional Core Courses. These recommendations were accepted. See the attached syllabi for BU7562, Business Valuation for Forensic Accountants and BU7567, Computer Forensics in Appendix 5.

Case Studies in Forensic Accounting was changed to Case Studies in Fraud Examination to make it consistent with the cases that will be used in the course and the course description. The course was changed from required to an elective course.

Fraud and the Law (BU7565) and Criminology/White-Collar Crime ((BU7566) could be combined into one course (i.e. Criminology, Fraud, and the Legal Environment) [2b. Kranacher]. While we agree that there is a need to combine elements of the various courses to improve the quality of the program, this recommendation has not been accepted (See below).

The course in Forensic Interviewing and Report Writing was eliminated because the reviewer (Lubinski) felt the course did not necessitate a separate course. The topics covered in the course would be implemented in other courses. Based on the reviewers' recommendation, the topic of forensic interviewing was combined into Fraud and the Law which the course is now titled Forensic Interviewing, Fraud and the Law in Appendix 5. This course better align the topics included in the CFE Manual. The topic of report writing has been included in both Fraud Examination and Business Valuation for Forensic Accountants in Appendix 5.

The reviewers recommended that the Forensic Accounting, Fraud, & Taxation elective could be replaced with broader content (Recommendation 2e., Kranacher) in a Special Topics: Tax Fraud. The recommendation is accepted, see the attached syllabus for BU7576, Special Topics: Tax Fraud in Appendix 5. The course title had been changed to better match the course descriptions and various tax fraud topics covered.

Also included as an elective, based on the reviewer's recommendation (Lubinsky) was Special Topics in Fraud Examination. This will include, but not limited to, specific fraud contexts, such as bankruptcy fraud, money laundering, tax fraud, consumer fraud, or industry specific frauds, such as healthcare fraud, securities fraud, insurance fraud, mortgage fraud.

2. Because fraud and forensics is a multi-disciplinary field and broad based, the reviewer (Lubinski) recommended that we clarify the program and consider broadening the scope of the program to attract liberal arts and science majors (Lubinski and Kranacher). This will also help to populate the courses, especially the elective courses.

Such an expansion is beyond the limited purposes of this Program, which are to build on our strength in the Accounting area, increase enrollment in existing graduate classes, and offer students an alternative path to licensure. Once this program is established, we will consider expanding its scope as suggested in the Recommendations.

The program was clarified to be a forensic accounting program. We will consider broadening the forensic accounting program to a multi-disciplinary fraud examination program once the MSFA is established and thriving. Some of the courses in the MSFA, adjusted based on the reviewers' recommendations, could be used for the possible expansion into an interdisciplinary fraud examination program designed for majors other than Accounting. At the time a Fraud degree becomes established, we will revise or create new courses with input from faculty in appropriate areas such as criminology, sociology, philosophy, etc.

Offering the Fraud Examination course at the undergraduate level to introduce a greater number of students to the topic and the program (Kranacher). We will consider offering such a course in the future, perhaps in conjunction with the expansion of the Program discussed in Recommendation 1c (Kranacher).

3. "Program administration will be easy if all your students enter in the fall each academic year; however, a course rotation schedule will need to be implemented in order to accommodate spring admissions" (Lubinski). "Offer admission into the program only in the fall semester, at least until enrollment is sufficient to justify offering courses during both fall and spring" (Kranacher).

We have allowed spring enrollments in other, similarly structured, Masters' programs, with such students being advised about possible limited class selection. We intend to do the same for this program.

Other issues raised by the reviewers are addressed below:

- Recommendation 1 - Purpose of Program (Lubinski): "The purpose of the program is not clear." We partially accept this recommendation. We believe Section 2.3.a. does for the most part adequately describe the purpose of the Program. However, we have added a discussion concerning preparation for the CFE (Certified Fraud Examiner) Exam to make it more complete.

"Prepare a chart and list the four major areas in Fraud: Prevention, Detection, Investigation and Remediation and then line your classes up accordingly as to the area they primarily cover." (Lubinski): We have carried out the analysis exercise suggested and it confirmed our intention that the planned Program address the areas that should be included in a Forensic Accounting program. It is not our intention to offer a Fraud Examination program at this time.

- Recommendation 1 – Monitoring students' progress and performance (Lubinski): A formal student academic tracking mechanism already exists. As noted in Section 2.4.a., upon admission is to the Program each student will meet an advisor (the Assistant Dean) when they will, among other things, develop a plan for degree completion. Furthermore, as noted in Section 2.5.a., the progress of students towards completion will be monitored by the Director of the Graduate Business Programs and the Graduate Business Academic Committee.

- Recommendation 1 – Reviewing the course prerequisites (Lubinski). Since this Program is intended to be a Forensic Accounting program, the reviewer agrees that our course prerequisites are appropriate. As noted by the reviewer, we do offer all the prerequisite courses in the evenings.
- Recommendation 2 – Focus of the Program (Lubinski): The Program description in Section 2.3.a. has been revised to reflect the fact that as a 150 hour registered program, it allows students to qualify for licensure as a CPA. A simultaneous secondary goal is to provide students a foundation for taking the CFE Exam Fraud.
- Recommendation 3 – Self-assessment plan (Lubinski): The assessment plan recommended, i.e. assess all student learning goals in the Capstone course, is just one type of assessment plan. The SOB has adopted a different type of assessment plan, on utilizing course-embedded measurement instruments in courses deemed most appropriate for each goal, which may or may not be the Capstone course. This plan has been approved by our AACSB monitor and consultants. The curriculum for the Program is presented in Appendix 3.
- Recommendation 4 – Coverage of ethics (Lubinski): The reviewers' recommendation is accepted. Expanded coverage of ethics will be implemented in BU 7556, Advanced Auditing; BU7560, Fraud Examination; BU7563, Fraudulent Financial Reporting; and BU7591, Forensic and Accounting Research in Appendix 5. In addition, a component of ethics will integrated throughout the curriculum.
- Recommendation 5 – Forensic Document Examination (Lubinski): We considered the reviewers recommendation to consider integrating pieces of this course into other courses of the Program, but have elected to have this course remain an elective in the Program.
- Recommendation 5 – Consideration should be made to offer this program solely online (Lubinski): Once the Program as currently constituted becomes established, we will consider offering a fully online version. In the meantime, one of the required courses (BU7560) is already offered online, and we will consider gradually phasing in additional online courses as enrollment grows.
- Recommendation 9 – Student population the program seeks to serve (Lubinski): Section 2.3.f. indicates the enrollment projections were based on indications of interest from students in our own undergraduate programs, as well as the general market demand as indicated by NYS Department of Labor data. In addition, Appendix 2 contains letters from local employers discussing the demand for the program.
- Recommendation 12 – Career Services involvement with the degree (Lubinski): At Old Westbury, we have an Office of Career Planning & Development; not an office of career placement or employment service. It educates and promotes student professional growth, skill development, and career awareness through one-on-one

counseling; participation in educational, informational, and recruiting events; and the utilization of career related resources. In addition, the SOB has a Director of Career Services, External Relations & Administration who provides essentially the same services, but with a focus on business students. Neither of these offices is equipped to provide much assistance in degree development.

- Recommendation 15 – Economic resources allocated to market this program (Lubinski): Due to its limited marketing resources, Old Westbury traditionally has not done degree-specific marketing or maintained degree-specific marketing budgets. Notwithstanding this, when a new degree is launched, we do perform target marketing to announce its availability, which we will also do for this Program.
- Recommendation 3 (Kranacher): “The School of Business should consider forming an advisory board, if one is not already in place.” The SOB already has an Advisory Board made up of local business leaders, including alumni and accounting professionals. Its involvement with the development of this Program is discussed in Section 2.3.e. of the Proposal.
- Recommendation 4a (Kranacher): “Guest speakers may be brought into the classes, as needed, to complement the faculty’s knowledge, skill, and abilities.” The recommendation is accepted and has already been incorporated in Fraud Examination (BU7560) and Case Studies in Fraud Examination (BU7561), and will be incorporated into the other course where applicable. See syllabi in Appendix 5.
- Recommendation to hire diverse faculty for this program (Kranacher & Lubinski): This recommendation is accepted. Old Westbury is an Equal Opportunity/Affirmative Action Employee. All qualified applicants receive consideration for employment.
- Recommendation to allocate professional development monies to ensure that faculty remain current in their field (Kranacher[7.B.] & Lubinski [15]): The SOB provides financial support for the scholarly activities and professional development of all its faculty, including those who will be teaching in this program. It is the College policy not to reimburse faculty just for attending CPE (Continuing Professional Education) events.
- Recommendation 5 (Kranacher): Additional library resources to consider. We will consider adding the suggested resources to our library collection.

The two reports from the external reviewers provided concrete strategies to improve the focus and scope of the degree. The College plans to adopt the strongly recommended changes as soon as practicable, beginning with the immediate adoption of changes in course titles, course descriptions, and course prerequisites. In addition, we plan to address all of the smaller suggestions outlined in the bulleted list above. We believe that we have addressed in detailed in this Response all of the reviewers’ concerns and recommendations.