Assignment 1

This Assignment focuses on the foundational aspects of Information Technology (IT) Auditing covered in Module 1. The questions are intended to be a reflective exercise that help you critically analyze and grow your thinking – a key skill for an IT Auditor!

Please see grading rubric at the end.

Question 1 (50 points):

Step 1: Please read the Arthur Anderson case study uploaded in Blackboard under Assignment 1 (courtesy of Kellogg School of Management Business Cases, Sage Publications)

Step 2: Please read the Professional Code of Ethics for ISACA and other organizations covered in module 1. Links are provided below:

- Information Systems Audit & Control Association Code of Professional Ethics
- American Institute of Certified Public Accountants Professional Responsibilities

Step 3: Critically reflect and respond to this question in 500-700 words:

- In your opinion, what code of ethics did Arthur Anderson violate? Be specific by mapping examples from the case study with the professional code of ethics statement by one or more organizations. You can associate multiple code of ethics to one example from the case study.

Question 2 (50 points):

Step 1: Access the link below on the future of Audit and review the content and video(s) on transforming audit with AI

https://kpmg.com/ch/en/insights/reporting/future-of-audit.html

Step 2: Register at the ISACA website for free and download the **COBIT TOOLKIT** at this location in the **More Implementation Resources** section: https://www.isaca.org/resources/cobit

More Implementation Resources

In addition to the updated framework, COBIT now offers more implementation resources, practical guidance and insights, as well as comprehensive training opportunities. Implementation is now more flexible, enabling you to right-size your governance solution using COBIT, and training opportunities will help you to derive maximum ROI from your solution.
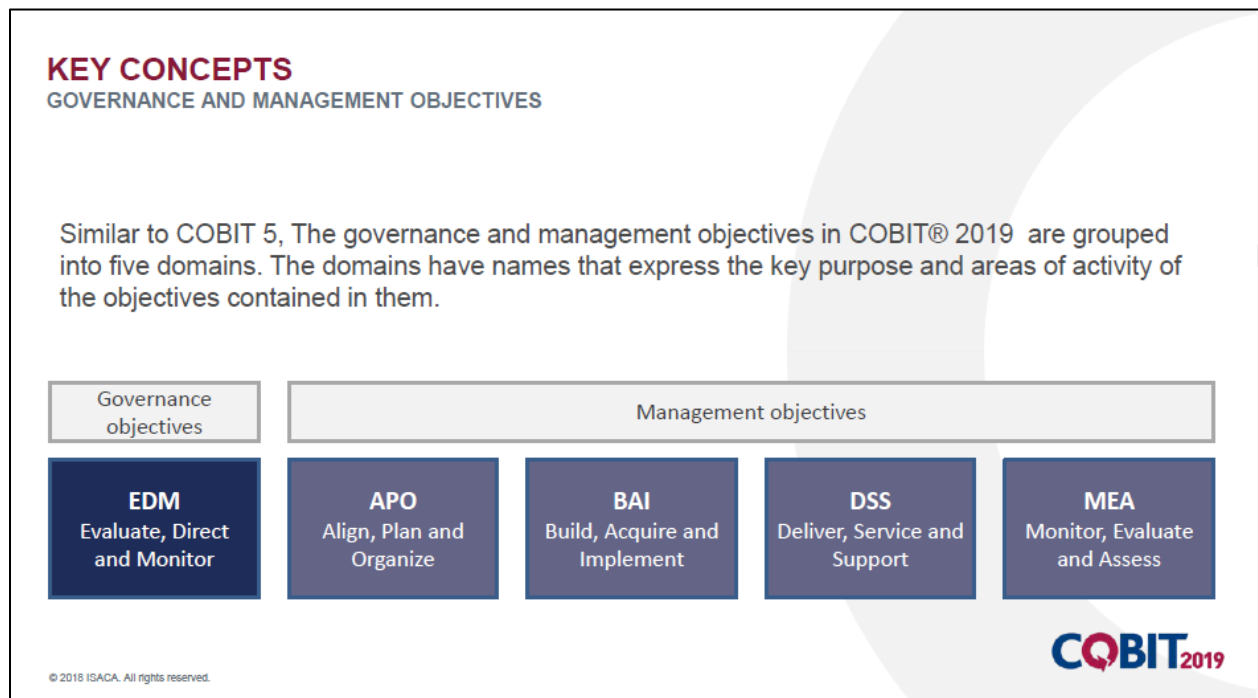
ACCESS THE COBIT TOOLKIT >

Step 3: Access the Excel Worksheet titled "**COBIT 2019_Governance-Management-Objectives-Practices-Activities_Nov2018**". A copy of the file is also provided in the Canvas assignment.

Step 4: Review the Objective and Description (column E and F) associated with each COBIT domain. See snapshot below for easy reference.

Step 5: Given the surge of next-generation technologies in the business world today, such as Generative Artificial Intelligence (AI) technology and others referenced in the videos what changes would you propose to the objectives? Would you add any newer objectives? If so, why?

Provide your input to at least two objectives in each of the five categories (i.e.) a total of 10 objectives in 100-150 words for each.

KEY CONCEPTS
GOVERNANCE AND MANAGEMENT OBJECTIVES

Similar to COBIT 5, The governance and management objectives in COBIT® 2019 are grouped into five domains. The domains have names that express the key purpose and areas of activity of the objectives contained in them.

Governance objectives	Management objectives			
EDM Evaluate, Direct and Monitor	**APO** Align, Plan and Organize	**BAI** Build, Acquire and Implement	**DSS** Deliver, Service and Support	**MEA** Monitor, Evaluate and Assess

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COBIT 2019

Submission Instructions:

- Please upload a single Word document with your responses to both questions.
- It is important that you are uploading the correct version of your submission by the deadline.
- You may reference additional resources to strengthen your responses. When doing so, please be certain to cite the source to provide appropriate credit!

Develop your own voice and ideas without AI

The use of AI tools (ChatGPT, Copilot, DALL-E, etc.) is prohibited for any part of the assignment process, including brainstorming, writing, and editing. While there may be a place for these tools in your future work, this policy aims to foster your ability to develop original ideas and a unique voice, both core skills of this class.

Grading Rubric:

	Needs Improvement	Developing	Sufficient	Above Average
Clarity – 35 points (responses supported by relevant information and ideas**)**	The purpose of the student work is not well-defined. Central ideas are not focused to support the thesis. Thoughts appear disconnected.	The central purpose of the student work is identified. Ideas are generally focused in a way that supports the thesis.	The central purpose of the student work is clear and ideas are almost always focused in a way that supports the thesis. Relevant details illustrate the author's ideas.	The central purpose of the student work is clear and supporting ideas always are always well-focused. Details are relevant, enrich the work.
Organization – 10 points (Sequencing of elements/ ideas)	Information and ideas are poorly sequenced (the author jumps around). The audience has difficulty following the thread of thought.	Information and ideas are presented in an order that the audience can follow with minimum difficulty.	Information and ideas are presented in a logical sequence which is followed by the reader with little or no difficulty.	Information and ideas are presented in a logical sequence which flows naturally and is engaging to the audience.
Mechanics – 5 points (Correctness of grammar and spelling)	There are five or more misspellings and/or systematic grammatical errors per page or eight or more in the entire document. The readability of the work is seriously hampered by errors.	There are no more than four misspellings and/or systematic grammatical errors per page or six or more in the entire document. Errors distract from the work.	There are no more than three misspellings and/or grammatical errors per page and no more than five in the entire document. The readability of the work is minimally interrupted by errors.	There are no more than two misspelled words or grammatical errors in the document.