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OFFICE OF THE
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: BUSINESS AND ECONOMICS

Date Submitted: 11/3/2014

1b. Department/Division: B&E Accountancy

1c. Contact Person

Name: Urton Anderson

Email: urton.anderson@uky.edu

Phone: 2181788

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Specific Term/Year¹ Fall 2015

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: ACC 605

2c. Full Title: Internal Auditing

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 45

2g. Grading System: Graduate School Grade Scale

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course provides students an understanding of the internal audit profession and the internal audit process. Topics that will be included in this course are: the professional practices framework for internal auditing, organizational governance, risk and control issues, and experience in conducting internal audit engagements. It provides the basic preparation for students to take positions in auditing, compliance, risk management and process improvement.

2k. Prerequisites, if any: Graduate standing.

2l. Supplementary Teaching Component: Community-Based Experience

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 35

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: Would be an excellent elective for law students and for students in various masters programs such as MBA, Master of Public Administration, Master of Health Administration, Master of Public Health.

8. Check the category most applicable to this course: Not Yet Found in Many (or Any) Other Universities ,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: Yes

If YES, list affected programs: MS Accounting

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|MKT210|Steven J Skinner|ACC 605 NEW College Review|20141009

SIGNATURE|ZNNIKO0|Roshan N Nikou|ACC 605 NEW Graduate Council Review|20141107

Courses	Request Tracking
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New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Generate R

[Open in full window to print or save](#)

Attachments:

Upload File

	ID	Attachment
Delete	3967	Syllabus ACC 605 draft.docx

Select saved project to retrieve...

(*denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c.

* Contact Person Name: Email: Phone:

* Responsible Faculty ID (if different from Contact): Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year ¹ Fall 2015

e.

Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

Inquiry - Arts & Creativity Composition & Communications - II

Inquiry - Humanities Quantitative Foundations

Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning

Inquiry - Social Sciences U.S. Citizenship, Community, Diversity

Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes ⁴ No

b. * Prefix and Number:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed ² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="text" value="45"/> Lecture	<input type="text"/> Laboratory ¹	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other	If Other, Please explain: <input type="text"/>		

g. * Identify a grading system:

Letter (A, B, C, etc.)

Pass/Fail

Medicine Numeric Grade (Non-medical students will receive a letter grade)

Graduate School Grade Scale

h. * Number of credits:

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course provides students an understanding of the internal audit profession and the internal audit process. Topics that will be included in this course are: the professional practices framework for internal auditing, organizational governance, risk and control issues, and experience in conducting internal audit engagements. It provides the basic preparation for students to take positions in auditing, compliance, risk management and process improvement.

k. Prerequisites, if any:

Graduate standing.

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 35

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

Would be an excellent elective for law students and for students in various masters programs such as MBA, Master of Public Administration, Master of Health Administration, Master of Public Health

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement ² for ANY program? Yes No

If YES ², list affected programs::

MS Accounting

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the differentiation for undergraduate and graduate students must be included in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable 10.a above) are attached.

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
² The chair of the cross-listing department must sign off on the Signature Routing Log.

ACC 605
Internal Auditing
PROPOSED SYLLABUS

Instructor Urton Anderson
Von Allmen School of Accountancy
University of Kentucky

Office: TBD
Office Phone: 218-1788
e-mail: urton.anderson@uky.edu
Hours: TBD
and by appointment

REQUIRED TEXTS

- (1) K. Reding, P. Sobel, U. Anderson, M. Head, S. Ramamoorti, M. Salamasick, and C. Shreve, *Internal Auditing: Assurance and Advisory Services*, 3rd Edition. The Institute of Internal Auditors, 2013.
- (2) ACC 605, *Internal Auditing: Readings, Semester XX*. Available at Johnny Print, 547 South Limestone Street.
- (3) KnowledgeLeader provided by Protiviti, <http://www.knowledgeleader.com/>. Subscription will be set-up for each student in the class for the semester by the 3rd class period. The subscription is for the full semester and part of the KnowledgeLeader University program which provides the service to university internal audit courses at no cost to the students.

COURSE OBJECTIVES

This course is designed for students who plan careers in the accounting and finance functions of corporations or government entities or in the consulting/risk management/internal audit services side of public accounting and internal audit outsourcing firms. The purpose of the course is to introduce the student to the role of internal audit in organizational governance. Its objectives are to provide the student with:

- An understanding of organizational governance and the use of internal auditing by top management and governing boards for controlling organizations.
- An understanding of techniques for risk assessment and management.
- Knowledge of the standards for conducting internal audits.
- An understanding of the audit function's organization and administration.
- An understanding of the internal audit process.
- Ability to scope and to establish criteria for an effective internal audit engagement.
- The knowledge and ability to apply the basic tools used in evidence collection and documentation including the generalized audit software package (IDEA) and electronic working papers (TeamMate).
- The ability to report effectively the results of the internal audit engagement.

Among the topics to be covered are:

- Organizational governance and the role of internal audit
- Providing value-added internal audit services
- Types of internal audit services: (attestation, performance, quick response, assessment, facilitation, remediation)
- Risk assessment and allocation of audit resources
- The internal audit process
- Use of CAATS
- Organizational control procedures and control system design
- Evaluating the effectiveness of compliance systems
- Management and control of contracts, outsourcing and offshoring relationships
- Auditor/auditee relations
- Effective engagement reporting
- Quality assurance of the audit function
- Investigative auditing
- Compliance program design
- Designing the organization's assurance network

These and other topics will be cover through lectures and readings, analysis of case studies by students, presentation of by practitioners from industry and government, and a team project. At the completion of the course students should be ready to assume positions in internal audit functions and in the internal audit/risk management practice of public accounting and consulting firms.

EXAMINATIONS AND GRADING

Grades will be based on the total points obtained in the course (as shown below). Grades will be determined as follows: A – 90% of total points, B – 75-89%, C – 50-74%, E – below 50% of total points.

	<u>POINTS</u>	<u>%</u>
Exam	125	23%
Team Project	235	43%
Class Participation, Quizzes and Attendance	100	18%
Short Assignments	85	16%
TOTAL POINTS	<u>545</u>	

EXAMS. The exam will consist of three parts: 1) multiple-choice problems, 2) short answer problems, 3) essay and extended calculation problems.

TEAM PROJECT. During the semester you will complete a major field project. You will work in groups of three to four depending on the scope of the project. The projects this term will involve actual audit work in a government agency, company or non-profit organization. The projects will be evaluated as follows:

	<u>POINTS</u>
Deliverables and work papers (Group*)	100
Written Description (Group)	15
Interview (Individual)	15
Class presentations (Group)	30
Final written report (Group)	30
Team evaluation (Individual)	25
Individual evaluations (client and/or audit supervisor) (Individual)	<u>20</u>
	<u>235</u>

In parenthesis the form of the evaluation is indicated, either as an individual grade or a team grade. * indicates a group grade with potential adjustment to individuals if there is a clear difference in level of participation or performance.

SHORT ASSIGNMENTS. There will be eight short assignments (i.e., homework assignments) during the semester. These will consist of three "cases" and five TeamMate exercises. The one case will be an exercise using the IDEA software which will be provided, and TeamMate cases and exercises will be done by web access. The TeamMate exercise are on the CD that came with your text.

CLASS PARTICIPATION, QUIZZES AND ATTENDANCE. There will be 24 quizzes worth 3 points each (four lowest will be dropped) for a total of 60 points. The four dropped quizzes include all excused and unexcused absences (i.e., no make-up for missed quizzes). Additional points will be given for questions for guest speakers (2 points each), and project presentation evaluations (3 points each). The remainder of the 100 points will be awarded for general attendance and participation in class (approximately 10 points out of the 100).

Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per University policy.

VERIFICATION OF ABSENCES. Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence.

Make-Up Policy: Missed exam should be completed made-up prior to the class period following the exam – in extenuating circumstances a make-up exam will be given at a later date. Other late work will be accepted with at 10% penalty. This penalty will not apply to delays due to client circumstances in the project (e.g. client unable to meet, late project start date, delay in obtaining data from client, etc.) or to assignments where there are technical computer issues (e.g. problems with the remote desktop server, software incompatibility issues, etc.).

ACADEMIC INTEGRITY

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic

offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

ACCOMMODATIONS DUE TO DISABILITY

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

ACC 605 ASSIGNMENTS FOR CLASSES¹

CLASS 1**TOPIC: What is Internal Auditing?****READINGS:** None**CLASS 2****TOPIC: The Internal Auditing Profession; Adding Value: Governance, Risk Management and Control****READINGS**

1. Text - Chapter 1
2. Text - Chapters 3
3. Pulliam, S. and D. Solomon, "Uncooking the Books: How Three Unlikely Sleuths Discovered Fraud at WorldCom," WSJ, October 30, 2002, p. A1 (Readings Packet)
4. Applegate, D., "The U. S. Corporate Audit Function," *The Internal Auditor*, October 2004, pp. 23-27
5. Moody's Investor Services, Best Practices in Audit Committee Oversight of Internal Audit, October 2006. (Available at document section of course Blackboard web site)

CLASS 3**TOPIC: The International Professional Practices Framework****READINGS**

1. Chapter 2, read pages 2-1 to 2-20
2. Code of Ethics, On IIA Website <https://na.theiia.org/standards-guidance/mandatory-guidance/Pages/Code-of-Ethics.aspx> or Text, Appendix A.
3. International Standards for the Professional Practice of Internal Auditing (Standards) <http://www.theiia.org/guidance/standards-and-guidance/ippf/standards/>, or Text, Appendix B.
4. PA-1120-1 Individual Objectivity (Readings Packet)
5. PA-1130-1 Impairment to Independence or Objectivity
6. PA-1130.A2-1 Internal Audit's Responsibility for Other (Non-audit) Functions

CLASS 4**TOPIC: The International Professional Practices Framework****READINGS**

1. Chapter 2, read pages 2-20 to 2-34
2. PA 1210.A1-1 Obtaining External Service Providers to Support or Complement the Internal Audit Activity

CLASS 5**TOPIC: Risk Management****READINGS**

1. Text - Chapter 4
2. Committee of Sponsoring Organizations of the Treadway Commission, *COSO Enterprise Risk Management — Integrated Framework*, (COSO, 2004), executive summary. Found at: http://www.coso.org/Publications/ERM/COSO_ERM_ExecutiveSummary.pdf
3. Piper, A. "The Winds of Change, *Internal Auditor*, August 2014, pp. 28-34.
4. Position Paper - The Role of Internal Auditing in Enterprise-wide Risk Management. Found at: <https://na.theiia.org/standards-guidance/Public%20Documents/PP%20The%20Role%20of%20Internal%20Auditing%20in%20Enterprise%20Risk%20Management.pdf>

¹ The following abbreviations are used:

R&A -- ACC 605, *Internal Auditing: Readings*, Semester XX.

Text -- K. Reding, P. Sobel, U. Anderson, M. Head, S. Ramamoorti, M. Salamasick, and C. Shreve, *Internal Auditing: Assurance and Advisory Services*, 3rd edition, The Institute of Internal Auditors, 2013

CLASS 6**TOPIC: Business Process and Business Risks****READINGS**

1. Text - Chapter 5
 2. PA-2010-1 Linking the Audit Plan to Risk and Exposures
 3. PA 2010-2: Using the Risk Management Process in Internal Audit Planning
 4. Chapter 5, Case 1, Text PP. 5-33-5-35 (due September 25)
-

CLASS 7**TOPIC: Internal Control****READINGS**

1. Text - Chapter 6
 2. Committee of Sponsoring Organizations of the Treadway Commission, *Internal Control - Integrated Framework*, (COSO, 2013), executive summary. Found at:
http://www.coso.org/documents/990025P_Executive_Summary_final_may20_e.pdf
 3. CS1, Auditing Entity-wide Controls, CS1-1 to CS1-12 (posted to blackboard and CD)
 4. Slifker, L. "The Risk of Rogues," *The Internal Auditor*, December 2008, pp. 60-64.
 5. PA-2130-1 Assessing the Adequacy of Control Processes
-

CLASS 8**TOPIC: Managing the Internal Audit Function****READINGS**

1. Text, Chapter 9
2. PA-2030-1 Resource Management
3. PG, Developing the Internal Audit Strategic Plan, July 2012

ASSIGNMENT

TeamMate Exercise 1 (p. 5-38 and CD)

Class 9**TOPIC: Performing the Assurance Engagement: An Overview of the Audit Process****READINGS**

1. Text, Chapter 12
2. Bayhi, J. "The Purposeful Audit," *Internal Auditor*, February 2014, pp 17-19.
3. PA-2200-1 Engagement Planning
4. PA-2210.A1-1 Risk Assessment in Engagement Planning

ASSIGNMENT

Case 1 due (Chapter 5, 5-33 to 5-35)

CLASS10**TOPIC: Perform the Assurance Engagement – Audit Evidence and Procedures****READINGS**

1. Text, Chapters 10,
 2. Lange, J. "Curse of the Prior Workpapers," *The Internal Auditor*, August 2005, pp. 26-27
 3. Wueste, B. "Producing Quality Workpapers," *The Internal Auditor*, December 2008, pp. 19-20
 4. PA-2330-1 Documenting Information
-

CLASS 11**TOPIC: Performing the Assurance Engagement****READINGS**

1. Text, Chapters 13
 2. Smith, A. "Requests for Information," *Internal Auditor*, April 2014, pp. 19-23.
 3. Wright, R. "Effective Kickoff Meetings," *The Internal Auditor*, April 2009, pp. 21 and 23.
-

CLASS 12**TOPIC: Performing the Assurance Engagement: Inquiry and Other Procedures****READINGS**

1. Brune, C. "The Artful Interviewer," *The Internal Auditor*, April 2003, pp. 25-27.
2. Balkaran, L. "Client Interviews," *The Internal Auditor*, October 2010, pp. 19-21.
3. Wilkins, A. and B. Mooningham, "Revisiting the Internal Control Walk-through," *Internal Auditor*, August 2013, pp. 17-19.
4. PA 2320-1: Analytical Procedures

ASSIGNMENT

TeamMate Exercise 3 (p. 9-35 and CD)

Class 13**TOPIC: Audit tools - Root Cause Analysis, Maturity Models,****READINGS**

1. PA 2320-2 Root Cause Analysis
2. PG, Selecting, Using, and Creating Maturity Models: A Tool for Assurance and Consulting Engagements July 2013

CLASS 14**TOPIC: Performing the Assurance Engagement: Testing and Sampling****READINGS**

1. Text, Chapters 11
2. PA 2320-3: Audit Sampling
3. Applegate, D. "Attribute Sampling Plans," *The Internal Auditor*, February 2010, pp. 19 and 21.
4. Martin, J. "Sampling made Simple," *The Internal Auditor*, August 2004, pp. 21-24.

ASSIGNMENT

TeamMate Exercise 2 (p. 6-36 and CD - Exercise 2 – ServeFileShare)

CLASS 15**TOPIC: Performing the Assurance Engagement: Analytics and Big Data****READINGS**

1. PA 2320-4. Continuous Assurance
2. PG, GTAG 16: Data Analysis Technologies, August 2011 (reading packet)
3. "Generating Value from Big Data Analytics," ISACA White Paper, January 2014. (posted to blackboard)
4. "Privacy & Big Data," ISACA White Paper, August 2013. (posted to blackboard)

CLASS16**TOPIC: Managing the Internal Audit Function – Board and Management Relations**

1. PG- Measuring Internal Audit Effectiveness and Efficiency, December 2010
2. PG, Interaction with the Board, August 2011
3. U.S. Federal Reserve, Supplemental Policy Statement on the Internal Audit Function and Its Outsourcing, January 23, 2013. (Available at document section of course Blackboard web site)

ASSIGNMENT

TeamMate Exercise 4 (p.12-19 and CD)

CLASS 17**TOPIC: Performing the Consulting Engagement****READINGS**

1. Text, Chapter 15
2. White, S., "The Auditor as Internal Consultant," *The Internal Auditor*, February 2007, pp. 60-64.

SSIGNMENT

Case 2 due

CLASS 18**TOPIC: No Class– Project work day****READINGS: None**

CLASS 19**TOPIC: Reporting and Follow-up****READINGS**

1. Text, Chapters 14
2. PA-2410-1 Communication Criteria
3. PA-2500-1 Monitoring Progress
4. PA-2500.A1-1 Follow-up Process
5. PG, Formulating and Expressing Internal Audit Opinions, April 2009
6. Feierman, J. "Write it Right the First Time," *The Internal Auditor*, February 2006, pp. 60-64.

ASSIGNMENT

Case 3 due

CLASS 20**TOPIC: Information Technology Risks and Controls****READINGS**

1. Text - Chapter 7
2. PA-2130.A1-1 Information Reliability and Integrity

ASSIGNMENT

TeamMate Exercise 5 (p. 14-37 and CD)

CLASS 21**TOPIC: Information Technology Risks and Controls – Social Media Risk****READINGS**

1. Chaudhary, R., J. Frisby-Czerwinski, E. Del Giudice, Social Media Uncovered: Mitigating Risks in an Era of Social Networking, Crowe Horwath, July 2012. (posted to blackboard)
2. Marsh, S. "Social Media: Establishing and Enforcing a Social Media Policy," *Compliance & Ethics Professional*, Nov/Dec 2013, pp. 37-41. (posted to blackboard)

Class 22**TOPIC: Investigative Auditing****READINGS:**

1. Text, Chapter 8
2. PG, Internal Auditing and Fraud, December 2009

Class 23**TOPIC: Compliance****READINGS:**

1. CS2, Compliance, (posted to blackboard or CD).
2. Jackson, R. "Unraveling the Regulatory Knot," *The Internal Auditor*, October 2013, pp. 34-39.
3. PG, Auditing Anti-bribery and Anti-corruption Programs, June 2014
4. Kuzma, S., D. Torpey, and V. Walden, "Evaluating Third-party Due Diligence," *The Internal Auditor*, June 2012, pp. 43-47.

CLASS 24**TOPIC: Compliance – Ethical Culture****READINGS:**

1. PG, Evaluating Ethics-related Programs and Activities, June 2012
2. Jackson, R. "The Wall of Deceit," *The Internal Auditor*, December 2012, pp. 36-41.
3. Waring, C. "Measuring Ethical Climate Risk," *The Internal Auditor*, December 2004, pp. 71-85

Class 25**TOPIC: Whistleblowing****READINGS:**

1. Anderson, U. "Assessing the Merits of Alleged Wrongdoing," *Internal Auditing*, Spring 1995, pp. 48-54.
2. Baker, N. "See no Evil, Hear No Evil, Speak No Evil," *The Internal Auditor*, April 2008, pp. 38-43.
3. PA 2440-2: Communicating Sensitive Information Within and Outside the Chain of Command

ASSIGNMENT

Practice Exam (not to be handed in)

Class 26**Exam**

CLASS 27**TOPIC: Assurance Network Design to Meet Stakeholder Expectations****READINGS:**

1. PG, Reliance by Internal Audit on Other Assurance Providers, December 2011.
2. The Three Lines of Defense in Effective Risk Management and Control, January 2013.
<https://na.theiia.org/standards-guidance/Public%20Documents/PP%20The%20Three%20Lines%20of%20Defense%20in%20Effective%20Risk%20Management%20and%20Control.pdf>
3. Swartz, B. and W. Stippich. "The Three Lines of Defense," *Internal Auditor*, August 2014, pp 70-71.
4. PA 2050-Relying in the Work of Other Assurance Providers
5. PG, Reliance by Internal Audit on Other Assurance Providers, December 2011

Class 28

TOPIC: No Class- Project work day

READINGS: None**CLASS 29****TOPIC: Project Presentations****READINGS: None****Class 30****TOPIC: Project Presentations****READINGS: None****Final Exam Period – Presentations**