

SME Name *Kathryn Pupillo*
 SME Email Address *pupillok@middlesex.mass.edu*
 SME Phone Number *(314) 761-7219*
 Name of Material Reviewed
Accounting Forensics

Syllabus, Course and/or Module Evaluation Rubric

1: Evident; 0: Not Evident; N/A = Not applicable

A. Syllabus

| | | | | |
|-----------|---|---|---|-----|
| A1 | Syllabus includes basic elements of the course (e.g., <u>course title</u> , credits, goals/objectives, learning outcomes, pre-requisites, course description) | 0 | 1 | N/A |
| A2 | (objectives) Course outcomes are clearly stated and aligned to occupational focus and industry standards. | 0 | 1 | N/A |
| A3 | Course texts (required and optional) are listed on syllabus; supplementary materials and resources are provided if appropriate. | 0 | 1 | N/A |
| A4 | Evidence of capstone assessment (licensure, industry certification, capstone project or TSA) | 0 | 1 | N/A |
| A5 | Assessment methods, grading policies and scale, and/or other student measurement practices are described within the syllabus. | 0 | 1 | N/A |
| A6 | The Course Outline/Schedule includes major topics, and activities. | 0 | 1 | N/A |

Comments:
Course objectives are clearly stated and list desired outcomes. There is no clear evidence of a course capstone on syllabus. In addition, the current course schedule is vague and lacks activity detail.

1: Evident; 0: Not Evident; N/A = Not applicable

B. Learner Objectives & Interaction

| | | | | |
|-----------|--|---|---|-----|
| B1 | The course learning objectives are measurable. | 0 | 1 | N/A |
| B2 | Learning objectives are stated clearly and easily understood from the student's perspective. | 0 | 1 | N/A |
| B3 | The learning objectives are appropriately designed for the level of the course. | 0 | 1 | N/A |

Comments:

Course objectives are clearly stated with a clear outcome also detailed.

1: Evident; 0: Not Evident; N/A = Not applicable

C. Instructional Design

| | | | | |
|-----------|--|---|---|-----|
| C1 | The course organization and design is clear, coherent, and structured in an appropriate way. | 0 | 1 | N/A |
| C2 | Concepts and skills build logically and purposefully throughout the course, with transitions to support development and understanding from skill to skill. | 0 | 1 | N/A |

Comments:

The proposed schedule is the only detail given of chapters covered. It lacks enough detail to support development and understanding from skill to skill.

1: Evident; 0: Not Evident; N/A = Not applicable

D. Instructional Materials

Specify which module or lab reviewed

| | | | | |
|-----------|---|---|---|-----|
| D1 | The instructional materials contribute to the achievement of the stated course objectives. | 0 | 1 | N/A |
| D2 | The materials meet/reflect current industry practices and standards. | 0 | 1 | N/A |
| D3 | The instructional materials are current. | 0 | 1 | N/A |
| D4 | The learning activities and/or labs promote the achievement of the stated learning objectives. | 0 | 1 | N/A |
| D5 | Learning activities and/or labs provide opportunities for interaction that support active learning. | 0 | 1 | N/A |
| D6 | The module design organizes the course into stages of introduction, development, and assessment. | 0 | 1 | N/A |
| D7 | The module includes learning objectives, activities, and all classroom materials for each session. | 0 | 1 | N/A |

Comments:

The syllabus does not present learning activities for the course.

1: Evident; 0: Not Evident; N/A = Not applicable

E. Assessment & Measurement

| | | | | |
|----|---|---|---|-----|
| E1 | The types of assessments selected measure the stated learning objectives and are consistent with module activities and resources. | 0 | 1 | N/A |
| E2 | The assessment instruments selected are varied and appropriate to the student work being assessed. | 0 | 1 | N/A |

Comments:

There is currently no variation of assessment beyond 4 exams.

1: Evident; 0: Not Evident; N/A = Not applicable

F. Innovative or Enhanced Strategies

| | | | | |
|----|---|---|---|-----|
| F1 | Program/course/module reflects design or strategies that accelerate the time to completion. | 0 | 1 | N/A |
| | Program/course/module design or enhancements increase accessibility for lower-skilled students (e.g. those assessed at "pre-college" levels for English or math). | 0 | 1 | N/A |
| F2 | Program/course/module design or enhancements are designed to improve retention and completion for adult learners. support the adult learner. | 0 | 1 | N/A |

TOTAL

Is this program, course or module foundational, intermediate or advanced in terms of preparing students for employment in the specified industry? Please elaborate.

This topic of Accounting Forensics is intermediate for students seeking this industry. This would be a student's first look at Accounting from an angle of forensics.

Overall Comments: The course is well stated in its objectives, however I would like to see more detail for the proposed schedule and varied assessment such as a case study or capstone project to show learning outcomes from course.