

# Loyola University Maryland

# Sellinger School of Business and Management

# Auditing

# (AC 421-01/02) Sellinger Room 104

# Syllabus

Course: Auditing, AC 421-01/02 (T/Th 8:00 AM - 9:15 AM & 9:25 AM - 10:40 AM)

Room: Sellinger Hall 104

Professor: Robbie Bishop-Monroe, DBA, CPA, CFE

E-mail: Rbishop-Monroe@loyola.edu

Phone/Text: (210) 201-2565 (Google Voice)

Office Hours: Virtual office hours through Zoom https://loyola.zoom.us/j/4700431150

and Meeting ID: 470 043 1150 or in Sellinger Hall Office Room 311 (Tuesdays 12:30 pm - 2:30 pm, Wednesdays 1:30 pm - 3:30 pm & Thursdays 12:30 pm - 2:30 pm) or by appointment Monday - Saturday. \*My cyber- Sabbath is on Sunday. Please be patient as I am unavailable to reply on Sundays.

Semester: Tuesday, January 17, 2023 - Monday, May 1, 2023

**Required Text: Auditing: A Practical Approach with Data Analytics, 2nd Edition** [Raymond N. Johnson](https://www.wiley.com/en-us/search?pq=%7Crelevance%7Cauthor%3ARaymond+N.+Johnson), [Laura Davis Wiley](https://www.wiley.com/en-us/search?pq=%7Crelevance%7Cauthor%3ALaura+Davis+Wiley), [Robyn Moroney](https://www.wiley.com/en-us/search?pq=%7Crelevance%7Cauthor%3ARobyn+Moroney), [Fiona Campbell](https://www.wiley.com/en-us/search?pq=%7Crelevance%7Cauthor%3AFiona+Campbell), [Jane Hamilton](https://www.wiley.com/en-us/search?pq=%7Crelevance%7Cauthor%3AJane+Hamilton) (2019), John Wiley & Sons Publishing (see flyer posted in Moodle for purchasing options). Access to WileyPlus is required for the course.

The cost of the textbook, purchased at the bookstore, includes a WILEY PLUS REGISTRATION CODE AT NO ADDITIONAL COST. You must enroll in Wiley Plus so that you can complete online homework assignments.

To access WileyPLUS, please go to www.wileyplus.com and please enter in the course id OR use the search area to locate your WileyPLUS section. Throughout the semester, if you need WileyPLUS Technical Support please reach out to Wiley directly. Students can connect with WileyPLUS Technical Support 24/7 via a Live Chat. If your WileyPLUS concern is not resolved, please forward me the Live Chat Transcript Wiley sent to you at the conclusion of your call. I will work with the Wiley representative to further assist you.

**Course Description:** This is a Diversity-Justice designated course that contributes to the mission of Loyola to “inspire students to learn, lead, and serve in a diverse changing world.” A diversity course is required to fulfill the university graduation requirements. This course will provide awareness and a critical understanding of an underrepresented group so that students can reflect on “action-oriented responses to the needs of the world.” In this course students will understand how inequities are present in the accounting environment, observe the impacts and experiences of distinct minority groups in the United States, and reflect on how inequities can be addressed in the accounting profession in the United States of America. The course also encompasses the basic concepts of auditing, generally accepted auditing standards, theoretical and practical development of the independent audit function, collection and evaluation of audit evidence, understanding internal control, risk assessment, transaction cycles, and reporting. The course will also cover the practice of ethical and professional work standards

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| --- | --- |
| **ACCOUNTING (MANAGEMENT) SPECIFIC GOALS** | |
| **Knowledge Acquisition** | |
| Objective 1.4 | Demonstrate an appropriate mastery of the knowledge, skills and tools of auditing and systems. |
| **ACCOUNTING GENERAL GOALS** | |
| **Critical Thinking Skills** | |
| Students shall develop the ability to identify and evaluate accounting problems and arrive at reasoned conclusions. | |
| *Specific Objective*   * Demonstrate competency in applying course knowledge to analyze and successfully solve course specific problems. | |
| **Ethics and Professional Responsibility** | |
| *Students shall develop the ability to recognize and respond appropriately to professional, ethical, and regulatory issues in accounting.* | |
| *Specific Objectives*   * *Demonstrate the ability to identify ethical issues in auditing and apply the appropriate AICPA code of professional responsibility (including PCAOB principles and rules) to make ethical business and professional decisions.* | |
| **Diversity** | |
| *Students shall develop competency in discerning the ways in which factors such as power, place, and privilege shape the lives of historically disenfranchised groups within the accounting field.* | |
| *Specific Objectives*   * *The history, perspectives, and values of at least one non- dominant culture or minority group in the United States in the accounting field;* * *How at least one non-dominant culture or minority group shapes and is shaped by local, regional, or national contexts;* * *Structural sources of disenfranchisement and privilege in a domestic context;* * *Ways to analyze and conceptualize differences* | |

**Course Educational Objectives**:

1. Demonstrate an appropriate mastery of knowledge auditing standards, audit reports, ethics, internal control and audit process.
2. Develop the ability to identify and evaluate audit risk, including internal control risk, fraud risk, inherent risk and business and industry risk and arrive at reasoned conclusions.
3. Develop the ability to work effectively with others in order to address auditing issues.
4. Develop the ability to recognize and respond appropriately to ethical and regulatory issues in accounting.
5. Demonstrate the ability to critically think about diversity topics impacting the accounting field.

**Class Format & Expectations:**

This will be a traditional, lecture-based class with periodic online lectures.Students are expected to thoroughly read each chapter before the chapter is discussed in class and have questions ready on any areas that they do not understand. We will cover the material in the order indicated in the syllabus below.

**Course Grading:**

|  |  |  |
| --- | --- | --- |
| **Grading Distribution** | | |
| **Evaluation Criteria** | **Points** | **Percent** |
| ***Examinations (40%):*** |  |  |
| **Examination I (Chapters 1 - 5)** | 150 | 15% |
| **Examination II (Chapters 6, 7, 8, 9 & 11)** | 150 | 15% |
| **Examination III (Chapters 12 - 15)** | 100 | 10% |
| ***Assignments (60%):*** |  |  |
| **Homework (10 @ 15 points each)** | 150 | 15% |
| **Diversity Reflective Exercises**  **Understanding AICPA Trends Report Class Discussion & Reflection (50 points)**  **Bias Test & Reflection (50 points)**  **Auditing While Black Reflection (50 points)**  **Underrepresented Perspectives Choice Reflection (50 points)**  **Accounting Academic Diversity Reflection (50 points)** | 250 | 25% |
| **Project(s)/Papers:**   * + - 1. **Audit Interview: (individual - 50 points) and Presentation (group) (25 points)**       2. **Research Memorandum (75 points), and**       3. **Case Team Presentation (50 points)** | 200 | 20% |
| **Total** | **1000** | **100%** |

**Grading:**

Points

|  |  |
| --- | --- |
| Exam 1 | 150 |
| Exam 2 | 150 |
| Exam 3  Homework  Reflective Exercises | 100  150  250 |
| Projects/Paper  **Total** | 200  **1000** |

Percentages

|  |  |
| --- | --- |
| Exam 1 | 15% |
| Exam 2 | 15% |
| Exam 3  Homework  Reflective Exercises | 10%  15%  25% |
| Projects/Paper  **Total** | 20%  **1000** |

**Exams:**

The three (3) exams will be non-cumulative, covering the material in the course. The exams will be administered either in class or online, and will be timed.

**Homework & Assignments:**

We will be using WileyPlus for homework assignments. Assignments will need to be submitted electronically through the WileyPlus system in order to be counted for credit.

**Assignments have also been designed for you to work through important considerations when it comes to diversity, equity, and inclusion.**

**Attendance:**

This is a challenging course and I am expecting all students to attend class and participate in classroom discussions for maximum success.

Grade averages will be converted to letter grades at the end of the course as follows:

Course Percentage of Course Percentage of

Grade Total Points Grade Total Points

A 93 - 100 C+ 77 - 79.99

A- 90 - 92.99 C 73 - 76.99

B+ 87 - 89.99 C- 70 - 72.99

B 83 - 86.99 D+ 65 - 69.99

B- 80 - 82.99 D 60 - 64.99

**F is a 59.99 and below.**

**Changes to the Syllabus:**

Changes to the syllabus can and will be made at the discretion of the professor. These changes can be made either in writing or verbally, and it is the responsibility of the student to be in attendance of class and take note of any changes.

**Academic Integrity:**

Academic dishonesty will not be condoned or tolerated. The accounting profession’s continued existence depends on maintaining the highest possible ethical standards. All students should be familiar with the Loyola Student Honor Code, as posted on Loyola.edu:

The Honor Code states that all students of the Loyola community have been equally entrusted by their peers to conduct themselves honestly on all academic assignments. Our goal is to foster a trusting atmosphere that is ideal for learning. In order to achieve this goal, every student must be actively committed to this pursuit and its responsibilities, and is therefore called to be active in the governing of the community’s standards. Thus, all students have the right, as well as the duty, to expect honest work from their colleagues. From this, we students will benefit and learn from the caring relationships that our community trustfully embodies.

The students of this University understand that having collective and individual responsibility for the ethical welfare of their peers exemplifies a commitment to the community. Students who submit materials that are the products of their own mind demonstrate respect for themselves and the community in which they study. These students possess a strong sense of honor, reverence for truth, and a commitment to Jesuit education. Accordingly, students found violating the Honor Code will be reprimanded appropriately in the belief that they will, with the support of their peers, learn from the mistake.

This Code not only requires students to understand the ideals of truth and personal care as the two strongest educational factors expressed in cura personalis, but also calls them to demonstrate a general concern for the welfare of their colleagues and the University.

All outside resources or information citied or used should be clearly acknowledged. If there is any doubt or question regarding the use and documentation of outside sources for

academic assignments, please ask me. The Honor Council will handle any violations of the Honor Code.

By participating in this course, you agree to abide by the Loyola University Honor Code, as well as the policies of the Sellinger School of Business and Management and the Department of Accounting. In addition to whatever penalties are imposed by the Honor Council, those found guilty of cheating in any way will receive a grade of F for the student guilty of cheating. Any student found to be complacent in another student’s cheating will receive a reduction of a full letter grade for the course.

**Speakers of Multiple Languages:**

If you are a speaker of more than one language or if English is not one of your first languages, there are resources for Multilingual Students including access to an ESL tutor, faculty who can help you navigate the university, and portals for other academic support. Multilingual students are encouraged to speak with me about their unique needs.

**Respect for Diversity Statement:**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Source: Brown University, Harriet W. Sheridan Center for Teaching and Learning

**Gender Pronoun Syllabi Statement:**

"All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will have the chance to indicate the name that we prefer to be called and, if we choose, to identify pronouns with which we would like to be addressed...I will do my best to address and refer to all students accordingly and support classmates in doing so as well."

Source: University of Michigan, Center for Research on Learning and Teaching

**Counseling Center:**

The Counseling Center supports the emotional well-being of the student body and is committed to a respectful understanding and honoring of the social, emotional, and cultural contexts represented by each individual student. The Counseling Center provides brief individual and group counseling, emergency and crisis intervention, and comprehensive referral services for those in need of longer-term therapy. We are currently providing both in -person and virtual services and this is subject to change in accordance with best health practices and state laws. Relevant updates and more information can be found on our webpage: www.loyola.edu/counselingcenter or by calling (410) 617-CARE (2273). To make an appointment, please call (410) 617-CARE (2273). For after-hours emergencies, please call our after-hours counselor at (410) 617-5530 or Campus Police at (410)617-5911. Let’s Talk!

**Accommodations:**

If you are a student registered with Disability Support Services (DSS) who needs accommodations for this course, please make sure you ask DSS to send a Faculty Notification Email (FNE) to your professor. If DSS has already sent the FNE to your professor, please schedule a brief meeting to discuss your accommodations during office hours. If you are not registered with DSS, but you have a physical or mental condition and experiencing difficulties caused by your medical condition in this or another course, please go to the Disability Support Services' website to learn more about accommodations at Loyola. Also, you can contact DSS at DSS@loyola.edu to schedule a meeting.

**Title IX:**

Loyola University Maryland is committed to a learning and working environment free from sexual and gender-based misconduct including sexual harassment, sexual assault, fondling, incest, statutory rape, domestic violence, dating violence, stalking, and sexual exploitation. Reports of such offenses are taken seriously, and Loyola encourages students experiencing sexual misconduct to report the incident in accordance with the University’s policy on Reporting Sexual Misconduct. Because of the University’s obligation to respond to reports of sexual misconduct, mandated reporters including faculty members, are required to report incidents of sexual misconduct to the Title IX coordinator even if the reporting party requests confidentiality. Information about confidential resources that are not required to report sexual misconduct to the Title IX coordinator may be found on the Title IX reporting resources page. For more information about policies and resources or reporting options, please review the Title IX web page. Loyola is also committed to an environment free of other forms of harassment and discrimination. For information about policies and reporting resources, please review the Bias Related Behaviors Process and Policy in the Community Standards for policies related to students and the harassment and discrimination policy for policies related to employees.

**Writing Center:**

The Loyola Writing Center is open seven days a week for both face-to-face and Zoom appointments. The complete schedule of hours is posted on the website: https://www.loyola.edu/department/writing-center/about/location-hours. For questions, or help making an appointment, students can email lwc@loyola.edu.

**Study:**

The Study is located on the third floor of Jenkins Hall and serves as Loyola University Maryland’s academic support center. Our mission is to help Loyola students become successful, independent learners. We do this through a variety of free academic support services, such as peer and professional tutoring, academic success workshops, academic coaching, and time management and organization coaching. These services are available in person and online, and students can register for them through The Study’s website at www.loyola.edu/thestudy.

**Food/Housing Insecurity and Textbook Needs:**

Any student who has difficulty securing their food, housing or textbooks is urged to contact Dr. Deborah Melzer, Vice President for Student Development and Dean of Students at studentsuccessfund@loyola.edu. Loyola may have resources to help.

**Recording:**

If any classes are recorded through Zoom, by participating in this course, you are consenting to be recorded and to have your participation shared with other class participants.

**Core Rules of Netiquette:**

Netiquette, or network etiquette, is concerned with the "proper" way to communicate in an online environment. Consider the following "rules," adapted from Virginia Shea's The Core Rules of Netiquette, whenever you communicate in the virtual world.

Rule 1: Remember the Human

Rule 2: Adhere to the same standards of behavior online that you follow in real life

Rule 3: Know where you are in cyberspace

Rule 4: Respect other people's time and bandwidth

Rule 5: Make yourself look good online

Rule 6: Share expert knowledge

Rule 7: Help keep flame wars under control

Rule 8: Respect other people's privacy

Rule 9: Don't abuse your power

Rule 10: Be forgiving of other people's mistakes

Adapted from The Core Rules of Netiquette Shea, V. (1994). Core rules of netiquette. Netiquette (Online ed., pp. 32-45). San Francisco: Albion Books.

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| **Date** | **Topic** | **Chapter** | **Homework Due at 11:59 pm** |
| Week 1  Tues. Jan 17, 2023 | Introductions  Chapter 1: Intro & Overview of Audits & Assurance  **Understanding AICPA Trends Report** **Class Discussion & Reflection due January 24** | 1 | Assign Groups |
| Thurs. Jan. 19, 2023 | Chapter 1: Introduction to Financial Statements Continued |  | 1 Homework due Tuesday, January 24, 2023 |
| Week 2  Tues. Jan 24, 2023 | Chapter 2: Professionalism and Professional Responsibilities  **Complete Bias Test & 250-word Reflection due Jan 28th** | 2 |  |
| Thurs. Jan. 26, 2023 | Chapter 2: Professionalism and Professional Responsibilities Continued  Chapter 3 case - Client Cont. |  | 2 Homework due Saturday, January 28, 2023 |
| Week 3  Tues. January 31, 2023 | Chapter 3: Risk Assessment Part I – Audit Risk & Audit Strategy  Chapter 3 case - Planning Memo | 3 & 4 | **Interview Name Due** due Saturday, February 4, 2023 |
| Thurs. February 2, 2023 | Chapter 3: Risk Assessment Part I – Audit Risk & Audit Strategy continued  Chapter 4: Risk Assessment Part II–Understanding the Client  Chapter 3 case - Materiality |  | 3 & 4 Homework due Saturday, February 4, 2023 |
| Week 4  Tues. February 7, 2023 | Chapter 5: Audit Evidence | 5 |  |
| Thurs. February 9, 2023 | Chapter 5: Audit Evidence Continued  Chapter case - Analytics |  | 5 Homework due Saturday, February 11, 2023 |
| **Week 5**  **Tues. Feb 14, 2023** | **Exam I (Chapters 1 - 5)** |  | **Exam 1** |
| Thurs. Feb. 16, 2023 | Chapter 6: Understanding Client’s System of Internal Control  **Auditing While Black Reflection due Feb 18** | 6 | 6 Homework due Saturday,  February 18, 2023 |
| Week 6  Tues. Feb 21, 2023 | Chapter 7: Audit Data Analytics |  |  |
| Thurs. Feb. 23, 2023 | Chapter 7: Audit Data Analytics  CAQ Kendallville Bank Audit Case | 7 | 7 Homework due Saturday, February 25, 2023 |
| Week 7  Tues. Feb. 28, 2023 | Chapter 8: Risk Response Performing Test of Controls | 8 | **Interview Summary and presentation due Tuesday, February, 28, 2023** |
| Thurs. Mar. 2, 2023 | Chapter 9: Risk Response – Performing Substantive Procedures  Fraud - Carolina Wilderness Outfitters Case | 9 | 8 & 9 Homework due Saturday, March 11, 2023 |
| **Week 8**  **Mon. Mar. 6, 2023 -**  **Fri. Mar. 10, 2023** | **Spring Break** |  |  |
| Week 9  Tues. Mar. 14, 2023 | Chapter 11: Auditing the Revenue Process (focus on substantive procedures only) | 11 |  |
| Thurs. Mar. 16, 2023 | Chapter 12: Auditing Purchasing and Payroll Processes (focus on substantive procedures only)  Chapter 13 – Cash Case | 12 | 11 Homework due Saturday, March 18, 2023 |
| **Week 10**  **Tues. Mar. 21, 2023** | **Exam 2 (Chapters 6, 7, 8, 9 & 11)** |  | **Exam 2** |
| Thurs. Mar 23, 2023 | Chapter 13: Auditing Various Balance Sheet Accounts  **Underrepresented Perspectives Choice Reflection due March 25** | 13 | 12 Homework due Saturday, March 25, 2023 |
| Week 11  Tues. Mar. 28, 2023 | Chapter 13: Auditing Various Balance Sheet Accounts |  |  |
| Thurs. Mar. 30, 2023 | Chapter 14: Completing the Audit | 14 | 13 Homework due Saturday, April 1, 2023 |
| Week 12  Tues. April 4, 2023 | Chapter 14: Completing the Audit |  | **Research Memorandum Due**  **Saturday, April 8, 2023** |
| **Loyola Easter Break - No classes Thursday, April 6, 2023 - Sunday, April 9, 2023** |  |  |  |
| Week 13  Tues. April 11, 2023 | Presentations  LDC Cloud Systems Case |  |  |
| Thurs. April 13, 2023 | **Accounting Academic Diversity Reflection due Saturday, April 15, 2023** |  | 14 Homework due Saturday, April 15, 2023 |
| Week 14  Tues. April 18, 2023 | Chapter 15: Reporting on the Audit | 15 |  |
| Thurs. April 20, 2023 | Chapter 15: Reporting on the Audit |  | 15 Homework due Saturday, April 22, 2023 |
| Week 15  Tues. April 25 & | **Exam 3 (Chapters 12 - 15)** |  | **Exam 3** |
| Thurs. April 27, 2023 | Final Class Project |  |  |