THE UNIVERSITY OF TEXAS AT AUSTIN

ACC 358C/380K.4, Auditing and Assurance Services

Course Syllabus
Fall 2016

Time and Location:
Mondays and Wednesdays 3:30–5:00 (unique no. 03060 for ACC 380K.4 and 02930 for ACC 358C) in UTC 3.122

Instructor
Mark Bradshaw, J.D., M.P.A., M.B.A.
Audit Professor in Residence, KPMG (2007)
Office: GSB.5.124E; Ph.: 512-475-8852; E-mail: mark.bradshaw@mccombs.utexas.edu
Office hours: Mondays from 10:30 – 11:30 and by appointment.

Note: I generally prefer e-mail as a means of communication outside of class and office hours.

Teaching Assistant
Jessica Wu
E-mail: wu.jessica94@gmail.com

Jessica will assist with the grading of cases and exams. After graded cases are returned throughout the semester, she will schedule office hours to discuss such assignments. If you have grading or other questions concerning a case that has been returned, please make every effort to attend her scheduled office hours. All other questions and communications concerning course-related matters (including case and exam preparation and exam grading) should be directed to me.

Canvas

We will use the web-based University of Texas at Austin Canvas software extensively, including the course discussion forums. To access Canvas, follow the links from your MyUT Student Portal and the University website.

The discussion forums on Canvas benefit all of us. You can use them to post comments, links to articles of interest, questions and responses to others' posts. If you have a question, comment or article of general interest (i.e., it is not a personal matter), please use the discussion forums, not e-mail!

I will also use Canvas to post announcements, course materials and scores. Please check Canvas frequently and before every class.
**Enhancing the Enjoyment of this Course**

I prefer an informal classroom, as I have found such an environment to be more enjoyable and conducive to student attendance and participation. I hope you will let me know during class if you have a question, comment or response. *In this class, silence is not golden!*

Please assist me in maintaining a positive, productive learning environment by showing courtesy and respect for your fellow students (and me). To that end, *please make all reasonable efforts to be on time to class and exams.* Entering the classroom after class begins is distracting and disruptive to me and those around you. Please also respond to your fellow students’ remarks in a courteous and respectful manner, as you would in a professional setting.

In my experience as an instructor and student, I have also found electronic devices to be distracting and disruptive. *Accordingly, the use of electronic devices in class is not permitted. Accordingly, please turn your cell phone, tablet, laptop and other devices off before class begins.* PowerPoint slides for each course topic will be available on Canvas before class. I recommend that you print out the slides (4 or 6 to a page) before each class and write your notes in the margins or space provided as we cover the material.

Finally, I hope you will give me feedback during the semester. You will have a formal opportunity to do so via the end-of-semester Course Instructor Survey, but I hope you will stop by and see me during the semester if there are things you especially like or do not like about the course.

**Required Course Materials:**

*Course files.* As noted above, I will provide PowerPoint and other files (including supplemental non-textbook readings, homework solutions, and cases) on Canvas. *These materials do not substitute for class itself, so it is important to attend each class session.*


**Course Objectives**

At the end of the semester, you will have a better understanding of the following:

1. The audit profession, including the importance of auditing and other assurance services to the global economy.
2. The crucial role of auditing in effective corporate governance and the reduction of fraud.
3. Auditing standards and changes in the audit environment.
4. Auditor liability and ethical responsibilities.
5. Internal controls and the integrated audit.
6. Audit planning, including the risk-based approach to auditing and audit risk model.
7. The need to gather sufficient, competent audit evidence to conduct a quality audit.

8. The use of sampling in audits.

9. The framework for auditing a company's revenue and purchasing cycles.

10. End-of-audit issues and procedures.

11. Reporting audit findings.

12. Issues arising in past accounting and auditing scandals.

**Grading**

Course grades will be based on a 500-point scale, as follows:

<table>
<thead>
<tr>
<th></th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm examination 1</td>
<td>75 (15%)</td>
</tr>
<tr>
<td>Midterm examination 2</td>
<td>100 (20%)</td>
</tr>
<tr>
<td>Final examination</td>
<td>125 (25%)</td>
</tr>
<tr>
<td>Cases (see listing for point allocation)</td>
<td>125 (25%)</td>
</tr>
<tr>
<td>End-of-semester group presentation</td>
<td>40 (8%)</td>
</tr>
<tr>
<td>Class participation and contribution</td>
<td>35 (7%)</td>
</tr>
<tr>
<td><strong>Total possible points</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

*I do not have fixed point or percentage cut-offs in mind regarding letter grades. I will make these determinations at the end of the semester based on both relative and absolute performance considerations.* Historically, my grade distribution in this course has been approximately 40-45% A/A-’s, 50-55% % B+/B’s and 5-10% below. *However, the foregoing is not a commitment to such a grade distribution this semester.*

As students are naturally curious about grades and where they stand during the semester, I will endeavor to give the class a sense of what I view as A, B, etc. performance after the second midterm exam. *However, any mid-semester indications of exam and course performance are merely to assist you in evaluating your performance to date and achieving your goals in this course. They are not guarantees or suggestions that you will receive any particular final grade in this course or indicators as to percentage cutoffs for particular grades.*
Each graded component is described below:

**Examinations (two midterms worth 75 and 100 points; final exam worth 125 points)**

Examinations will emphasize concepts and issues discussed in class and/or addressed in PowerPoint slides to be provided, although any material from assigned readings is "fair game" for testing. Exams will contain objective (multiple choice and true-false) questions, and short-answer and/or essay questions. I will provide additional exam-related information prior to each exam.

The first midterm examination will test material related to Chapters 1-3 (and a portion of 17) of the text. The second midterm will cover material related to Chapters 4-7 (and a portion of 16). The final examination will emphasize the remainder of the material covered in the course. I will identify the material to be covered prior to the final exam. Of course, as certain material in this course builds on previous concepts, each examination will be “cumulative” in the broad sense of that term.

**Cases (125 points)**

To refine your writing skills and your ability to deal with more realistic and less structured problems in auditing, there will be five case exercises based on real-world examples that have been adapted for teaching purposes.

Cases will be graded for breadth and depth of analysis, quality of writing and professional impression. Some case questions will involve subjective issues for which there may be no “right answer” and multiple views can be defended. It is important to be both complete and concise in your case analyses. Do not repeat or summarize the case facts, except where needed to support a position. Your case analyses will be limited to three pages each and must be double-spaced, use a font no smaller than 10 and have left and right margins of at least 1”.

In the formative stage of a case assignment, you are welcome to discuss the case with other students in this class (but not other classes), including on Canvas. However, discussing a case with individuals not currently in this class (other than the University Writing Center, as discussed below) or relying on or copying from another student's prepared solution is scholastic dishonesty, and will be penalized severely. See “Policy on Scholastic Dishonesty” later in this syllabus for clarification.

The assigned cases, their point allocations and due dates are listed below:

<table>
<thead>
<tr>
<th>Case</th>
<th>Source</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. MHA Textiles (10 points)</td>
<td>PwC Case Series (2005)</td>
<td>Dealing with client requests</td>
</tr>
<tr>
<td>2. TBA (25 points)</td>
<td></td>
<td></td>
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<tr>
<td>4. TBA (30 points)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. **PCAOB Inspections (30 points)**

| PCAOB Inspection Reports | Analysis of PCAOB commentary on audits |

All cases will be due in class on the day indicated in the Course Schedule (below), unless otherwise instructed. We will discuss certain cases in class, on or after the due date. Discussion of cases is an important part of the course, *so please be prepared to discuss and defend your positions in class* (see “Class Attendance and Participation,” below). You are also welcome to discuss and clarify case issues by posting to the Canvas discussion forum.

**Group Presentation - "Pick a Scandal" (40 points)**

The capstone project at the end of the semester will involve groups of three to five students. Each group will choose an accounting / auditing scandal and investigate (1) the underlying accounting issue(s) or nature of any accounting fraud, (2) why the audit failed to uncover the problem(s) and what might have been done differently, and (3) the consequences for management and the auditors. Each group will present the results from its investigation in a 15-minute presentation. Further details on this assignment and a list of suggested scandals will be provided later in the semester.

**Class Attendance and Participation (35 points)**

Your active participation will make this course substantially more enjoyable (for you and me) and significantly enhance the clarity of points discussed in class. To give you an added incentive to attend and participate, a component of the course grade will be based on my largely subjective (but genuine) assessment of your cumulative participation and contribution in this class.

Elements of participation and contribution are:

- Asking and answering questions and offering insights in class discussions.
- Attending and showing interest in other groups' presentations at the end of the semester, or in the presentations of any guest speakers.

I do not "micromanage" participation or expect that you will contribute in every class. Your interest and comfort level will likely dictate your participation in a given class or on a given subject. Assessing participation at the conclusion of the course requires my subjective judgment, but you can trust me to do my best to form a fair assessment over the semester of your participation and contribution.

I do not take attendance regularly, as my expectation (being that you are Masters students in a top accounting program) is that you will consistently attend class. *However, I reserve the right to take attendance from time to time during the semester.* Days on which attendance is taken will not be announced in advance, except for group presentation days (when attendance will be taken). I will consider your attendance/absences in evaluating your participation. *I will also take into account any violations of course policies, such as consistent tardiness or arriving late for an exam, the use of electronic devices in class, or any other activities that are disruptive to the class.*
Be Proactive!

As in any course, it is common for some students’ early performance in the course to fall short of their goals or expectations. Unfortunately, it is also common for many such students to not seek input or assistance in a timely manner, leading to late-semester anxiety and diminished (or dashed) hopes for a particular grade.

If at any point you have a concern about your performance, please come by during office hours or make other arrangements to see me. I will be happy to provide suggestions on how you might improve your performance in the course.

Discussion Forums

Along with other features of Canvas, I strongly encourage you to take advantage of the discussion forums for this course. Postings can relate to class discussions, case issues, exam-related questions, career matters or any other topics/issues that are relevant to this course. I monitor the discussion forums on a regular basis.

Ground rules for discussion forums:

1. For questions or comments of general interest to the class (i.e., non-personal matters), please use Canvas, not e-mail!

2. Be professional and courteous. Discussion forums of this type are used throughout the business world. You do not need to be overly formal, but forums such as this offer a good opportunity to practice professional business communication. Please keep in mind that I will read your posts.

3. Any topics of interest to students taking this course are welcome.

4. Do not be a free rider. If you benefit from reading others’ postings, consider adding your own insights. Also, reply to inquiries from your fellow students.

5. Even if you have nothing to post, please get in the habit of accessing the discussion forum before each class session. I will often use Canvas to communicate important announcements and clarifications.

6. I will establish special forums for exams, cases and group project selections. To maximize the usefulness of your posting, please use the designated forums.

Canvas downtimes and cases:

As with all computer systems, there are occasional scheduled downtimes and unanticipated interruptions of the Canvas system. Notification of these disruptions will be posted on the Canvas login page. Scheduled downtimes are not an excuse for turning in a case late or failing to complete other course requirements. However, if there is an unscheduled downtime for a significant period of time, I will make an adjustment if it occurs close to the due date. As downtimes are often unpredictable, I advise you to print out case and other course materials as soon as they are available.
Homework

Each chapter in the text is followed by multiple choice (and other) problems that you can complete for practice. I suggest that you complete the multiple choice problems following each full chapter that we cover (we only cover portions of Chs. 16 and 17). Solutions will be posted on Canvas.

Homework is voluntary and will not be collected. Hence, homework does not technically count as part of your course grade. However, I will consider the suggested homework problems when I prepare each examination, i.e., certain exam questions will be similar or identical to homework problems. I expect that students who put diligent effort into the homework will do better on the examinations.

Policy on Missed Examinations and Assignments

In general, medical emergencies, family emergencies and university-sponsored conflicts are the only valid reasons for missing an examination or the due date of a case. In all such instances, I require some form of supporting documentation, such as a signed note from a physician or other verification of the emergent situation or conflict. If appropriate, I strongly suggest that you register any such emergencies with the Office of Student Emergency Services. At that point I will decide the best make-up alternative on a case-by-case basis, which could mean a make-up exam or recalculating the semester grade to omit the missed component, depending on the circumstances. Examinations or assignments that are missed for reasons other than emergencies or university-sponsored conflicts will generally receive no credit. In the case of a conflict due to a university-sponsored event, you must notify me as soon as you are aware of the conflict and before the examination date or assignment due date.

Please note that interviews and office visits are not valid reasons for missing an examination or turning in a case late. Although recruiting can be time-consuming and tiresome, I do not expect their activities to create direct conflicts with exams (which will take place in class) and cases. If you must miss class and a case is due that day, you should email the case to me (with a copy to our TA) before class begins.

Religious Holidays

Religious holy days sometime conflict with examination and assignment schedules. If you miss an examination or case due to the observance of a religious holy day, you will be given an opportunity to complete the work missed within a reasonable time after the absence. It is the policy of the University that you must notify me prior to the exam or case scheduled on the date you will be absent to observe a religious holiday. Please provide as much notice to me as possible.

Policy on Students with Disabilities

The University strives to accommodate qualified students with disabilities. Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities. If you are a qualified student with a disability, please see me to discuss any appropriate accommodations that have been recommended for this course.
University Electronic Mail Notification Policy

All students should become familiar with the University’s official e-mail student notification policy. It is the student’s responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your email address are available at: http://www.utexas.edu/its/policies/emailnotify.html.

Electronic Class Roster and Student Privacy

The University has requested that students be notified of their privacy rights in regard to electronic class rosters:

Password-protected class sites will be available for all accredited courses taught at the University. Syllabi, handouts, assignments and other resources are types of information that may be available within these sites. Site activities could include exchanging e-mail, engaging in class discussions and chats, and exchanging files. In addition, class e-mail rosters will be a component of the sites. Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For information on restricting directory information see: http://www.utexas.edu/student/registrar/catalogs/gi06-07/app/appc09.html.

The University Writing Center

I encourage you to use the University Writing Center (UWC) to assist you with writing your case analyses. The UWC offers constructive, expert help with writing, by appointment or on a drop-in basis (although I suggest you make an appointment and not wait until the “last minute”), on both academic and non-academic writing. This is not just for writing with “problems.” Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. Further, the assistance they provide is intended to foster independence - each student determines how to use the consultant’s advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work.

Policy on Scholastic Dishonesty and Working Together on Course Assignments

Policy of the Department of Accounting

The Department of Accounting has a Policy Statement on Scholastic Dishonesty in the MPA Program. It is available via the Department website at http://www.mccombs.utexas.edu/MPA/Student-Code-of-Ethics.aspx.
The Department of Accounting has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the Department's Policy Statement on Scholastic Dishonesty in the MPA Program. By teaching this course, I have agreed to observe all faculty responsibilities described in that document. By enrolling in this class, you have agreed to observe all student responsibilities described in that document. If the application of the Statement on Scholastic Dishonesty to this class or its assignments is unclear in any way, it is your responsibility to ask me for clarification. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, the integrity of the University, and the value of our academic brand, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at http://deanofstudents.utexas.edu/sjs/ to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

Integrity is a public good from which we all benefit and a trait of successful businessmen and women. I intend to conduct this course in an environment of trust and cooperation. I can only achieve this, however, if you maintain absolute ethical integrity in this course. If in doubt, ask me!

Personal Policy on Working Together (applies only to this course)

For this class, you may discuss issues related to assigned cases with other students in this class (but not other classes). You may work in the formative stages of an assignment in pairs or small groups if you wish to clarify facts and issues. However, I expect the final product of each case to reflect individual composition and not the result of joint or collaborative preparation (with the exception of the “pick a scandal” presentations, to be completed in groups). You may not copy or paraphrase from others’ solutions. Examples intended to clarify this policy follow.

Examples of acceptable collaborative efforts (applies only to this course):

- A student is confused about an ambiguous aspect of a case, and asks another student in this section what s/he thinks.
- Students ask questions and share helpful insights in class or on Canvas.

Examples of collaborative efforts that are unacceptable:

- Student A completes a case (or draft) analysis before student B. B asks A for or obtains A’s solution. B bases his/her solution on A’s solution, changing a few words here and there to make it look original. Both A and B are guilty of scholastic dishonesty.
- A student finds a source relevant to a case and copies extensively from it, without using quotation marks, indentation or other references to acknowledge the source. This example constitutes plagiarism, which is a clear case of scholastic dishonesty.
- A student completes an ACL case on the computer, and provides the USB drive containing the solution file to another student. This constitutes blatant copying, and is clearly scholastic dishonesty.
- Any collaboration, breach of security or other cheating on a course examination.
**Campus Safety**

Please note the following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, http://www.utexas.edu/safety/:

-- Occupants of buildings on the University campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

-- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

-- Students requiring assistance in evacuation should inform their instructor in writing during the first week of class.

-- In the event of an evacuation, follow the instruction of faculty or class instructors.

-- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.

-- Behavior Concerns Advice Line (BCAL): 512-232-5050

-- Further information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency.
## Anticipated Course Schedule

Assigned chapters are from *Auditing: a Risk Based Approach to Conducting a Quality Audit*, 10th ed., by Johnstone, Gramling & Rittenberg (Cengage Learning, 2016). Various other readings and course files will supplement this text and may be added from time to time.

**IMPORTANT:** Please complete each day's assigned reading *before class*. The readings provide background that is necessary for understanding classroom discussion.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 24</td>
<td>Course introduction/ Introduction to auditing and assurance services</td>
<td>Syllabus Chs. 1, 17 (pp. 826-38 and 854-56 only)</td>
</tr>
<tr>
<td></td>
<td>Introduction to auditing, continued</td>
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<tr>
<td></td>
<td>The role of auditing in corporate governance and the deterrence and</td>
<td></td>
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<td></td>
<td>detection of fraud</td>
<td>Ch. 2</td>
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<tr>
<td>Sept. 5</td>
<td>No class – Labor Day</td>
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<tr>
<td></td>
<td>The role of auditing, continued</td>
<td></td>
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<td></td>
<td>Internal control over financial reporting</td>
<td>Ch. 3</td>
</tr>
<tr>
<td></td>
<td>Internal control over financial reporting, continued/CASE 1 due</td>
<td></td>
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<tr>
<td></td>
<td>Auditor liability and ethics</td>
<td>Ch. 4</td>
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<tr>
<td></td>
<td>EXAM 1 (in class), covering Chs. 1-3, 17 only</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Auditor liability and ethics, continued/ Auditing standards and</td>
<td>Ch. 5</td>
</tr>
<tr>
<td></td>
<td>the audit process</td>
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<tr>
<td></td>
<td>Auditing standards and the audit process, continued</td>
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<tr>
<td>Oct. 3</td>
<td>Audit evidence</td>
<td>Ch. 6</td>
</tr>
<tr>
<td></td>
<td>Audit evidence, continued</td>
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<tr>
<td></td>
<td>Materiality, risk and audit planning</td>
<td>Chs. 7, 16 (pp. 775-78 only)</td>
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<tr>
<td></td>
<td>Materiality, risk and audit planning, continued/CASE 2 due Wed.,</td>
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<td></td>
<td>Oct. 12</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapter</td>
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<tr>
<td>19</td>
<td>EXAM 2 (in class), covering Chs. 4-7, 16 only</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Audit sampling</td>
<td>Ch. 8</td>
</tr>
<tr>
<td>26</td>
<td>Audit sampling/revenue and inventory fraud • SEC Complaint</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Revenue and inventory fraud/Case 3 due</td>
<td></td>
</tr>
<tr>
<td>Nov.  2</td>
<td>Auditing the revenue cycle</td>
<td>Ch. 9</td>
</tr>
<tr>
<td>7</td>
<td>Auditing the purchasing cycle/Case 4 due</td>
<td>Ch. 11</td>
</tr>
<tr>
<td>9</td>
<td>Special issues in completing the audit</td>
<td>Ch. 14</td>
</tr>
<tr>
<td>14</td>
<td>Special issues, continued</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Audit reporting/Case 5 due</td>
<td>Ch. 15</td>
</tr>
<tr>
<td>21</td>
<td>DAY 1 OF GROUP PRESENTATIONS/</td>
<td></td>
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<tr>
<td>23</td>
<td>No class – Thanksgiving holiday</td>
<td></td>
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<tr>
<td>28</td>
<td>DAY 2 OF GROUP PRESENTATIONS</td>
<td></td>
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<tr>
<td>30</td>
<td>DAY 3 OF GROUP PRESENTATIONS</td>
<td></td>
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<tr>
<td>Dec.  5</td>
<td>FINAL EXAM (in class)</td>
<td></td>
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