

**Elmira Business Institute**  
**Student Syllabus: Auditing (ACC221)**

**Prerequisites:** Intermediate Accounting I (ACC201)

**Course Delivery Mode:** Residential

**Course Credits/Clock Hours:** 3/60

**Course Description**

This course will include discussions of current accounting and audit issues with a case study approach. The topics will include auditing standards in a public setting, the audit opinion formulation process, approaches to professional codes of ethics, the nature of risk, internal control over financial reporting, performing an integrated audit, and the framework for audit evidence. (Lec/Lab/Ext/Total) (30/30/0/60).

**Student Learning Outcomes**

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Upon completion of this course, students will be able to:

- Explain the need for a structured process by the auditing profession
- Demonstrate how the regulatory actions address the causes of corporate governance failures
- Analyze professional audit judgments using a decision making framework
- Develop analytical procedures to identify areas having an elevated risk of misstatement in financial statements
- Identify the COSO Internal Control, Integrated Framework to evaluate the effectiveness of internal control
- Apply concepts of internal control and audit evidence

**Required Course Texts & Course Materials**

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Arens, Alvin A., Randal J. Elder, and Mark S. Beasley. *Auditing and Assurance Services: An Integrated Approach*. 16th ed. Boston: Prentice Hall, 2015. Print. (ISBN: 9780134065823)

Ingraham, Laura R., Gregory J. Jenkins, and Laura R. Ingraham. *Comprehensive Assurance & Systems Tool: An Integrated Practice Set*. 3rd ed. Boston: Prentice Hall, 2014. Print. (ISBN: 9780133251968)

**Supplemental educational learning materials may be supplied by the instructor.**

**Assessment**

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Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

***Student Homework Policy Statement***

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

***Calculation of a Semester Credit Hour***

All coursework at Elmira Business Institute is measured in semester credit hours.

- One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of Lecture.
- One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of Laboratory training.
- One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of Externship.

***Definition of a Contact Hour***

One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is required to devote appropriate time to preparation and study outside the classroom.

**Evaluation**

<b>Assessment Type</b>	<b>% of Grade</b>
Attendance/Professionalism	15%
Chapter Tests	45%
Homework	10%
Project	10%
Comprehensive Final Examination	20%
<b>Total</b>	<b>100%</b>

**Grading Scheme**

<b>Numerical Average</b>	<b>Letter Grade</b>	<b>Quality Points</b>
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7

Numerical Average	Letter Grade	Quality Points
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

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**Course Policies**

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***Behavioral Standards***

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology) and Library.

***Attendance Policy***

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. One of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the College. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

***Make-Up Policy***

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes may be offered at the instructor's discretion via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

***Academic Integrity/Plagiarism Rules***

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty “is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own.” All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

***Please keep in mind that plagiarism includes:***

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

**Students will be given a complete policy the first day of class to review and sign.**

For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

***Academic Support******Private Instruction***

Elmira Business Institute promotes student and faculty private instruction. This student service is provided at no charge for students enrolled in a program. Private Instruction is accomplished in the following way:

- Students should contact faculty members for scheduling private instruction.
- Mandatory private instruction scheduled by an Administrator when necessary.

***Faculty Office Hours***

The Faculty Office Hours are posted outside the classroom door. This the first stop for help for assignments, study skills, or writing for any course.

***Academic Advising/Mentoring***

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

***The Library***

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (<http://ebi.scoolaid.net/bin/home>) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

**STANDARDS OF SATISFACTORY ACADEMIC PROGRESS**

The Satisfactory Academic Progress Policy ensures that all Elmira Business Institute students enrolled in a diploma and degree programs are maintaining satisfactory progress towards a successful completion of their academic programs. The criteria and standards contained in the policy are set to recognize academic achievements or to detect problems for which actions of early intervention and/or remediation can be taken. These standards apply to all students whether they are eligible for Title IV funding or not. The Satisfactory Academic Policy complies with the requirements of the federal and state regulatory guidelines and the accrediting commission.

Satisfactory Progress Standards are designed to assess academic progress for classes taken at Elmira Business Institute only and requires a both quantitative measurements and qualitative measurements. Students must maintain satisfactory progress toward the completion of their program.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

- Maintain a minimum cumulative grade point average (CGPA)
- Achieve the minimum incremental completion rate (ICR) and
- Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal. It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.

The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a “D-” is required to pass the course. Documentation will be housed in the student’s academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

### Course Schedule

<i>Lesson#</i>	<i>Topic(s)</i>
1	<b>Auditing: Integral to the Economy</b> <ul style="list-style-type: none"> <li>• Introduction to the Public Accounting Profession</li> <li>• Audit Standards Setting in the Public Accounting Profession</li> <li>• An Overview of the Audit Opinion Formulation Process</li> </ul>
2	<ul style="list-style-type: none"> <li>• Other Assurance and Attestation Services Provided by Public Accounting Firms</li> <li>• Other Auditing Professions</li> </ul> <b>Corporate Governance and Audits</b> <ul style="list-style-type: none"> <li>• What is Corporate Governance?</li> <li>• Role of Audit Committees</li> <li>• Corporate Governance and The Audit</li> </ul>
3	<b>Judgmental and Ethical Decision-Making Frameworks and Associated Professional Standards</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• A General Decision-Making Framework</li> <li>• An Ethical Decision-Making Framework</li> </ul>
4	<ul style="list-style-type: none"> <li>• The Sarbanes-Oxley Act of 2002 as a Reaction to Ethical Lapses</li> <li>• Approaches to Professional Codes of Ethics</li> <li>• Further Considerations regarding Auditor Independence</li> </ul>
5	<ul style="list-style-type: none"> <li>• The role of Professional Skepticism in Auditors’ Judgments</li> <li>• <i>Ford and Toyota Case</i>, pg. 122</li> </ul>

6	<b>Audit Risk, Business Risk, and Audit Planning</b> <ul style="list-style-type: none"> <li>• Nature of Risk</li> <li>• Managing Engagement Risk through Client Acceptance and Retention Decisions.</li> <li>• Managing Audit Risk</li> </ul>
7	<ul style="list-style-type: none"> <li>• Planning the Audit Using the Audit Risk Model</li> <li>• Implementing the Audit Risk Approach</li> <li>• Preliminary Financial Statement Review</li> <li>• <i>Ford and Toyota Case</i>, pg. 186</li> </ul>
8	<b>Midterm</b> <b>Internal Control over Financial Reporting</b> <ul style="list-style-type: none"> <li>• Importance of Internal Control to Financial Statement Audits</li> <li>• COSO: A Framework for Internal Control</li> </ul>
9	<ul style="list-style-type: none"> <li>• Management Evaluation of Internal Controls</li> <li>• Auditor Evaluation of Internal Controls</li> <li>• <i>Ford and Toyota Case</i>, pg. 265</li> </ul>
10	<b>Performing an Integrated Audit</b> <ul style="list-style-type: none"> <li>• Auditing Standards for the Integrated Audit</li> <li>• Audit Reports on Internal Control over Financial Reporting</li> </ul>
11	<ul style="list-style-type: none"> <li>• Steps in an Integrated Audit</li> <li>• Integrated Audit Example: Judging the severity of control deficiencies and implications for the Financial Statement Audit</li> </ul>
12	<b>Chapter 7: A Framework for Audit Evidence</b> <ul style="list-style-type: none"> <li>• Overview of the Audit Evidence Framework</li> <li>• Assertion Model for Financial Statement Audits</li> <li>• The Economics of Gathering Appropriate, Sufficient Evidence</li> </ul>
13	<ul style="list-style-type: none"> <li>• Nature of Audit Testing</li> <li>• Audit Procedures</li> <li>• Audit Programs and Documenting Audit Evidence</li> </ul>
14	<b>Tools Used in Gathering Audit Evidence</b> <ul style="list-style-type: none"> <li>• Overview of Tools to Gather Audit Evidence</li> <li>• Gathering Sample Evidence about Control Effectiveness</li> <li>• Using Sampling to Gather Evidence about misstatements in Account Balances and Assertions</li> <li>• Using Generalized Audit Software to Obtain Evidence</li> <li>• Using Substantive Analytical Procedures to Gather Evidence about Accounts and Assertions</li> </ul>
15	<b>Review Material for Final Examination</b>
16	<b>Final Examination</b>

**Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.**

*Revised February 2016 mzt, Revised July 2017 klp, Revised August 2018 klp, Revised August 2019 em*

### General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from <http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm>

### Alternate Rubric for Evaluating Case Analysis Case Analysis Evaluation 100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from [www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric\\_for\\_case\\_studies.doc](http://www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc)

The use of <http://www.plagiarismchecker.com/> was used on this assignment: Yes\_\_\_\_No\_\_\_\_



## Career Readiness Assessment “CRA”   ☐Midterm   ☐Final

Student Name: \_\_\_\_\_ Course ID: \_\_\_\_\_ Instructor: \_\_\_\_\_

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
<b>Attendance</b>		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time for the course and stays for the duration of the course. Attends at least 85% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 75% of the class.	The student generally arrives late for the course, or stays for fewer than 65% of the class.
<b>Class Engagement (Initiative)</b>		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
<b>Listening Skills</b>		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class	Does not listen in groups and lecture. Interrupts or talks in class.
<b>Behavior</b>		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
<b>Professionalism</b>		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points: \_\_\_\_\_/100

**Professionalism Grade**  
**15%**