

Course Information

Professor

Dr. Dereck Barr-Pulliam, CPA (TN), CIA

Contact Information

Office: COB Room 276

Office Telephone: 502-852-4834

Mobile: 865-321-1278 (*text preferred*)

Email: dereck.barr-pulliam@louisville.edu

Office Hours (*all virtual*)

- *Schedule 15-min Appointment:* [click here](#)

I am very responsive to email and text. Please send me either and I will set up a time with you at the first available opportunity.

You can use the link above to schedule a 15-minute appointment. There are a range of available days and times. Email me with alternate times if none work for you.

I will respond to all inquiries within 24 hours of receipt *except on weekends and holidays* when it may be up to 48 hours. **I will only reply to e-mail messages that are sent from valid UofL addresses and will only reply between 9 AM and 9 PM eastern standard time.** If I do not respond in that period, I probably did not receive it. Please resend.

Class Meeting Times (Location)

This is a hybrid course. That is, you will have both online and face-to-face instruction. The online content will be delivered synchronously (e.g., with set times to “meet”), the material required to be completed PRIOR to any class meeting is clearly outlined. The in-person meetings will take place in BS 216. See more in the Course Schedule below which includes readings, quizzes, cases, and other assignments detailed by week (also in the Course Schedule on Blackboard).

Safety Protocols (In-Person Classes)

The only way to conduct this course in-person is to respect and adhere to CDC and University policies on social distancing, hand washing, and masking protocols. [*More on Guidelines Below*]

Overall Expectations and Guiding Principles

Welcome to the University of Louisville’s MAC 620 Online course. This course will be conducted in a **HYBRID** format for the ensuing 5-week term. During this time, we will communicate both through in-person meetings and advanced technological tools links in Blackboard and in the course outline at the end of this document. This transition may be difficult for some and easy for others; however, I ask that you persevere and help other classmates who may have difficulties keeping pace.

Before we delve into the syllabus, let us acknowledge that 2020 (and the beginning of 2021) was a hard year. *Period.* Your professors also feel the weight of this moment, *in some instances at the extremes.* MY commitment has been and will continue to create an environment where you feel seen and where you are challenged!

Below are six guiding principles [adapted from a fellow professor](#). This is not the typical way I would begin my syllabus, but different times call for different measures! *I will refer to these principles over the term.*

1. **Nobody signed up for this.**
 - Not for the sickness, not for the social distancing, not for the sudden end of *and limits on* our collective lives together on campus; and
 - Not for an online class, not for teaching remotely, not for learning from home, not for mastering new technologies, etc.
2. **The humane option is the best option.**
 - We are going to prioritize supporting each other as humans;
 - We are going to prioritize simple solutions that make sense for the most (*as in life, not everyone will be happy with everything*); and
 - We are going to prioritize sharing resources and communicating clearly (*we cannot know what we do not share*).
3. **We cannot just do the same thing online.**
 - Some assignments are no longer possible (*so you won’t see them*);
 - Some expectations are no longer reasonable (*so you will see changes*); and
 - Some objectives are no longer valuable (*we focus on what is essential*).
4. **We will foster intellectual nourishment, social connection, and personal accommodation.**
 - Where *practical*, I will provide accessible asynchronous content for diverse access, time zones, and contexts; and
 - Synchronous discussion *will help us* to learn together and combat isolation (*its hard spending all your time with yourself*).
5. **We will remain flexible and adjust to the situation.**
 - Nobody knows where this is going and what we will need to adapt; and
 - Everybody needs support and understanding in this unprecedented moment (*inclusive of your classmates and your professors*).
6. **We will show up for ourselves.**
 - Yes, 2020 was hard and 2021 will still have its challenges. **PERSEVERE;**
 - Yes, YOU CAN succeed DESPITE the challenges that lay ahead. You are too close to the finish line to give up now!! *I will not let you!*

Course Meeting Schedule and Location:

- T/Th 6:00 – 9:30 PM
- In-Person Meetings – Business 216
- Virtual Meetings – See hyperlinks in the Course Outline below

Specific Expectations and Course Formatting

The course plan mirrors the topical coverage of a traditional in-person version of this course. However, the frequency of required interactions and the pacing are fewer and slower, respectively, to ensure adequate time to cover our material in a hybrid setting. Please review and become familiar with all the course requirements. Each has been included in Blackboard by day and associated deadlines. Hyperlinks in this syllabus are active and will also be available in Blackboard. If you are not familiar with the calendar in Blackboard, you may find it especially useful for keeping pace with due dates and deadlines.

Most fully on-line classes are asynchronous (meaning students can access the materials and lectures at their own pace). However, our class will take a hybrid approach. I will provide discussions in “real-time” during our regularly scheduled class time (T/Th 6-9:30 PM). These will be summations of the finer or more difficult points outlined in the longer discussions available for your review and class preparation online. I will record some, but not all, “real-time” class interactions. **It is my hope that you will participate fully as the more you engage on three fronts – *engaging with each other, engaging with the instructor (especially in real-time), and engaging with the content – the more you will learn.*** I also acknowledge the extraordinary circumstances surrounding our need to socially distance ourselves amid the pandemic. The real-time lectures and group work I have planned will, I hope, provide the most important component of your experience—human interaction (*which may be lacking in general during this time*).

To conduct high quality hybrid courses, instructors should successfully connect *learner-to-learner, learner-to-instructor, learner-to-content, learner-to the world and learner-to the future*. In this course, I strive to achieve those goals. As always, I’m here to support you! **However, I cannot help where you do not show up for yourself!**

Course Description

We will use case studies that mimic real-world problems to develop and apply critical thinking skills necessary for audit professionals. Case studies will emphasize developing and performing ad hoc analyses in the audit setting, and making systematic, well-justified judgments about complex and uncertain audit issues important in the contemporary audit environment. *Many of the tasks will be semi-structured.* That is, I will provide detailed instructions but will assess your ability to apply these instructions and how you construct a final product that is consistent with high quality expected during an audit or during communications with others (including clients). **This is often the most difficult part about not only this course but also learning *how to be a good auditor*.** We will practice often!

In this course, you will learn how to make the professional judgments involved in providing audits and other assurance services, with a focus on the annual *integrated* audit of internal controls over financial reporting and the financial statements. The audit process includes evaluating risk, materiality, internal controls, and evidence to develop an audit opinion. We will also examine the role of professional ethics and technology in auditing.

While we will discuss and apply concepts, standards, and examples on each of the topics, audit quality is an unobservable construct (DeFond and Zhang 2014). While there is some consensus on audit quality indicators (AQIs), you do not know you have a bad audit in most cases until something bad happens (e.g., Enron, Worldcom, litigation, PCAOB inspection audit deficiencies).¹

The [Center for Audit Quality](https://www.thecaq.org/caq-approach-audit-quality-indicators/) has a nice discussion on AQIs (<https://www.thecaq.org/caq-approach-audit-quality-indicators/>).

¹ DeFond, M., & Zhang, J. 2014. A review of archival auditing research. *Journal of Accounting and Economics*, 58 (2-3): 275-326.

CENTRAL QUESTION OF THIS COURSE: “What tools are necessary to conduct a high-quality audit?”

Primary instruction modes include online and/or classroom discussions (*not lectures*), guest presentations, both individual and group activities (*may require both virtual **and** face-to-face interactions*).

In this course, learning outcomes consist of the following elements:

<i>Knowing</i>	My conceptual expertise and awareness of facts, frameworks, and theories
<i>Doing</i>	My ability to apply technical knowledge to novel problems
<i>Being</i>	My understanding of who I am and how my values match with the values of the university and the profession
<i>Inspiring</i>	My understanding of who I can be and how I can inspire others
<i>Networking</i>	My interactions and relationships with others

Course Objectives – *Specific to MAC 620*

<i>Learning Outcomes</i>	
LO 1	Identify the relevant auditing question or issue to be addressed, regardless of topic or domain.
LO 2	Identify an appropriate approach to addressing the question or issue.
LO 3	Execute the chosen approach to address the issue.
LO 4	Make decisions based on your analysis of the issue.
LO 5	Communicate results and decisions to relevant stakeholders.

Elements	Course Outcome
<i>Knowing, Doing</i>	You will gain technical knowledge about the purpose, types and conduct of assurance engagements that you will use to know how these engagements are conducted and, particularly, how to do a high-quality integrated audit.
<i>Knowing, Doing, Being</i>	You will understand how independence, objectivity, professional skepticism, and ethical behavior contribute to a high-quality audit. Further, you will gain technical knowledge about regulators and standards lay the foundation for assurance engagements.
<i>Being, Inspiring, Networking</i>	You will develop the non-technical skills to be effective team members in the classroom and in your future professions and to network within the university and the profession.

These objectives will be pursued through an integration of theory *and* practice. Consequently, each concept presented will be grounded in theory, related to contemporary auditing practices (including in-class examples), and examined in the context of current domestic and international climates. The course schedule maps the particular learning objective from the framework above to each activity (also included in Blackboard). ***All course material is focused to ensure that students achieve these learning objectives.***

IMPORTANT: Auditing is *not like other accounting courses* where you can reach a *defined textbook answer* for the situations we will discuss. Auditors make *judgments* about complex accounting information. However, in this course you will develop and internalize a *model for conducting an audit* among high-quality auditors and as identified above. Importantly, keep in mind that auditing requires action, it is not a spectator sport!

Prerequisites

- Admission to the Master of Accountancy (MAC) program

Required Readings

- **Textbook:** NONE
- **Course Packet:** course handouts and materials (available in class and on Blackboard [*see the course schedule*])

Required Technological Tools and Instructional Modality:

- You will need a **desktop or laptop** computer with *Microsoft Word* and *Excel*, or the equivalent.
- **Blackboard** – we will use the traditional features such as the assignment and testing functions (as necessary).
- **Zoom** – our virtual class meetings will be facilitated using Zoom. While Microsoft Teams and Blackboard Collaborate are preferred tools at the UofL, I find them to be unstable with large groups and they lack the ability to maintain video functionality (***required for all virtual meetings***) without limiting bandwidth. **I will send calendar invitations [to your UofL email address] as reminders of these virtual sessions.**
 - Most virtual sessions will be recorded for those who cannot attend “live” (*synchronously*) and for your future reference. **Please email me if you know in advance you cannot attend *synchronously*.** I will post a link to the recording after each class.
 - We will use Breakout Rooms in Zoom to facilitate group discussions and interactions during virtual meetings (and to interact with classmates who may be participating virtually when we have in-person class meetings).
 - There is an option to join the discussion by phone if you are absolutely unable to join by computer.
 - Here is a link that describes some FAQs related to Zoom. [[See Here](#)]
- **Tableau** – free student version [[See Here](#)]
 - We will have case activities that may require the use of Tableau. I expect you to have a base understanding of how to use Tableau as a result of MAC courses preceding this class.

Additional College of Business (COB) Resources

- The COB computer lab will be kept sanitized if students want to use it.
- Student Emergency Fund offered through the Dean of Student's office that students have access to if they are struggling: <http://louisville.edu/dos/help/studentemergencyfund>

Teaching/Learning Pedagogy

A variety of approaches are used in this course to meet the course objectives. The course schedule below connects the learning objectives to each activity. Because this course will be delivered using a hybrid approach, course activities will include the following (also noted in the course schedule below):

- Research Discussion Questions; Case studies requiring individual and or group work; and a final exam and other assessments to ensure knowledge transfer has transpired.

Technology Expectations

Assignments are to be submitted in Blackboard unless otherwise noted. Continuing and regular use of UofL e-mail is expected. ****NOTE: Blackboard maintenance occurs every Friday from 10:00 pm – 2:00 am Eastern Time.** You must be able to use Internet search tools, access Blackboard, download and print documents *and* upload assignments. A fast Internet connection is important when taking a course on-line. If you have access challenges, be sure to let me know ASAP by email or text (see p. 1 of this document).

Technology Help

Clicking on the “Help” link at the top right corner of the Blackboard website give you the basic contact information for the IT Help Desk. Additionally, this page gives links to known issues related to Blackboard performance and allows you to test your browser for Blackboard compatibility. For any IT problems please also contact the School of Business **IT Help Desk at 502-852-0154** during normal business hours (8 AM – 5 PM). Alternatively, contact the **UofL Help Desk at 502-852-7997** for questions regarding UofL’s other online technologies.

Hybrid Course Delivery and REQUIRED Safety Protocols

- *What is a Hybrid course?*
 - A hybrid course delivers instruction and learning activities in both face-to-face (F2F) and online modalities.
 - Expect that instructions and assignments will be partly presented in the classroom and partly online (virtual). At UofL, this division of time translates to 25-75% of course taught F2F with remaining taught online.
 - The percentage or division of online and classroom learning for this hybrid course emphasizes the best features on both F2F and online learning. That is, F2F meetings will center around problem-solving, performance-based demonstrations, individual presentations, and coaching. Online content will center around information acquisition (Discussions), drill and practice (exercises), quizzes, project development (cases), peer interactions, exams and discussions. This approach includes the “best of both worlds” within a single course, while maintaining a safe environment amidst the COVID-19 (novel coronavirus) pandemic.
 - A hybrid course allows faculty to divide students into smaller groups for F2F learning to gain greater physical distancing in the classroom.
 - A hybrid approach also allows faculty to provide continuity of instruction if the faculty member gets ill and students continuity of learning if someone should be ill for several days or must quarantine due to exposure to COVID-19 [see the safety protocols below].
 - **Students should prepare the material listed for each day PRIOR to attending any F2F meetings. Otherwise, I strongly encourage students to utilize the time they would have been in a F2F meeting (where possible) to complete all the assignments and readings. This approach allows you to maintain a schedule and organize your work. Pay attention to specific due dates and times (all will be embedded into Blackboard as well).**

- *Course Delivery Plan [face-to-face (F2F) and virtual]*
 - **BEFORE** the first day of the semester, students will indicate whether they will attend classes following the **Hybrid (Group A)** or **Fully Online (Group B)** approach.
 - Please let me know if this option is your preference or need so that I can coordinate the technology. Also, note that this option is available, with sufficient notice, your circumstances change (e.g., health) and preclude you from attending F2F meetings.
 - **You MAY NOT switch to the online option without approval from the professor.**
 - All students are responsible for **all** content in the course schedule, regardless of the section. The online vs. F2F content is clearly marked. On days when the class meetings F2F, come to **BS 216** at **6:00 PM**. **There are NO differences in due dates or other deliverables between the groups.**
 - **NOTE: During ALL Virtual Meetings (and for any students in Group B) your camera should be ON AT ALL TIMES.** *If you have specific challenges related to use of a camera, you must let me know that prior to the first day of class or whenever such an issue might arise. Your grade will be affected by noncompliance.*
 - **If you have a laptop with a webcam, please bring it to class for F2F meetings. If you also have headphones, bring them as well. We will use Zoom for some parts of the F2F meetings to engage with our fellow classmates who are attending virtually (Group B).**
 - Other **REQUIRED** social distancing and safety protocols [see the “Student Responsibilities / College and University Issues and Policies” section that follows the course schedule below.]
 - ****Exceptions should be noted during the first week of class.**

Assessments and Grading Criteria:

Grades are a part of the educational process as a qualitative measure of how well you have mastered the material. *Learning is the first objective and students who do not achieve the highest scores may still demonstrate learning.* The grading scale below will be used for this class. There are **1000** possible points in this class, as described below.

DESCRIPTION	POINTS ASSIGNED	PERCENTAGE OF COURSE GRADE
Daily Assignments (<i>In-Class and/or Prepared for Class</i>)	100	10.00%
Case 1A: Mystery, Inc [<i>Individual</i>]	25	2.50%
Case 1B: Mystery, Inc [<i>Group</i>]	100	10.00%
Case 2: Camden Suppliers, Inc. [<i>Group</i>]	150	15.00%
Case 3A: Auditor-Client Negotiation [<i>Individual</i>]	25	2.50%
Case 3B: Auditor-Client Negotiation [<i>Group</i>]	100	10.00%
Case 4: Auditor Selection [<i>Group</i>]	50	5.00%
Final Project: PCAOB Inspection Response [<i>Individual</i>]	150	15.00%
Final Exam	200	20.00%
Professionalism	<u>100</u>	<u>10.00%</u>
TOTAL POINTS POSSIBLE	<u>1000</u>	<u>100.00%</u>

Letter grades are only relevant when I assign your final grade for the course based on the number of total points *you have earned*. Letter grades will be assigned as follows:

- A: over 90% of total points
- B: over 80% of total points
- C: over 70% of total points

I will assign +/- cut-offs at my discretion at the end of the semester. I reserve the right to curve grades at the end of the semester to reduce the threshold for an A, B, etc. I will *not* curve grades so that greater than 90% is required for an A, 80% for a B, etc. *Extra credit points may be offered at the discretion of the professor. Please do not ask for extra credit opportunities otherwise.*

Group Case-based Projects [Auditor Selection; Mystery, Inc; Camden Suppliers, Inc; Auditor-Client Negotiation]: You will complete **FOUR** group projects this term. You will work on these projects in part during class time but expect to spend additional time outside of class to finalize your analysis and deliverables. You may also have individual components of the case *to be completed prior to the group portion*. You will be assigned to your groups at the beginning of the term. You may self-select into small groups on informal “*in-class*” group activities. **Because we are using a hybrid model to the course and some students may opt to be fully virtual, I will assign all groups where a grade will be assigned.**

Individual Case-based Projects [Mystery, Inc; Auditor-Client Negotiation; PCAOB Response]: You will complete **THREE** individual projects this term. You will work on these projects primarily outside of class to develop your deliverables. These projects may also have group portions. **If you do not complete your individual deliverable, you cannot be a productive member of the group portion of the assignment.**

Daily Assignments: These assignments are listed in the Course Schedule. Details will be posted on Blackboard, and I will discuss them in class, as necessary. *Examples of these assignments include research discussion questions and short cases.* All assignments will be submitted via Blackboard **by the time and date noted in Blackboard**; I do not accept late work. *Note that these assignments require outside reading and preparation to demonstrate competence that enables full participation “in class” or as a member of your group.*

Professionalism: I do not consider participation and professionalism synonymous. Just like a job, merely showing up is necessary but alone insufficient. I expect you to arrive on time for class and meetings with me or your group members (*face-to-face and/or virtually*), to actively participate in discussions and group meetings, and to communicate in appropriate ways. Meeting the criteria below increases the points *earned* for professionalism.

- I expect you to arrive on time for class [*either in person or virtually*], meetings with me [*either in person or virtually*] or meetings with your group members [*either in person or virtually*]; pay full attention, communicate in appropriate ways, and contribute to class discussions and group meetings.
 - This includes having audio and visual technology issues resolved in sufficient time before the meeting or class. *Do not come late*; it is very disruptive to me and the rest of the class. Being ready to learn and participate includes **completing assigned reading and pre-class activities before class** and **completing assigned problems** so that you can bring up any questions promptly.
 - During *virtual* class meetings (of if you are in Group B), I expect your cameras to be **always on**. Exceptions must be communicated via email during the first week of class.
- I expect your email and other communication in or out of class with me or your colleagues will be conducted in a professional manner. Emails should be succinct, clear, grammatically correct, polite and include proper salutations for me (e.g., Professor Barr-Pulliam).
 - In all communications, please adhere to proper English (*no chatspeak*) and keep netiquette in mind. *Flaming* (negative, inflammatory comments designed to influence opinion) **will not be tolerated**. Visit **Net M@nners** to learn more about proper netiquette (<https://www.netmanners.com/>).
- At a *minimum*, you should *expect* to spend **at least 3 hours of study for every hour of class time** each week.
- I expect that you will attend every class. I do not take formal attendance. However, I expect that you will give class your **full** attention. Texting, checking email or social media, avoiding eye contact (in directed interactions), or otherwise disengaging from classroom activities indicates that your attention is not on class activities. [*These policies are more readily monitored in face-to-face class meetings.*]
- You must have an *excused absence to make up* any missed assignments. You must provide the documentation to the professor (*I will not ask for it!*). An excused absence includes documented illness requiring rest or a break from class (obtained prior to the day of class), death in the family, university-sanctioned activities, and possibly other situations to be determined by the professor. *Work is not an excused absence*. You must notify me in advance of class that you will be absent (for excused absences). Any additional makeup work, including exams, may be given at the professor's discretion and *must be taken before the next class period*. **Any student not in regular attendance (85%) will not be allowed to take the final examination.**
- **I will assign points based on the above contributions as follows:**
 - **Outstanding** (80-100 points): Contributions reflect exceptional preparation. Ideas offered are always substantive and provide one or more major insights as well as direction for the class. Challenges are well-substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be markedly diminished.
 - **Good** (60-80 points): Contributions reflect thorough preparation. Ideas offered are usually substantive and provide good insights and sometimes direction for the class. Challenges are well-substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.
 - **Adequate** (40-60 points): Contributions reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights, but seldom offer a new direction for the discussion. Challenges are sometimes presented, are fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.
 - **Non-participant** (0-40 points): This person says little or nothing in class and in group meetings. If this person were not a member of the class, the quality of discussion would not change.
 - **Unsatisfactory** (0-40 points): Contributions reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights, and never provide a constructive direction for the class. Integrative comments and effective challenges are absent.

Final Exam: Because Becker is integrated into your course sequencing, I will give you a final exam designed to test your understanding of key auditing concepts and that should align with your preparation for the Certified Public Accountant (CPA) Exam. If you are up to date with your preparation, this examination should be reasonable to complete. It will be based on the Becker review material and will be a simulated exam with questions that test your knowledge of the material. This will serve as your final exam and the link will be integrated into Blackboard.

COURSE STRUCTURE

This course is organized into three parts as follows:

<i>Part 1: What to do with a problem...</i>
1. The tools you will need:
a. Framework for analyzing a problem
b. Sampling
c. Data analytics basics
2. Applications to audit topics:
a. Risk assessment
b. Complex judgements
c. Fraud
<i>Part 2: Factors that influence auditor judgment and behavior...</i>
1. Auditor and client incentives
2. Regulator influence
<i>Part 3: Life skills for accounting grads...</i>
• Career predictions and transition from student to professional

The schedule below includes the module, activities, readings, and assignments for each class meeting. Assignments in **bold** and ALL cases must be submitted via Blackboard *by the due date noted here and in Blackboard*. **Be sure to check Blackboard for due dates in the event of changes.** Also, be sure that you are receiving Blackboard alerts.

Group assignments are denoted with an asterisk (*); all other assignments should be completed individually. ***You may work together on individual assignments as far as receiving advice but note that similarity of your work to another classmate will be evaluated closely and penalties imposed where applicable. I will enable the similarity checker in Blackboard to facilitate this evaluation.***

Refer to Blackboard for detailed assignment instructions and to ensure that you are prepared for class each day.

The schedule below is tentative; any revisions will appear in Blackboard with an announcement. Also, note that all hyperlinks are active. I will provide the links in Blackboard as well.

PART ONE: FOUNDATIONAL CONCEPTS

Week # & Day #	Module and Topic(s)	Pre-Class Preparation [Read, Prepare and Watch (before class)]	Class Meeting Modality, Daily Assignments, and Other Assessments	KDBIN
<p>Week 1 Day 1: 3.23</p>	<p>0 – Course Introduction 1.1a – Framework for analyzing a problem</p>	<p><u>BEFORE CLASS</u></p> <ul style="list-style-type: none"> • Watch: <ul style="list-style-type: none"> ○ Course Introduction Series ○ Professor’s Welcome Video • Read: <ul style="list-style-type: none"> ○ Syllabus ○ Rosie’s East End Restaurant 	<p>Group A [Face-to-Face Meeting] Group B [Synchronous Online – JOIN HERE]</p> <ul style="list-style-type: none"> ▪ Course introduction ▪ IMPACT model: a framework for ad hoc analyses ▪ Rosie’s East End Restaurant* [due by 11:59 PM EST] 	<p>I</p>
<p>Week 1 Day 2: 3.25</p>	<p>1.1b – Sampling 1.1c – Data analytics basics [Part I]</p>	<p><u>BEFORE CLASS</u></p> <ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> ○ AS 2315 – Sampling ○ Auditor Negligence Exercise Materials [on Blackboard] • Watch: Week 1 Discussion(s) (Online) 	<p>[MEET VIRTUALLY] Link to Join</p> <p>Daily Assignment(s):</p> <ul style="list-style-type: none"> • Auditor Negligence Exercise [due by 11:59 PM EST] 	<p>K, D, B, N</p>
<p>Week 2 Day 1: 3.30</p>	<p>1.1c – Data analytics basics [Part II] 1.2a – Risk Assessment [Part I]</p>	<p><u>BEFORE CLASS</u></p> <ul style="list-style-type: none"> • Read: CASE 1: <i>Mystery, Inc</i> [prepare individual portion of assignment] • Watch: Week 2 Discussion(s) (Online) 	<p>[MEET VIRTUALLY] Link to Join</p> <p>CASE 1: <i>Mystery, Inc.</i></p> <ul style="list-style-type: none"> • Individual Portion due by 6 PM • Group Portion due by Noon [3.31] <p>Daily Assignment(s):</p> <ul style="list-style-type: none"> • Group work on Case 1 	<p>D, B, I, N</p>
<p>Week 2 Day 2: 4.1</p>	<p>1.2a – Risk Assessment [Part II]</p>	<p><u>BEFORE CLASS</u></p> <ul style="list-style-type: none"> • Read: CASE 2: <i>Camden Suppliers, Inc</i> [background reading and prep] • Watch: None 	<p>[MEET VIRTUALLY] Link to Join</p> <p>CASE 2: <i>Camden Suppliers, Inc.</i></p> <ul style="list-style-type: none"> • Group Only due by Noon [4.3] <p>Daily Assignment(s):</p> <ul style="list-style-type: none"> • None 	<p>D, B, I, N</p>

PART TWO: CONDUCTING THE AUDIT

Week # & Day #	Module and Topic(s)	Pre-Class Preparation [Read, Prepare and Watch (before class)]	Class Meeting Modality, Daily Assignments, and Other Assessments	KDBIN
<p>Week 3 Day 1: 4.6</p>	<p>1.2b – <i>Complex Judgments</i> 1.2c – <i>Fraud</i></p>	<p><u>BEFORE CLASS</u></p> <ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> ○ <i>Barr-Pulliam, Joe, Mason & Sanderson (2019) [Executive Summary Only]</i> ○ AS 2501 – Auditing Estimates ○ AS 2502 – Auditing Fair Value ○ AS 1201 – Using Specialists ○ AS 2401 – Consideration of Fraud • Watch: Week 3 Discussion(s) 	<p>Group A [Face-to-Face Meeting] Group B [Synchronous Online – JOIN HERE]</p> <p><u>Daily Assignment(s):</u></p> <ul style="list-style-type: none"> • Research Discussion Questions: <i>Barr-Pulliam, Joe, Mason & Sanderson (2019) [due by 6 PM]</i> • Discussion of Estimates, Specialists, and Fraud 	<p>K, D</p>
<p>Week 3 Day 2: 4.8</p>	<p>2.1 – <i>Auditor and client incentives</i> [Part I]</p>	<p><u>BEFORE CLASS</u></p> <ul style="list-style-type: none"> • Read: <i>Nelson, Elliott & Tarpley (2002)</i> • Watch: None 	<p>Group A [Face-to-Face Meeting] Group B [Synchronous Online – JOIN HERE]</p> <p><u>Daily Assignment(s):</u></p> <ul style="list-style-type: none"> • Research Discussion Questions: <i>Nelson, Elliott & Tarpley (2002) [due by 6 PM]</i> • Auditor-Client Negotiation Case [group work session] <p>CASE 3: Auditor Negotiation [Individual] Due by 6 PM</p>	<p>D, B, I, N</p>
<p>Week 4 Day 1: 4.13</p>	<p>2.1 – <i>Auditor and client incentives</i> [Part II]</p>	<p><u>BEFORE CLASS</u></p> <ul style="list-style-type: none"> • Read: None • Watch: Week 4 Discussion(s) • <i>Prepare for Group Negotiations</i> 	<p>[MEET VIRTUALLY] <u>Link to Join</u></p> <p><u>Daily Assignment(s):</u></p> <ul style="list-style-type: none"> • In-class negotiation phase <p>CASE 3: Auditor Negotiation [Group] Deliverable Due by 11:59 PM on 4.14</p>	<p>D, B, I, N</p>

Week # & Day #	Module and Topic(s)	Pre-Class Preparation [Read, Prepare and Watch (before class)]	Class Meeting Modality, Daily Assignments, and Other Assessments	KDBIN
Week 4 Day 2: 4.15	2.2 – Regulator influence [Part I]	<p><u>BEFORE CLASS</u></p> <ul style="list-style-type: none"> ▪ Read: <ul style="list-style-type: none"> ○ AS 2810 – Evaluating Audit Results ○ AS 3101 – Audit Reporting ○ Read Jackson, Barr-Pulliam & Bowlin [JBB] (2015) [<i>on Blackboard</i>] ▪ Watch: None 	<p><i>[MEET VIRTUALLY]</i> Link to Join</p> <p>CASE 4: Auditor Selection + AQI</p> <ul style="list-style-type: none"> • Group Only due by Noon [4.16] <p>Daily Assignment(s):</p> <ul style="list-style-type: none"> • None • In-Class Prep for Final Project [<i>any time left after case</i>] 	D, B, I, N
Week 5 Day 1: 4.20	2.2 – Regulator influence [Part II]	<p><u>BEFORE CLASS</u></p> <ul style="list-style-type: none"> • Read: None • Watch: Week 5 Discussion(s) • <i>Prepare PCAOB Final Project Presentations</i> 	<p>Group A [<i>Face-to-Face Meeting</i>] Group B [<i>Synchronous Online – JOIN HERE</i>]</p> <p>FINAL PROJECT: PCAOB Inspection Response Project Presentations</p> <p>Daily Assignment(s):</p> <ul style="list-style-type: none"> • None 	K, D, B, I

PART THREE: COMPLETING THE AUDIT

Week # & Day #	Module and Topic(s)	Pre-Class Preparation [Read, Prepare and Watch (before class)]	Class Meeting Modality, Daily Assignments, and Other Assessments	KDBIN
Week 5 Day 2: 4.22	3.1 – Career predictions and transition from student to professional	<p><u>BEFORE CLASS</u></p> <ul style="list-style-type: none"> • Read: McKnight and Wright (2011) [<i>Introduction Only</i>] • Watch: None 	<p>SPEAKER [<i>Practitioner & Academics Panel</i>]</p> <p><i>[MEET VIRTUALLY]</i> Class Discussion Pre-Panel [6-7] Panel Discussion [7-8:30] Link to Join Both</p> <p>Daily Assignment(s):</p> <ul style="list-style-type: none"> • Research Discussion Questions: McKnight & Wright (2011) [due by 6 PM] 	K, D, B, I, N
4.24	EXAM – Final (ONLINE [Accounting Master – Becker Software; Link in Blackboard] due by 11:59 PM EST)			D, B

Student Responsibilities / College and University Issues and Policies	
COVID-19 Guidelines	<p>As a Community of Care, all Cardinals are expected to abide by public health guidelines and regulations as published by the University. <u>For Spring 2021</u>, this includes:</p> <ol style="list-style-type: none"> 1) wearing of cloth/paper masks (covering nose and mouth) when in shared indoor spaces like classrooms, or when appropriate physical distancing cannot be maintained. (Per the Code of Student Conduct, a student who refuses to follow these guidelines may be asked to leave a classroom) 2) staying home when sick—any UofL community member experiencing fever, consistent dry cough, or other symptoms of contagious disease should remain at home until symptoms subside or advised that it is safe to return by a medical professional. 3) practicing good hygiene and responsibility for one’s own surrounding. <ol style="list-style-type: none"> a. Cover sneezes and coughs b. Wash hands frequently with soap and water when possible, use hand sanitizer when soap and water are not available c. Wipe down frequently touched surfaces d. Maintain 6 feet physical distancing when possible <p>Faculty have the responsibility to help students meet these recommendations by:</p> <ol style="list-style-type: none"> 1) allowing for remote participation in class when necessary and practicable 2) allowing students absent for reason of illness to make up missed work and not penalize students for these absences 3) not requiring doctor’s notes for absences of less than the equivalent of two weeks of class. If the absences occur on the day of a scheduled assessment, the student may be asked to provide documentation for the absence 4) Notifying Physical Plant when classrooms are not adequately stocked with cleaning supplies and arranging classroom furniture or seating charts to maximize physical distancing where possible. <p>As the UofL monitors and adapts the academic calendar in response to COVID-19, further details on safety protocols and expectations can be found on the UofL Novel Coronavirus (nCoV2019).</p>
Statement on Diversity	<p>The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias.</p> <p>We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences-including race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin or military status-that enrich a vibrant metropolitan research university.</p> <p>We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society.</p> <p>For more information, visit the Office of Diversity.</p>

Student Responsibilities / College and University Issues and Policies	
University of Louisville student conduct and responsibilities	<p>This course will abide by University of Louisville student conduct and responsibilities with regards to ethics and related issues: http://louisville.edu/dos/students/code-of-student-conduct.html http://louisville.edu/dos/policiesprocedures/student-rights-and-responsibilities-1-1.html</p> <p><u>Title IX/Clery Act Notification</u> Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).</p> <p>Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.</p> <p>For more information, see the Sexual Misconduct Resource Guide.</p>
Sexual Harassment	<p>The University of Louisville strives to maintain the campus free of all forms of illegal discrimination as a place of work and study for faculty, staff, and students. Sexual harassment is unacceptable and unlawful conduct and will not be tolerated in the workplace and the educational environment. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment, even when carried out through computers or other electronic communications systems. Students and Instructors are protected from Sexual Harassment according to the Affirmative Action policy, the Student Code of Conduct, and the UofL Computer Account Usage Agreement.</p> <p>Anyone experiencing Sexual Harassment should refer to the links above and/or contact the PEACC Program at 852.2663 and an advocate will explain your choices. This is a free and confidential service. Anyone who would like to receive more information or provide training to a classroom can contact a PEACC representative at 852.2663 and may use the educational modules provided by the PEACC Program.</p> <p><u>In this Course</u> <i>I believe that everyone should be able to participate in my class without the fear of sexual harassment, and I am committed to the university's policy. Additionally, certain behaviors are inappropriate even if they do not meet the technical criteria for harassment. Be respectful to each other.</i></p>
Students with Disabilities	<p>The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify me immediately and contact the Disability Resource Center (Stevenson Hall, 502.852.6938) for verification of eligibility and determination of specific accommodations.</p> <p>For more information, visit the Disability Resource Center.</p>

Student Responsibilities / College and University Issues and Policies	
University and College of Business student conduct and responsibilities	<p>Academic dishonesty is prohibited at the University of Louisville. It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty.</p> <p>For more information, visit the Code of Student Rights and Responsibilities (Sections 5. and 6.).</p> <p>This course will abide by College of Business student conduct and responsibilities with regards to ethics and related issues: http://business.louisville.edu/students/college-of-business-academic-dishonesty-policy</p>
Religious holiday conflict policy	<p>Federal law and university policy prohibit discrimination on the basis of religious belief. It is the policy of the University of Louisville to accommodate students, faculty, and staff who observe religious work-restricted holy days.</p> <p>Students: Students who observe work-restricted religious holy days must be allowed to do so without jeopardizing their academic standing in any course. Faculty are obliged to accommodate students' request(s) for adjustments in course work on the grounds of religious observance, provided that the student(s) make such request(s) in writing during the first two (2) weeks of term. Deans and department chairs must investigate and resolve student complaints arising from alleged faculty failure to make reasonable accommodations under these guidelines.</p> <p>For more information, view the Calendar and Policy on Religious Holy Days and Observances.</p>
Proprietary Materials	<p>Lectures and related materials are either the property of the textbook authors or the professor. As such, <i>you may not copy any materials</i> without specific consent of the owners. <i>You may not record lectures</i> without prior consent from the professor. Computers, iPads and other electronic devices are allowed in the classroom but may not be used for recording purposes.</p>
Communication	<p>E-mail and text are the primary forms of communication for this course outside of the classroom. I send group and individual e-mails to the class via Blackboard, which uses the UofL provided e-mail addresses for all students. <i>Each student is responsible for keeping current with such communication.</i></p>
Helpful Websites	<p>University Libraries http://library.louisville.edu/home</p> <p>Virtual Writing Center http://louisville.edu/writingcenter</p> <p>American Institute of Certified Public Accountants http://www.aicpa.org</p> <p>Securities and Exchange Commission (click on Edgar) http://www.sec.gov</p> <p>Public Company Accounting Oversight Board http://www.pcaobus.org</p> <p>Financial Accounting Standards Board http://www.fasb.org</p> <p>Kentucky Society of CPAs http://www.kycpa.org</p> <p>National Association of State Boards of Accountancy http://www.nasba.org</p> <p>CPA Exam http://www.cpa-exam.org</p> <p>Kentucky State Board of Accountancy http://cpa.ky.gov</p> <p>Audit and Attest standards: http://www.aicpa.org/Research/Standards/AuditAttest/Pages/audit%20and%20attest%20standards.aspx</p>