

**School of Administrative Studies
Faculty of Liberal Arts and Professional Studies
YORK UNIVERSITY**

**Summer 2023 Course Outline
AP/ADMS 4553
Auditing: Advanced Topics**

COURSE DIRECTORS/CONTACT

Section	Delivery & Location	Instructor	Contact
A: Tuesday 11:30am-2:30pm	Blended: In person, on-campus Room: ACE 003 & remote sessions. Assessments held on campus.	Romi-Lee Sevel	rsevel@yorku.ca
Instructor office hours	Office hours are by appointment only. Please email your instructor should you need a face-to-face appointment via zoom.		

COURSE FORMAT/DELIVERY METHOD

Most class meeting times will take place in **live synchronous format** on the day and time listed above in the chart at the **Keele Campus location**. However, this course is a blended (BLEN) course which means **some class meeting times will take place over Zoom synchronously** at the listed day and time. Zoom class meeting times will **not** be recorded. There are also asynchronous components to the course. Zoom classes and Campus classes should be treated of equal importance and all students are expected to attend both. The designated campus classroom will be available in case students would like to attend Zoom classes from campus. Should students choose this option, they should bring headphones in case other students also make use of the room. All students are expected to be on camera during Zoom meetings. Details of computing and technical requirements for this course are provided below.

For details of which classes will take place on campus/Zoom, please refer to the detailed course schedule available on e-class.

Please note that all exams for this course are conducted in-person on Keele Campus. There will **not** be any online options for writing exams.

The course is designed to be **highly interactive** with minimal traditional lecture. See details below on how preparation, attendance & contributions will be assessed.

LAND ACKNOWLEDGEMENT

York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit, and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region ([LA&PS Land Acknowledgement](#)).

COURSE DESCRIPTION

The course is designed to enhance students' analytical and critical thinking skills. The course will use a variety of cases and simulations to help students understand and apply the various audit concepts. Assignments and classes are structured so that students can develop their oral and written communication skills as well as their research skills.

The course builds upon concepts learned in introductory auditing and, through the use of interactive cases and simulations, examines the concepts in more depth. Coverage will include: audit risk, internal control concepts, corporate governance, standards for assurance engagements and various engagements that a public accountant may perform.

Specific Course Objectives

- To develop an advanced knowledge of the assurance concepts and practices relevant to selected special topics.
- To enhance critical thinking in the context of auditor's professional judgment, scepticism, and analytical skills to support decision making.
- To develop ethical judgment and act within the requirements of the auditor's role.
- To develop oral and written communication skills.
- To develop research skills.
- To develop team-building skills.

Resources for Developing Skills in Data Analytics & Emerging Technologies to Enhance Resume & Prepare for a Role in Auditing

- Coursera (Choose the "Audit only" option to gain free access)
 - [Auditing I: Conceptual Foundations of Auditing](#)
 - [Auditing II: The Practice of Auditing](#)
 - [Information Systems Auditing, Controls and Assurance](#)
 - [Introduction To Data Analytics for Accounting Professionals](#)
 - [Artificial Intelligence \(AI\) For Everyone](#)
- Edx
 - [Analyzing and Visualizing Data with Power BI](#)
 - [Introduction to Cloud Computing](#)
 - [Business Writing Techniques](#)

PREREQUISITES/CO-REQUISITES

For students in an Honours program, 78 credits including AP/ADMS 3595 3.00, AP/ADMS 4551 3.00, or 2) or other students, these above-listed courses and an average grade of C+ or better in AP/ADMS 3585 3.00 and AP/ADMS 3595 3.00. Course credit exclusions: None.

Students are personally responsible to ensure that they have the required prerequisites as stated in the course outline or in the course calendar. Students who do not have the prerequisites are at risk of being dropped from the course at any time during the course. The department will not be responsible for refunds resulting from students being dropped from a course due to a lack of the appropriate prerequisites.

REQUIRED COURSE MATERIALS

1. Reading material and cases – posted to course web site – no purchase required.
2. CPA Canada Handbook - Available for free online through York Library e-resources. Students must have a Passport York account to access the Handbook. Details for access posted on e-class.
3. Alvin A. Arens, Randal J. Elder, Mark S. Beasley, Chris E. Hogan and Joanne C. Jones, (2021), Auditing: The Art and Science of Assurance Engagements, Canadian Fifteenth Edition, 5 Pearson. *(You should have this book from ADMS 4551).*

NOTE: Students must have read and have accessible the cases assigned to each session in order to facilitate group discussions during class.

Warning: Photocopying more than 10% of a textbook is illegal, and may involve penalties. Do not duplicate textbooks or obtain these photocopies. Students are reminded of York University's policy regarding academic dishonesty as outlined in the York student calendars.

GRADED ASSESSMENTS

Course work	Due date	Weight
Mini Professional Training & Development Simulation	June 5 by 11:59pm (due before session 4 at the same time session 4 pre-work is due)	1%
Performance Appraisal Simulation	Initial submission: June 9 by 11:59pm Peer appraisal: June 13 by 11:59pm Re-submit & Reflect: June 18 by 11:59pm	4%
Supervised Audit Plan Simulation	June 20 at 11:30am – 2:00pm (2.5 hrs)	10%
Unsupervised Audit Plan Simulation	July 4 at 11:30am – 2:00pm (2.5 hrs)	25%
Professional Training & Development Simulation	July 23 at 11:59pm	15%
Unsupervised Comprehensive Assurance Simulation	TBA - Exam period: Aug 17- 23	35%
Preparation, Attendance & Contributions	Various throughout course	10%
Total		100%
IASB bonus – details will be posted on eclass. Additional/other bonus marks may be available.	May 18: 10am-12pm (virtual)	3%

DESCRIPTIONS OF GRADED ASSESSMENTS

Performance Appraisal Simulation

This activity is designed to prepare students for the workplace where performance appraisals are typical as part of the audit training process. The activity allows students to (1) practice giving meaningful/constructive feedback to their peers, to (2) receive feedback, reflect on it, and improve performance as a result and to (3) demonstrate the value in self-learning (debriefing cases). Students will also gain familiarity with the marking rubrics used in the course for all subsequent assessments and thus the activity will help set expectations for how work should be completed and how it will be graded.

There are three phases of the simulation as follows:

First, students will prepare a case response independently & outside of class time and then will be provided with another student's case response (anonymously) to perform the performance appraisal. Second, using the suggested solution and other resources, students will perform the peer appraisal by providing feedback on their peer's case response.

Third, after students receive their peer feedback, they will revise and resubmit their original submission based on the feedback provided & reflect on the activity.

The first two components of the activity are worth 1.5% each (prepare case response & provide peer feedback), and the third (revise and resubmit) is worth 1%. The total weight of the simulation is 4%.

Supervised Audit Plan Simulation

In this activity students will take the role of an auditor and individually plan the various components of an audit (assess risk, determine materiality, design procedures, etc.). Students will need to work under timed conditions (2.5 hours) to mimic the deadlines imposed in the workplace.

The activity takes place **with manager supervision** in a **computer lab** on Keele campus, whereby the instructor acts as the manager and students act as the auditors who **may ask the manager limited questions during the simulation** to mimic the supervision that is provided during audit engagements. Students will develop self-management skills, working independently under time constraints while simultaneously practicing their ability to use judgement and professionalism to seek help when appropriate. During the simulation, students must thoughtfully consider the questions they choose to ask; they must acknowledge that while the manager is experienced and available to assist, the manager is also evaluating the students' development of self-management skills. The manager (instructor), at their discretion, may choose to answer questions, provide direction, or defer students to other resources (such as providing hints on where to look in the CPA Canada Handbook for guidance).

This activity is designed to prepare students for the subsequent unsupervised audit plan simulation which is held under similar conditions except that the manager (instructor) will **not** take any questions or provide guidance during the simulation.

At the start of the simulation, students will be provided with a hard copy of the case. The case will be of similar difficulty and style to those covered in class. Students may use the CPA Canada Handbook during the simulation but may not use other course notes, conduct google searches or collaborate with other students.

Word and Excel will be used (no handwritten work permitted) and the audit plan will be submitted to e-class and feedback will be provided.

The simulation covers all course content covered up to the simulation.

Unsupervised Audit Plan Simulation

In this activity students will take the role of an auditor and individually plan the various components of an audit (assess risk, determine materiality, design procedures, etc.). Students will need to work under timed conditions (2.5 hours) to mimic the deadlines imposed in the workplace.

The activity takes place **unsupervised** in a **computer lab** on Keele campus, whereby the instructor acts as the manager but is too busy with their own work to provide immediate supervision and students may **not ask the manager questions during the simulation**.

It is important to note that the term 'unsupervised' refers to the availability of the manager to immediately provide direction and guidance and does not mean the manager will not be present during the simulation (i.e., **the simulation will be invigilated**).

This activity is designed to prepare students for working independently in the workplace, using judgement and professionalism to prepare an audit plan. While their work will ultimately be reviewed by the manager, in the immediate term they must work independently.

At the start of the simulation, students will be provided with a hard copy of the case. The case will be of similar difficulty and style to those covered in class. Students may use the CPA Canada Handbook during the simulation but may not use other course notes, conduct google searches or collaborate with other students.

Word and Excel will be used (no handwritten work permitted) and the audit plan will be submitted to e-class and feedback will be provided.

The simulation covers all course content covered up to the simulation.

Unsupervised Comprehensive Assurance Simulation

In this activity students will take the role of an auditor and individually plan the various components of an assurance and/or non-assurance engagement.

Students will need to work under timed conditions (3 hours) to mimic the deadlines imposed in the workplace. The activity takes place **unsupervised** in a **computer lab** on Keele campus, whereby the instructor acts as the manager but is too busy with their own work to provide immediate supervision and students may **not ask the manager questions during the simulation**.

It is important to note that the term 'unsupervised' refers to the availability of the manager to immediately provide direction and guidance and does not mean the manager will not be present during the simulation (i.e., **the simulation will be invigilated**).

This activity is designed to prepare students for working independently in the workplace, using judgement and professionalism.

At the start of the simulation, students will be provided with a hard copy of the case. The case will be of similar difficulty and style to those covered in class. Students may use the CPA Canada Handbook during the simulation but may not use other course notes, conduct google searches or collaborate with other students.

Word and Excel will be used (no handwritten work permitted) and work will be submitted to e-class for grading.

The comprehensive simulation includes content from the whole course, with emphasis on material from the second half of the course.

Mini Professional Training & Development Simulation

This activity is designed to prepare students for the continuous training that is required in the profession to keep up with standards (accounting & auditing) and other regulations relevant to the profession as well as ongoing ethics training required. The activity is also designed to encourage independent learning. The simulation will provide an opportunity for students to engage in self-study and show proof of completion.

Professional Training & Development Simulation

This activity is designed to prepare students for the continuous training that is required in the profession to keep up with emerging issues and technology. The simulation will provide an opportunity for students to improve their understanding of audit-related technologies used in practice.

Students will collaborate in pairs. More details will be provided on e-class.

Preparation, Attendance & Contributions

This ongoing assessment is designed to develop students' professional, communication and teamwork skills which are required in the workplace where preparation for client meetings & team meetings is required and collaboration with peers is common.

Active participation is required in every session of the course. Students are expected to prepare for each session, attend all classes, and actively participate in class discussions.

Participation marks will consist of **2% for attendance, 6% for Individual participation** (in-class and pre-class work) and **2% for in-class group work and presentations**. Every student is expected to contribute by actively engaging in both group and class discussions.

Students are expected to have read each assigned case and to be prepared to discuss the key concepts and issues raised by those cases. Students will sometimes be required to prepare work *before* classes and other times will prepare work *during* classes and sometimes both (class work may be done individually with a pair or group depending on the instructions and submitted during the session.)

When work is due before the class session it will be due at **11:59pm the night before class (Monday night)** via e-class. Additional details on pre-class submission requirements will be provided on eclass.

Additional details will be posted on e-class each week.

NOTE: Students must submit coursework to turnitin using e-class – details will be provided in class.

LATE WORK POLICY

Students are training to multi-task and handle deadlines imposed in the workplace. Late submissions are therefore in general not allowed. In the event of extenuating circumstances, students are to contact their course director proactively about how to meet deadlines.

REALLOCATION OF MARKS IF ASSESSMENTS MISSED FOR VALID REASONS

If the Mini Professional Training & Development Simulation is missed due to a valid reason such as illness or other reason approved by the Course Director, the mark allocation will be added to the professional training & development simulation. If any portion of the activity is submitted late, a late penalty will apply.

If the Professional Training & Development Simulation is missed due to a valid reason such as illness or other reason approved by the Course Director, the mark allocation will be added to the Unsupervised Comprehensive Assurance Simulation. If any portion of the activity is submitted late, a late penalty will apply.

If the Performance Appraisal Simulation is missed due to a valid reason such as illness or other reason approved by the Course Director, the mark allocation will be added to the Supervised Audit Plan Simulation. If any portion of the activity is submitted late, a late penalty will apply.

If the Supervised Audit Plan Simulation is missed due to a valid reason such as illness or other reason approved by the Course Director, the mark allocation will be added to the Unsupervised Audit Plan Simulation.

If the Unsupervised Audit Plan Simulation is missed due to a valid reason such as illness or other reason approved by the Course Director, the Unsupervised Audit Plan Simulation mark allocation will be added to the Unsupervised Comprehensive Assurance Simulation.

The documentation required to support the Unsupervised Audit Plan Simulation reallocation are as follows:

1. For illness, a completed medical form (physician's statement) provided by the Registrar's Office, <http://www.yorku.ca/laps/council/students/documents/APS.pdf> OR for another valid reason, the documentation requested by the Course Director, AND

2. A signed statement stating that you are aware that your Unsupervised Comprehensive Assurance Simulation will be worth 55%. This signed statement is to be attached to the documentation provided in (1) above.

Physician statements need to be from the same day as the Unsupervised Audit Plan Simulation or the day immediately after. Physician statements older than one day after the date of the Unsupervised Audit Plan Simulation exam will not be accepted.

COMPUTING AND TECHNICAL REQUIREMENTS

Several platforms will be used in this course (e.g., eClass and Zoom).

Students will need a working computer to access Zoom classes. If need be, students may use computers in the YorkU libraries. Students will need a microphone and camera for Zoom classes.

For campus classes, students are highly encouraged to bring and use a laptop in class.

Students shall note the following:

- Zoom is hosted on servers in the United States and Canada. Recordings done since May 1, 2022, are stored in Canada. For more information, please refer to the notes on [Zoom Privacy and Security](#) provided by Information Security at York.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.

- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Here are some useful links for student computing information, resources, and help:

- [Student Guide to eClass](#)
- [Zoom@YorkU Best Practices](#)
- [Zoom@YorkU User Reference Guide](#)
- [University Information Technology \(UIT\) Student Services](#)
- [Student Guide to eLearning at York University](#)

To determine Internet connection and speed, there are online tests, such as [Speedtest](#), that can be run. If you need technical assistance, please consult the [University Information Technology \(UIT\) Student Services](#) web page. For more specific assistance, please write to askit@yorku.ca.

USE OF GENERATIVE AI

In this course, all work should be completed by you and you alone (other than allowable group work as specified on the course outline or during class). As such, you are not allowed to use generative artificial intelligence (AI), such as ChatGPT, to help you complete any of your work in this course (e.g., tests, papers, assignments, presentations, etc.). If you do not know whether an online resource or tool can be used in this course, please contact your instructor for guidance. Any use of generative AI in this course will be considered a breach of the *Senate Policy on Academic Honesty*.

IMPORTANT DATES

Since the course requires group work and the first assignment is due early in the course, the last date to add the course *without* the permission of the instructor is **May 22, 2023**.

Last date to add a course with permission of instructor: **June 5, 2023**.

Last date to drop a course without receiving a grade: **July 7, 2023**.

If you withdraw between **July 17** and **August 15**, the course remains on your transcript without a grade and is notated as "W."

Health and Safety - Covid 19

Please consult information and updates related to COVID-19, including York's health and safety requirements, which may change over time:

<https://www.yorku.ca/bettertogether/>

<https://www.yorku.ca/secretariat/policies/policies/covid-19-vaccination-mandate/>

GRADING

The grading scheme for this course conforms to the 9-point system used in undergraduate programs at York University. For a full description of the York grading system, visit the York University [Academic Calendar](#).

GRADE	GRADE POINT	PERCENT RANGE	DESCRIPTION
A+	9	90-100	Exceptional

A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Marginally Passing
E	1	(marginally below 50%)	Marginally Failing
F	0	(below 50%)	Failing

TENTATIVE COURSE SCHEDULE – Refer to the e-class site for details of each session.

RELEVANT UNIVERSITY REGULATIONS

Deferred Exams: Deferred standing may be granted to students who are unable to write their final examination at the scheduled time or to submit their outstanding course work on the last day of classes. Details can be found at <http://myacademicrecord.students.yorku.ca/deferred-standing>

Any request for deferred standing on medical grounds must include an Attending Physician's Statement form; a "Doctor's Note" will not be accepted.

DSA Form: http://www.registrar.yorku.ca/pdf/deferred_standing_agreement.pdf

Attending Physician's Statement form: <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>

In order to apply for deferred standing, students must register at

<http://apps.eso.yorku.ca/apps/adms/deferredexams.nsf>

Followed by handing in a completed DSA form and supporting documentation directly to the main office of the School of Administrative Studies (282 Atkinson) and add your ticket number to the DSA form. The DSA and supporting documentation must be submitted no later than five (5) business days from the date of the exam. These requests will be considered on their merit and decisions will be made available by logging into the above mentioned link. No individualized communication will be sent by the School to the students (no letter or e-mails).

Students with approved DSA will be able to write their deferred examination during the School's deferred examination period. No further extensions of deferred exams shall be granted. The format and covered content of the deferred examination may be different from that of the originally scheduled examination. The deferred exam may be closed book, cumulative and comprehensive and may include all subjects/topics of the textbook whether they have been covered in class or not. Any request for deferred standing on medical grounds must include an Attending Physician's Statement form; a "Doctor's Note" will not be accepted.

Academic Honesty: The Faculty of Liberal Arts and Professional Studies considers breaches of the Senate Policy on Academic Honesty to be serious matters. The Senate Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards. Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist.

Students should review the York Academic Honesty policy for themselves at:

<http://www.yorku.ca/secretariat/policies/document.php?document=69>

Students might also wish to review the interactive on-line Tutorial for students on academic integrity, at:

<https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>

Turnitin

To promote academic integrity in this course, students will be normally required to submit their written assignments to Turnitin (via the course e-class site) for a review of textual similarity and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website.

Grading Scheme and Feedback Policy: The grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) shall be announced, and be available in writing, within the first two weeks of class, and, under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for 'full year' courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with the following exceptions:

Note: Under unusual and/or unforeseeable circumstances which disrupt the academic norm, instructors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible. For more information on the Grading Scheme and Feedback Policy, please visit:

<http://www.yorku.ca/univsec/policies/document.php?document=86>

In-Class Tests and Exams - the 20% Rule: For all Undergraduate courses, except those which regularly meet on Friday evening or on a weekend, tests or exams worth more than 20% will not be held in the two weeks prior to the beginning of the official examination period. For further information on the 20% Rule, please visit: <http://secretariat-policies.info.yorku.ca/policies/limits-on-the-worth-of-examinations-in-the-final-classes-of-a-term-policy/>

Reappraisals: Students may, with sufficient academic grounds, request that a final grade in a course be reappraised (which may mean the review of specific pieces of tangible work). Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition to their home Faculty. Students are normally expected to first contact the course director to discuss the grade received and to request that their tangible work be reviewed. Tangible work may include written, graphic, digitized, modeled, video recording or audio recording formats, but not oral work. Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed. For reappraisal procedures and information, please visit the Office of the Registrar site at: <http://myacademicrecord.students.yorku.ca/grade-reappraisal-policy>

Accommodation Procedures: LA&PS students who have experienced a misfortune or who are too ill to attend the final examination in an ADMS course should not attempt to do so; they must pursue deferred standing. Other students should contact their home Faculty for information. For further information, please visit: <http://ds.info.yorku.ca/academic-support-accommodations/>

Religious Accommodation: York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. For more information on religious accommodation, please visit: <https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

Academic Accommodation for Students with Disabilities (Senate Policy)

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided

that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder. For more information, please visit the Counselling and Disability Services website at <http://www.yorku.ca/dshub/>

York's disabilities offices and the Registrar's Office work in partnership to support alternate exam and test accommodation services for students with disabilities at the Keele campus. For more information on alternate exams and tests please visit <http://www.yorku.ca/altexams/>

Please alert the Course Director as soon as possible should you require special accommodations.