

Summer 2024 Course Outline AP/ADMS 4553
Auditing: Advanced Topics
BLENDED

Instructor	Class & assessments
Romi-Lee Sevel rsevel@yorku.ca	On-campus classes: Tuesday 11:30am – 2:30pm DB 0007 Remote sessions on ZOOM: https://yorku.zoom.us/j/95323806927 Assessments: On campus in DB 0007 or DB computer labs

Contacting Prof. Romi-Lee:

Individual or small group discussions outside of class are possible & encouraged! Email me with your preference for meeting on campus or on zoom and we can choose a day and time.

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.

- Please ensure you 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 is not responsible for refunds resulting from students being dropped from a course due to lack of prerequisites.

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 format

- Most classes take place in live synchronous format on **campus** on the day and time listed in the chart above.
 - Campus classes are not recorded.
- However, this is a blended course, so some classes take place over **Zoom synchronously**.
 - You'll want to have a working camera & microphone so we can have a high-quality class like when we're on campus.
 - You can use **DB0007** if you would like to attend Zoom classes from campus.
 - Consider having headphones as other students may also attend our zoom class from the room.
 - For consistency of campus classes, Zoom classes are not recorded.
- There are also **asynchronous** components to the course that can be completed independently.
- Zoom classes and campus classes are equally important so please plan to attend both!
- For details of which classes are on campus vs Zoom, please see the detailed course schedule.
- All assessments are conducted in-person on campus.
 - To be fair to everyone, there are not online options for assessments.
- The course is interactive with *minimal* "traditional lecture"
- Details on how Teamwork [preparation, attendance & contributions] are assessed can be found below.

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.

Skills You'll Develop & Knowledge You'll Build

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

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

- 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](#)

Course Materials

1. Cases and readings – posted on e-class; no purchase required.
2. CPA Canada Handbook - Available free through York Library e-resources
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, Pearson.
 - [You have this book from ADMS 4551; no purchase required](#)

Course Assessments

Simulations	Due date	Weight
Teamwork [Preparation, Attendance & Contributions]	Various throughout course	10%
Mini Professional Training & Development Simulation	May 27 by 11:59pm (due with session 4 pre-work)	1%
Performance Appraisal Simulation	Initial submission: June 2 by 11:59pm Peer appraisal: June 7 by 11:59pm Re-submit & Reflect: June 10 by 11:59pm	4%
Supervised Audit Plan Simulation	June 11 at 11:30am – 2:00pm (2.5 hrs)	10%
Independent Audit Plan Simulation	July 9 at 11:30am – 2:00pm (2.5 hrs)	25%
Professional Training & Development Simulation	July 22 at 11:59pm	15%
Comprehensive Assurance Simulation	TBA - Exam period: Aug 8 -15 (3 hrs)	35%
Total		100%

Teamwork [Preparation, Attendance & Contributions]

- This ongoing assessment is designed to develop your 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.
- 2% is for attendance, 6% for Individual participation (in-class and pre-class work) and 2% for in-class group work and presentations.
- Active participation is needed in every session of the course to allow for productive class discussions.
- Students are expected to prepare for each session, attend all classes, and actively participate in class discussions.
- To prepare for class, please read the assigned case and to be willing to discuss the key concepts and issues raised in the case.
- When work is due before class it will be due at **11:59pm the night before class (Monday night)** via e-class.
- You'll sometimes be asked 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 Prof Romi-Lee's guidance

Mini Professional Training & Development Simulation

This simulation is designed to prepare you for the continuous, and often independent, training* that is required in the CPA profession to keep up with standards (accounting & auditing) and other regulations relevant to the profession and ongoing ethics training required.

You'll work on materials independently, submit proof of completion & gain a Professional Training & Development Certification

*CPAs are required to engage in continuing professional development (CPD) annually to maintain their CPA license.

Performance Appraisal Simulation

This simulation is designed to prepare you for the workplace where performance appraisals are typical as part of audit training.

- The activity allows you to:
 - (1) practice giving meaningful/constructive feedback to their peers,
 - (2) receive feedback, reflect on it, and improve performance as a result and
 - (3) demonstrate the value in self-learning (debriefing cases).
- You will also gain familiarity with the marking rubrics used in our course and therefore the activity will help orient you & set expectations for how work should be completed & how it will be graded.

There are three phases of the simulation as follows:

- **First**, you 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 a marking guide (solution), rubric, and other resources, you'll perform the peer appraisal by providing feedback on your peer's case response.
- **Third**, after you receive your peer feedback, you'll revise & resubmit your original submission based on the feedback provided & you'll have the opportunity to reflect on the activity.

The first two phases 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

This simulation is designed to prepare you for the subsequent independent audit plan simulation which is held under similar conditions except requires more independent work.

- This is a role play simulation.
- You take the **role of an auditor** and individually plan various components of an audit (assess risk, determine materiality, design procedures, etc.) while **Prof. Romi-Lee takes the role of your manager** and **supervises** your work.
- You work under timed conditions to mimic deadlines imposed in the workplace.
- You may engage in the role play by **asking your manager questions** which mimics the supervision and assistance that is provided during audit engagements.
- You'll want to thoughtfully consider the questions you ask; while your manager is experienced and available to assist, your manager is also evaluating the development of your self-management skills including your ability to use judgement and professionalism to seek help when appropriate.
- Your manager may choose to directly answer questions, provide direction, or defer you to other resources (such as providing hints on where to look in the CPA Canada Handbook for guidance).

Logistics:

- At the start of the simulation, you'll be provided with a hard copy of the case.
- You have 2.5 hours to complete the simulation.
- The case will be of similar difficulty and style to those covered in class.
- You may use the CPA Canada Handbook during the simulation but not other course notes nor conduct google searches or collaborate with other students.
- You'll use Word and Excel (no handwritten work).
- The audit plan will be submitted to e-class.
- Feedback will be provided.
- The simulation covers course content covered up to the simulation.

Independent Audit Plan Simulation

The simulation is designed to prepare you for working independently in the workplace, using judgement and professionalism to prepare an audit plan.

- This is a role play simulation.
- You take the **role of an auditor** and individually plan various components of an audit (assess risk, determine materiality, design procedures, etc.) while **Prof. Romi-Lee takes the role of your manager**.
- You work under timed conditions to mimic deadlines imposed in the workplace.
- In this role play, your **manager is very busy** with their own work and **cannot provide immediate supervision** therefore you **can't ask your manager questions**.
- While your work will later be reviewed by your manager, and you do have overall supervision as required by GAAS, in the immediate term you work independently.

Logistics:

- At the start of the simulation, you'll be provided with a hard copy of the case.
- You have 2.5 hours to complete the simulation.
- The case will be of similar difficulty and style to those covered in class.
- You may use the CPA Canada Handbook during the simulation but not other course notes nor conduct google searches or collaborate with other students.
- You'll use Word and Excel (no handwritten work).
- The audit plan will be submitted to e-class.
- Feedback will be provided.
- The simulation covers course content covered up to the simulation.

Comprehensive Assurance Simulation

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

- This is a role play simulation.
- You take the **role of an auditor** and individually plan the various components of an assurance and/or non-assurance engagement.
- You work under timed conditions to mimic the deadlines imposed in the workplace.
- In this role play, your **manager is very busy** with their own work and **cannot provide immediate supervision** therefore you **can't ask your manager questions**.
- While your work will later be reviewed by your manager, and you do have overall supervision as required by GAAS, in the immediate term you work independently.

Logistics:

- At the start of the simulation, you'll be provided with a hard copy of the case.
- You have 3 hours to complete the simulation.
- The case will be of similar difficulty and style to those covered in class.
- You may use the CPA Canada Handbook during the simulation but not other course notes nor conduct google searches or collaborate with other students.
- You'll use Word and Excel (no handwritten work).
- The audit plan will be submitted to e-class.
- There is no feedback provided.
- The simulation includes content from the whole course, with emphasis on material from the second half of the course.

Professional Training & Development Simulation

This simulation is designed to prepare you for the continuous, and often independent, training* that is required in the CPA profession to keep up with emerging issues and technology.

- The simulation provides an opportunity for you to improve your understanding of audit-related technologies used in practice.
- You'll collaborate in pairs to mimic the teamwork often required in the workplace.
- You'll work on materials independently, submit proof of completion & gain a Professional Training & Development Certification

*CPAs are required to engage in continuing professional development (CPD) annually to maintain their CPA license.

Tentative Course Schedule - Summer 2024

Module 1 – CPA mindset as a cornerstone of the profession – ethics and professional behaviour			
Session	Topics/Learning Objectives	Cases (posted to eClass)	Assurance Handbook References and Technical notes
1 May 7	<p>Understanding and Developing Professional Judgment in Auditing and Accounting</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> Describe what is professional judgment Explain the impact of judgment traps on judgment quality Recognize the external pressures that auditors face Use the CPA Way to practice and develop professional judgment in assurance Describe the anatomy of Canadian Auditing Standards 	1.Ethics Mindset E&Y cases 2.A Skeptical Lens	<p><i>Technical notes:</i></p> <ul style="list-style-type: none"> Anatomy of Canadian Auditing Standards CPA Way - Mindset Notes on professional Judgement (Jones) Professional Judgment (Beasley) <p><i>Optional:</i> Arens et al Chapter 3 (Professional Ethics and Legal Liability), Chapter 4 (Audit Responsibilities and Objectives) P. 94-99</p> <p>*If you completed ADMS 4551 a while ago or are not comfortable with the topic it is in your best interest to review the optional chapters each week. Note that some Arens readings in later weeks are marked as required.</p>
Module 2 – Mastering auditing [and accounting] topics with cases & the CPA Way			
2 May 14	<p>Professional Practice Management</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> Analyze the relevant factors important to client acceptance/continuance decision and use this analysis to justify a client acceptance Apply professional skepticism to the audit of the financial statements. Apply an ethical judgment framework to analyze independence issues. Perform preliminary analytical procedures to obtain a better understanding of a prospective client and identify areas of audit concern Identify and analyze first time audit issues <p>Audit Planning & Risk</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> Analyze and apply case facts to develop a concise and professional audit planning memo 	1.Enfants Heureux (EH) (W18 Independent Audit Plan Simulation)	<p>Professional Practice Management</p> <p><i>Technical Notes – Practice Management:</i></p> <ul style="list-style-type: none"> Client acceptance notes (Jones) CPA Code of Professional Conduct (pgs PRE-1-PRE6 and Rule 204 pgs 13-25 (Independence) CSQC 1 Quality Control for Firms that Perform Audits and Reviews (paragraph 26-28 and A18-A21) Enhancing Professional Skepticism (Auditing and Assurance Bulletin, CPA Canada) PEG Client Continuance Form PEG New Engagement Acceptance Form <p><i>Assurance Handbook:</i></p> <ul style="list-style-type: none"> CAS: 200, 210, 220, 300, 320, 315, 510 <p><i>Optional:</i> Arens et al Chapter 6 (Client Acceptance, Preliminary Planning, and Materiality) P. 174-199</p>

	<ul style="list-style-type: none"> • Apply an understanding of a client’s industry, business, and current situational factors to identify and explain risks of material misstatement at the overall financial statement level • Research relevant accounting standards to determine appropriate accounting treatment and identify the related risk of material misstatement at the account balance and assertion level • Determine overall planning materiality and provide support for materiality decisions • Determine performance materiality and specific materiality for financial statement elements • Recognize situations where revision to planning materiality is warranted • Evaluate pros and cons of being transparent about materiality and consider which users matter 		<p>Audit Planning & Risk</p> <p><i>Technical Notes:</i></p> <ul style="list-style-type: none"> • Approach – Audit Planning Memo (Jones & Sevel) • How to Analyze an Assurance Case (Jones) • Overview risk assessment Response • PWC Audit Plan_TTC <p><i>Assurance Handbook:</i></p> <ul style="list-style-type: none"> • CAS: 315, 320, 450 <p><i>Optional:</i></p> <p>Arens et al Chapter 6 (Client Acceptance, Preliminary Planning, and Materiality) P. 199-208) and Chapter 7 (Risk Assessment and Inherent Risk)</p>
<p>3 May 21</p>	<p>Continuation of week 2 Watch the EH videos and complete the worksheet & submit to eclass</p>	<p>1:00pm-2:30pm on Zoom & Asynchronous activities can be completed any time in the week.</p>	<p>Zoom class topics:</p> <ul style="list-style-type: none"> • Auditing Planning Memo – complete picture • Assertions & Procedures • Financial reporting analysis • Mini Professional Training & Development Simulation - overview • Performance Appraisal Simulation - overview • Rubrics & strong peer feedback <p>Mini Professional Training & Development due May 27 by 11:59pm Note – same time as session 4 pre-work is due!</p>

<p>4 May 28</p>	<p>Evaluating Complex Transactions and Designing Effective Audit Procedures Learning Objectives:</p> <ul style="list-style-type: none"> • Research relevant standards to determine proper accounting treatment of complex transactions w/ specific attention to revenue recognition issues & transactions involving estimation uncertainty • Research relevant assurance standards to develop appropriate audit procedures for complex financial reporting issues including those involving estimation uncertainty • Design effective substantive analytical procedures and substantive tests for complex transactions 	<p>1.Foodie Experience. Com (Previous Independent Audit Plan Simulation)</p> <p>2.Warmth Home Comfort</p>	<p><i>Technical Notes:</i></p> <ul style="list-style-type: none"> • Audit Procedures: Substantive Tests (Jones & Sevel) • Notes on Auditing Revenue (Jones) • Notes on Auditing Estimates and Fair Values (Jones) <p><i>Assurance Handbook:</i></p> <ul style="list-style-type: none"> • CAS 540 <p><i>Optional:</i> Arens et al Chapter 5 (Audit Evidence) P. 126-148)</p> <p>Performance Appraisal Simulation dates: Initial submission: June 2 by 11:59pm Performance appraisal: June 7 by 11:59 pm Resubmit & Reflect: June 10 by 11:59pm</p>
<p>5 June 4</p>	<p>Assessing Entity-Wide Controls & Corporate Governance, Assessing General & Transaction Controls, Internal Audits Learning Objectives:</p> <ul style="list-style-type: none"> • Describe auditor, management, and audit committee responsibility for internal control • Evaluate effectiveness of entity level controls, general and transaction controls • Identify control deficiencies and apply professional judgement to assess whether deficiencies are material or significant • Assess impact of control deficiencies on substantive testing in an external audit • Evaluate IT risks associated with business processes • Contrast the role of the internal auditor and external financial statement auditor • Explain various types of internal audit engagements • Explain what an IT audit is and why IT audits are performed • Design effective tests of controls 	<p>1.StellenTEK</p>	<p><i>Technical Notes – Controls & Control Testing:</i></p> <ul style="list-style-type: none"> • Control Testing (Sevel) • Controls Governance slides • Internal Controls (Sevel) • Audit Procedures: Tests of Controls • Brief Note on Controls & Reporting Internal Control Weaknesses (Sevel) • Corporate Governance Notes (Jones) • The Minimum IT Controls to Assess in a Financial Audit (Part II) (Isaca Journal Online) <p><i>Technical Notes – Internal Audit:</i></p> <ul style="list-style-type: none"> • 20 Questions Boards Should Ask about Internal Audit • Basic Audit Logic Sequence • What can Internal Audit Do <p><i>Assurance Handbook:</i></p> <ul style="list-style-type: none"> • CAS: 265, 315, 402, 610, OCS: 5925, CSAE 3416 <p><i>Optional:</i> Arens et al Chapter 8 (Understanding the Internal Control System) & 9 (Control Risk Assessment)</p>

6 June 11	<p style="text-align: center;">Supervised Audit plan simulation Time: 11:30am – 2pm (2.5 hours) Location: DB007 Please arrive & be seated by 11:15am for case to be distributed.</p>		
No class June 18 – reading week			
Module 3 – Wrapping up the audit and emerging technology in auditing			
7 June 25	<p>Completing the Audit - Evaluating Audit Results and Determining Appropriate Audit Reports Learning Objectives – completing the audit:</p> <ul style="list-style-type: none"> Integrate audit evidence to evaluate audit differences and determine if material Integrate accounting and audit knowledge to evaluate audit work performed Describe the elements of the auditor’s report when an unmodified audit opinion is issued Identify issues that may arise during an audit that could require a modified audit opinion Apply professional judgement to determine if the audit opinion must be modified <p>Emerging Technology in Assurance Learning Objectives – emerging technology:</p> <ul style="list-style-type: none"> Identify how advances in technology such as blockchain, social media, robotic process automation can improve the assurance process Evaluate which areas of audits are more and less likely to be changed by advances in technology Describe the skills that are necessary for future success in the auditing profession Use software to perform audit work Assess how disruptive technology might affect the demand for traditional financial statements and assurance 	<p>1.Delivery Champions</p> <p>2.Kabbage: A Fresh Approach to Understanding Fundamental Auditing Concepts and the Effects of Disruptive Technology</p> <p style="text-align: center;">Remote class held on Zoom</p>	<p><i>Technical Notes</i></p> <ul style="list-style-type: none"> N/A <p><i>Assurance Handbook:</i></p> <ul style="list-style-type: none"> CAS 450, 700, 705, 706 <p><i>Required Arens Reading:</i> Arens et al Chapter 17 (Completing the audit) P. 597 – 604 & Chapter 6 (Client Acceptance, Preliminary Planning, and Materiality) P. 208-211 & Chapter 18 (Audit Reports on Financial Statements)</p> <p><i>Required Arens Reading:</i> Arens et al Chapter 5 (Audit Evidence) P.139 & P. 150-156</p> <p style="text-align: center;">Overview of Professional Training & Development Simulation</p>
Module 4 – Engagements other than audits of financial statements and emerging issues in assurance			
8 July 2	<p>Review Engagements, Interim Reviews & Compilations Learning Objectives - Review engagements:</p> <ul style="list-style-type: none"> Distinguish between audit and review engagements 	<p>1.Colourful World</p> <p style="text-align: center;">Remote class held on Zoom</p>	<p><i>Technical Notes:</i></p> <ul style="list-style-type: none"> CPA Canada Guide to Review Engagements Approach to Review Engagement Review engagement analytical procedures

	<ul style="list-style-type: none"> • Differentiate between the level of assurance for review engagements, audits and compilations of financial statements • Explain the requirements for review engagements and discuss relevant professional standards • Develop procedures for a review engagement • Draw conclusions based on evidence collected in a review engagement • Explain the purpose of an interim review and identify the applicable standards • Apply review engagement professional standards (CSRE 2400) to case simulations 		<ul style="list-style-type: none"> • Materiality working paper_review engagement <p><i>Assurance Handbook:</i></p> <ul style="list-style-type: none"> • CSRE 2400, CAS 800, CSRS 4200, OSC 7060 <p><i>Required Arens Reading:</i> Arens et al Chapter 19 (Other Audits, Assurance Engagements, and Related Services) P. 657 -669</p>
<p>9 July 9</p>	<p>Independent Audit plan simulation Time: 11:30am – 2pm (2.5 hours) Location: DB computer lab Please arrive & be seated by 11:15am for case to be distributed</p>		
<p>10 July 16</p>	<p>Other Assurance Engagements and Related Services Over Financial Information Learning Objectives:</p> <ul style="list-style-type: none"> • Distinguish between Other Canadian Standards (OCS) and Canadian Audit Standards and know what types of engagements to which they apply • Determine applicable handbook standards based upon the information and users’ assurance needs • Distinguish between the issues related with conducting special reporting engagements vs. traditional financial statement engagements • Compare the differences among the various types of special reporting engagements • Identify and recommend which type of assurance engagement best suits stakeholders’ economic and information needs • Develop procedures over financial information that is assessed outside a financial statement audit/review context • Apply various OCS to case simulations 	<ol style="list-style-type: none"> 1. Hillsburg Hardware 2.24X7 3.SportsXtra 	<p><i>Technical Notes:</i></p> <ul style="list-style-type: none"> • Guide for Practitioners: Roadmap of CPA Canada Handbook – Assurance. Which standards should you use to provide services in Accordance with the CPA Canada Handbook-Assurance? • Comparison of Attestation and Direct Engagements • Comparison of Agreed Upon Procedures Assurance Report • Compliance Agreement Notes (Jones) <p><i>Assurance Handbook:</i> CAS 805, CSAE 3530, CSAE 3531, CSAE 3000, CSAE 3001, CSRS 4400</p> <p><i>Required Arens Reading:</i> Arens et al Chapter 19 (Other Audits, Assurance Engagements, and Related Services) P. 669-681</p> <p>Professional Training & Development Simulation – Due July 22 by 11:59pm</p>

<p>11 July 23</p>	<p>Assurance Over Non-Financial Information Learning objectives:</p> <ul style="list-style-type: none"> Identify and recommend reporting options over non-financial information that best suit stakeholder needs Identify requirements for professional judgement when performing procedures over non-financial information Develop procedures over non-financial information Apply various OCS to case simulations 	<p>1.Business International Business School Rankings</p> <p>This is the last on-campus class for ADMS 4553.</p>	<p><i>Technical Notes:</i></p> <ul style="list-style-type: none"> N/A <p><i>Assurance Handbook:</i> CSAE 3000, CSAE 3001, CSRS 4400</p> <p><i>Required Arens Reading:</i> Arens et al Chapter 19 (Other Audits, Assurance Engagements, and Related Services) P. 669-675</p>
<p>12 July 30</p>	<p>Assurance Over Non-Financial Information Sustainability Assurance Learning objectives:</p> <ul style="list-style-type: none"> Explain risks and challenges of performing non-traditional assurance engagements Explain how materiality is determined in non-traditional assurance engagements Identify and recommend reporting options over non-financial information that best suit stakeholder needs Develop procedures over non-financial information Apply various OCS to case simulations 	<p>1.TBD</p> <p>Remote class held on Zoom</p>	<p><i>Technical Notes:</i></p> <ul style="list-style-type: none"> N/A <p><i>Assurance Handbook:</i> CSAE 3000, CSAE 3001, CSRS 4400</p> <p><i>Required Arens Reading:</i> Arens et al Chapter 19 (Other Audits, Assurance Engagements, and Related Services) P. 669-675</p>
	<p>Course Review Review of key course topics including analysis of financial reporting issues, review engagement planning memo, internal control weaknesses, other assurance engagements & procedures</p> <p>Videos prepared by Prof. Romi-Lee Sevel provided – can be completed independently any time before Comprehensive Assurance Simulation.</p>	<p>1.Kaizen Eyewear Inc. (KEI) (W21 Comprehensive Assurance Simulation)</p>	<p><i>Technical Notes:</i></p> <ul style="list-style-type: none"> N/A
<p>13 TBD</p>	<p>Comprehensive Assurance Simulation Held during exam period: Aug 8-15 Date & time to be released by registrar. Comprehensive Assurance Simulation study resources provided on eclass in addition to the course review materials.</p>		

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 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 Independent Audit Plan Simulation.
- If the Independent 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 Comprehensive Assurance Simulation.

The documentation required to support the Independent 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 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 Independent Audit Plan Simulation or the day immediately after. Physician statements older than one day after the date of the Independent Audit Plan Simulation exam will not be accepted.

- If the Comprehensive Assurance Simulation is missed due to a valid reason, it will be treated as missing a final examination and the normal procedures for applying for deferred standing must be followed.

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.

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.). Note that feeding course copyright content into generative AI is prohibited. 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 13, 2024**.

Last date to add a course with permission of instructor: **May 27, 2024**.

Last date to drop a course without receiving a grade: **July 8, 2024**.

If you withdraw between **July 9 and August 6, 2024** 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

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-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.