College of Charleston  
Department of Accounting and Business Law  
ACCT 509 (01) – Advanced Auditing Concepts (14442)  
Fall 2022: Tate Center, Room 132  
TTH 1:40-2:55pm

COURSE ADMINISTRATION  
Professor: Robert Hogan  
E-mail: hoganrs@cofc.edu  
Phone: 843-953-0439  
Office: Beatty, Room 402  
Office Hours: Tuesday and Thursday 9:00-10:30am and 12:30-1:30pm  
There is no textbook for this course, instead Articles, Handouts, and Case Studies will be provided by the Professor.  
Prerequisites: Undergraduate Auditing Course

“Such I take to be the duty of the auditor: He must be honest—that is, he must not certify what he does not believe to be true, and he must take reasonable care and skill before he believes what he certifies is true.” – Unknown English Judge

ACCT 509 ADVANCED AUDITING CONCEPTS - COURSE DESCRIPTION  
Various strategic and ethical aspects of external auditing are examined in this course. The focus is on current issues facing the auditing profession with an emphasis on the challenges facing the audit practitioner in the foreseeable future.

COURSE LEARNING OBJECTIVE  
1. Increase students’ specific knowledge as related to auditing. This includes an understanding of the professional role of the auditor, the impact of regulation on the audit function, managing the auditor/client relationship, assessing audit risk, developing professional skepticism, increasing awareness toward ethical dilemmas, interaction with the internal audit function, as well as expanding the students’ knowledge regarding International Financial Reporting Standards (IFRS).  
2. Refining the students’ communication skills, both verbal and written. This objective is addressed within the course through numerous written assignments, and essay format exams as well as classroom participation and in-class presentations.  
3. Develop the students’ skills with regard to working within a team environment. While much of the course is based on work performed on an individual basis, the presentations will be conducted in a group format.

This syllabus and policies noted therein may be amended, on a case-by-case basis or in the entirety, by the Professor as needed.
SCHOOL OF BUSINESS LEARNING GOALS
To stimulate Communication Skills, students will prepare written documents that are technically correct and consistent with professional writing practices. Additionally the course requires students to prepare and effectively present relevant discipline specific knowledge utilizing the technological tools available within the classroom. Global and Civic Responsibility is promoted in this course by directly examining ethical situations and requiring that students recognize and be able to appraise the ethical dilemmas involved. Students will be encouraged to engage in discourse aimed at resolution of these dilemmas utilizing relevant discipline specific knowledge. The students’ Intellectual Innovation and Creativity will be heightened through the examination of complex case studies that involve domestic, international, and multi-national firms. These cases will challenge the students to consider the implications of business decisions while evaluating problems and opportunities in the business environment and there by Synthesis both classroom and non-classroom learning as related to complex and comprehensive tasks. The students will be challenged to apply analytical techniques to formulate creative solutions utilizing both discipline specific knowledge as well as the students own personal experiences.

ACCOUNTANCY GRADUATE PROGRAM LEARNING GOALS
The course relates to theaccountancy graduate program learning objective of Ethical Behavior by specifically addressing the AICPA Code of Professional Conduct and ethical dilemmas, while requiring technically correct, clear, and concise oral and written presentations which address Effective Communication. The course is designed to develop Specialized Technical Skills and Knowledge within the area of auditing. Guest speakers from professional practice will be joining the students in the classroom to provide “real world” insights and aid in Achieving a Broadened Perspective, while the articles and cases chosen intentionally cover multinational/international firms to address the Global Dimensions of audit.

COURSE EXPECTATIONS

**Classroom Readiness**
An effective and productive seminar course requires the active participation of all students. Accordingly, the timely reading of assigned articles, case studies, and other materials and attendance and active participation in classroom discussions comprise a significant part (30%) of your final grade. A lecture will be presented on each assigned reading to ensure that the key learning points are presented and to provide a framework for our classroom discussions. However, developing opinions and learning to express those opinions in a group setting is critical to your success as a professional. Accordingly, during our classroom discussions, you will be expected to express your thoughts and conclusions and to challenge the ideas presented within each assignment during every class. You should also feel free to challenge others (including me) on their points of views and positions taken. Although you may initially be uncomfortable with this level of participation, remember that everyone in the class is interested in your opinion and in most cases there is not just one correct answer.
Graded Case Studies
There will be three graded case studies that you will complete outside class time. Each case study represents 18% of your final grade. These case studies will be related to but different from the assigned case studies and readings discussed in the classroom and should be completely your own work. Group work is NOT allowed.

Presentations
Each student will present twice on an article or current event that is related to a class topic. In preparation for this presentation you are expected to make one copy of your article to provide to the professor and you must prepare a visual aid. This presentation comprises 12% of your final grade in the course and will be determined based on the quality of your presentation, class engagement, and relevance to the class topic/articles for the day. Additional details regarding this portion of the course will be provided.

Examinations
There will be four examinations: three interim exams, and a final examination. In total, examinations represent 40% of your final grade. All exams are closed book and will be based upon the lessons learned and key positions and conclusions from the assigned reading assignments, case studies, student presentations, and classroom discussion. Exam dates are noted on the course calendar. Students will NOT be allowed to take exams other than during the scheduled times. I do not give make-up exams. Please contact me immediately if you have a scheduling problem.

Special Assistance
Any students who require special accommodations on exams or other coursework should first consult with the Center for Disability Services regarding the SNAP program, and then schedule an appointment to meet with me to discuss these accommodations.

ETHICS/INTEGRITY
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code. Please remember that unauthorized collaboration with other students is a form of cheating and, accordingly, work performed for this class must be your own original work. Other forms of cheating include possessing or using an unauthorized study aid, copying from or consulting with another person during an exam, using technological tools inappropriately, turning in written work that was prepared by someone other than yourself, and making minor modifications to the work of someone else and turning it in as your own. If you are not sure whether something you plan to submit would be considered either cheating or plagiarism, it is your responsibility to ask for clarification. If you use references for any assignment, please follow citation procedures accepted in U.S. universities, including full, appropriate citation of any materials accessed, including via the web. You must not copy information from websites unless you put it in quotation marks and directly cite the source. Do not assume that some usage or action is acceptable if you are unsure. Either ask me about it or consult credible sources of information on the subject.
GRADING SUMMARY
For ACCT 509, your course grade will be determined by the cumulative number of points you earn on the various assignments given throughout the semester as shown below:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Allocated Points</th>
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<tbody>
<tr>
<td>Classroom Participation</td>
<td>300</td>
</tr>
<tr>
<td>Graded Cases (3 x 60 points)</td>
<td>180</td>
</tr>
<tr>
<td>Presentations (2 x 60 points)</td>
<td>120</td>
</tr>
<tr>
<td>Mid-term Exams (3 x 92 points)</td>
<td>276</td>
</tr>
<tr>
<td>Final Exam</td>
<td>124</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>1,000</strong></td>
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The base score for each letter grade is as follows:
A: 895; B+: 870; B: 795; C+: 770; C: 695; F: Below 695.
If you would like to review your grade and/or discuss your progress in the class, please stop by my office at any time during my office hours.

OTHER CAMPUS RESOURCES:
Mental & Physical Wellbeing
At the college, we take every students’ mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at [http://counseling.cofc.edu](http://counseling.cofc.edu) or 843.953.5640 3rd Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, visit [http://counseling.cofc.edu/cct/index.php](http://counseling.cofc.edu/cct/index.php), or meet with them in person 3rd Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

Food & Housing Resources
Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support ([http://studentaffairs.cofc.edu/about/salt.php](http://studentaffairs.cofc.edu/about/salt.php)).
Also, you can go to [http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php](http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php) to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need.