DEPARTMENT NAME: SCHOOL OF ACCOUNTING  
COLLEGE OF: BUSINESS

COURSE PREFIX & NUMBER: ACG 7646  
CURRENT COURSE TITLE: DOCTORAL SEMINAR IN AUDITING

CHANGE(S) REQUESTED

SHOW "X" IN FRONT OF OPTION

CHANGE CREDITS FROM TO:

CHANGE GRADING FROM TO:

CHANGE PREREQUISITES TO:

CHANGE MINIMUM GRADE TO:

CHANGE COREQUISITES TO:

CHANGE OTHER REGISTRATION CONTROLS TO:

OTHER:

SHOW "X" IN FRONT OF OPTION

CHANGE PREFIX FROM TO:

CHANGE COURSE NO. FROM TO:

X CHANGE TITLE TO: SEMINAR IN AUDITING

CHANGE DESCRIPTION TO:

CHANGES TO BE EFFECTIVE (TERM):

Attach syllabus for ANY changes to current course information.

Will the requested change(s) cause this course to overlap any other FAU course(s)? If yes, please list course(s).

YES No X

Any other departments and/or colleges that might be affected by the change(s) must be consulted. List entities that have been consulted and attach written comments from each.

None

TERMINATE COURSE, EFFECTIVE (GIVE LAST TERM COURSE IS TO BE ACTIVE):

Faculty Contact, Email, Complete Phone Number:
Mark Kohlbeck, mkohlbeck@fau.edu, 561-297-1363

SIGNATURES

Approved by:
Department Chair:  
College Curriculum Chair:  
College Dean:  
UGPC Chair:  
Dean of the Graduate College:

Date:
3.24.2011
3.28.11

SUPPORTING MATERIALS

Syllabus—must include all criteria as detailed in UGPC Guidelines.

Go to: http://graduate.fau.edu/ugpc/ to access Guidelines and to download this form.

Written Consent—required from all departments affected.

Email this form and syllabus to diamond@fau.edu and eqiri@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.
Doctoral Seminar in Auditing  
Spring 2011

Julia L. Higgs

Office: Business East 124  
Phone: 561-297-3663 (W)  
954-815-9396 (C)  
954-783-0275 (H)  
Office Hours: By Appointment

Course Requirements:

<table>
<thead>
<tr>
<th>Class Participation</th>
<th>Students should complete a paper evaluation form for each paper assigned and be prepared to discuss the items on the form</th>
<th>15%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>There will be a take-home mid-term and a final. These exams will be similar to comprehensive exams. – Mid term due Friday March 11th, Final due Tuesday May 3rd.</td>
<td>50%</td>
</tr>
<tr>
<td>Paper</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Literature Review</td>
<td></td>
<td>15%</td>
</tr>
</tbody>
</table>
GUIDELINES FOR ARTICLE CRITIQUES

You should plan to spend approximately 25-30 minutes critiquing the paper in class. You also should expect to spend an additional 10 minutes fielding questions about the paper and/or your critique of the paper from your colleagues in the class and the professor.

Answer each of the following

(1) Motivation

Describe whether and why you believe the article addresses an issue of significance to the accounting discipline and the profession.

A. Consider both academic and practitioner communities.

B. How would you argue the relevance of the issue to a practitioner?

C. Is the issue unique? Is it novel?

D. Assess the quality of the review of prior literature. Does the author show how the article contributes to the prior literature?

(2) Theoretical Development

Identify the primary and secondary research question(s) addressed in the article.

A. What theory forms the basis for the research questions?

B. Is the study exploratory in nature?

C. Are the underlying theory and related research questions valid?

(3) Research Design

A. Does the research design address the research question?

B. Identify the dependent variable, and describe how it is operationalized.

   i. Were alternative operationalizations of the dependent variable possible?

   ii. On what measurement scale is the dependent variable?

   iii. Does the dependent variable measure the theoretical construct it was intended to measure?

C. Identify the independent variable(s) of research interest, and describe how it is (they are) operationalized.
i. Were alternative operationalizations of the independent variables possible?

ii. On what measurement scale(s) are the independent variables?

iii. Do the independent variables manipulate/vary the theoretical construct intended?

D. Identify what extraneous variables are controlled and how they are controlled.

i. Was the extraneous variable in question held constant? Was it included as a factor in the design? Was randomization performed? Was matching done?

E. Identify what extraneous variables are not controlled, but should have been controlled.

i. What is the impact of not controlling these variables on the results of the study? What specific “threats” to the internal validity of the study are involved?

F. Identify the experimental group or sample.

G. Identify the comparison groups or sample, and describe on what basis (e.g., pair-matched, random, etc.) it is formed.

i. Was the researcher justified in forming the comparison group or sample the way s/he did? What alternative method(s) might be recommended?

H. Research Design

i. How well presented in the article is the research design of the study?

ii. Categorize the study’s design as adequate or inadequate. Discuss your conclusions

I. Identify the most significant threats to the internal and external validity of the study.

i. With regard to internal validity, the extraneous variables not controlled were identified in item (G), but be more general here. You might want to rank the threats to internal validity in terms of perceived severity.

ii. With regard to external validity, to what extent are the results of the study generalizable to other settings, other time periods, and other subjects?

(4) Analysis
A. Evaluate the statistical procedures and techniques employed in the study. Is the analysis appropriate for the research question and design?

   i. Were the techniques selected appropriate given the measurement scales of the variables and the nature of the research question(s)/

   ii. Were the statistical results interpreted correctly (e.g., one-tailed vs. two-tailed test, significant interactions, etc.)?

   iii. Are the statistical results presented clearly and well documented in the tables and figures of the study?

   iv. Is the analysis section of the article well organized?

(5) Presentation

A. Evaluate the quality of writing in the article.

   i. How well organized and coherent is the paper? Are the introduction and conclusion linked?

   ii. Is the paper concise? Are ideas stated in as few words as necessary?

   iii. Is the paper clear? Are ideas presented as simply as reasonably possible?

B. Had you been a reviewer on this paper, what would have been your recommendation to the editor: accept; minor revision; major revision; or reject? What is the basis of your recommendation?

(6) Extensions – future research –

A. Does the author discuss this adequately?

B. What extensions for future research do you see?
## Reading List

### Week 1 (January 12)

**Assigned Reading**

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Journal/Source</th>
<th>Pages/Publication Details</th>
</tr>
</thead>
</table>

**Background Reading:**

- Wanda Wallace: *The Economic Role of the Audit in Free and Regulated Markets*  
  [http://raw.rutgers.edu/raw/wallace/homepage.html](http://raw.rutgers.edu/raw/wallace/homepage.html)  
  Provided on E-college


  Note that many of the items described in this have changed since 1986. However, the ideas of the institutions described are important. Read through p. 324

### Week 3 (January 26)

**Assigned Readings**

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Journal/Source</th>
<th>Year/Publication Details</th>
</tr>
</thead>
</table>
Table: Background Reading:


**The Pricing of Audits**

**Week 4 (February 2)**

**Model**

**Regression**

**Two stage regression**

**Structured interviews**

**Week 5 (February 9)**


**Week 6 (February 16)**


Bonner, S.E., Z. Palmrose, and S.M. Young. 1998. Fraud Type and Auditor
<table>
<thead>
<tr>
<th>Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 7 (February 23)</strong></td>
</tr>
<tr>
<td><strong>Background Reading</strong></td>
</tr>
<tr>
<td>Read the first part of Butler Leone and Willenborg (2004) through the explanation of audit reports.</td>
</tr>
<tr>
<td>Review the reporting chapter of an Audit Textbook</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Audit Terminations and Auditor Switching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 8 (March 2)</strong></td>
</tr>
<tr>
<td>Carter, M E. and, B. S. Soo. 1999 <em>The relevance</em> of form 8-K reports. <em>Journal of Accounting Research</em>. 37 Spring: 119 -</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Midterm Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Exam on Archival Auditing Research)</strong></td>
</tr>
<tr>
<td>Part 1: Turn in Literature Review</td>
</tr>
<tr>
<td>Part 2: Take home exam</td>
</tr>
</tbody>
</table>

Part 2 of the Course: Experimental Research in Auditing

<table>
<thead>
<tr>
<th>Experimental Economics in Auditing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 9 (March 23)</strong></td>
</tr>
</tbody>
</table>


Expertise

**Week 10 (March 30)**


**Week 11 (April 6)**

Continue with previous week’s reading.

Complete Qualtrics Project

Complete CITI certification

**Week 12 (April 13) (Expertise and Knowledge)**


Kennedy, J. 1995. Debiasing the curse of knowledge in audit judgment.


**Week 13 (April 20) (Cognitive Biases)**

Research Proposal Due


**Week 14 (April 27) Recent Important Experimental Studies**
<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Year</th>
<th>Journal</th>
<th>Pages</th>
</tr>
</thead>
</table>

May 2, Final Exam Due
POLICIES

Honor Code. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf](http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf).

ADA. In compliance with the American with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), in Jupiter – SR 117 (561-799-8585), in the Treasure Coast – CO 128 (772-873-3305), and follow all OSD procedures.