

NEW YORK UNIVERSITY – STERN SCHOOL OF BUSINESS
DEPARTMENT OF ACCOUNTING
Accounting Information Systems
ACCT-6315 FALL 2023

Instructor: Prof. Joel Lanz, MBA, CPA/CGMA/CITP, CFE, CISSP, CISA, CISM

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Office Hours: M and 10:30-11:30 and by appointment.

Phone: 516-933-3662 (If I do not pick up, please leave a message with alternate times to return your call).

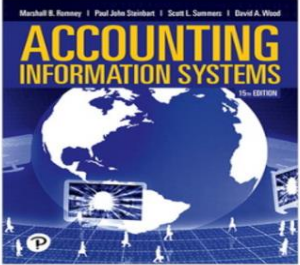
Class Sections of Internal Controls and Accounting Information Systems:

DATES	ACCT-GB.6215	DAY	TIME	LOCATION
9/6-12/23		M W	9:30-10:45 am	TBD

Course Description:

Information technologies impact every aspect of accounting, including financial reporting, managerial accounting, auditing, and taxation. The storage of business assets and financial information has led to recent professional pronouncements requiring that accounting professionals understand the technology controls used to process and record this information. As information increasingly becomes digitalized, significant opportunities exist for accounting professionals and their firms to leverage technology tools to become more efficient in performing traditional services and open opportunities for new client services. The purpose of this course is to help students understand how to use and participate in the design of accounting information systems and how to audit these systems. The course also helps students learn how to assess and consider the impact of IT governance, risk, and compliance on accounting functions, focusing on how IT affects business process and controls as well as the impact on financial reporting. The course also enables students to understand issues and developments in IT Auditing so that as practitioners, they can properly determine how to assess accounting system controls to effectively address the adequacy of controls in audited systems or for those systems for which they have management responsibility.

Course Materials:

	<p>The class's required text is "Accounting Information Systems, 15th Edition, Romney, Steinbart, Summers, and Wood,</p> <p>There are multiple ISBNs for the text: 9780135572832 (PEARSON). Students can purchase any format that best suits their needs and budgets (electronic, paper, or hardcover). The text is required for the class. We will be reviewing end-of-chapter questions and problems during class.</p>
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The Professor will supply additional materials on the course website.

Assessment and Grade Determination:

SEGMENT	% OF GRADE	DESCRIPTION
Exam #1 - AIS Foundations	25%	Exams consist of short answers (e.g., multiple-choice, etc.) questions.
Exam #2 - Cybersecurity, Information Security & Trust Service Criteria	35%	Half the exam will test Remembering and Understanding (the perception and comprehension of the significance of an area utilizing knowledge gained). These questions will focus on textbook and lecture content. Students usually consider the level of difficulty to be easy to moderate.
Exam #3 – Applications	30%	The other half of the exam will focus on your ability to apply knowledge (using or demonstrating knowledge, concepts, or techniques). To answer these questions, you will use the knowledge gained during the lectures when we review more challenging topics in the chapter and discuss the end-of-chapter exercises. Like CPA exam questions, students consider these of moderate to challenging difficulty.
Value Add Provided to Class	10%	<p>I invite you to participate in classroom discussions and in-class exercises during each class meeting. To do so usually requires that you appropriately prepare for class. Preparation involves completing "before class" activities identified for the class session. This preparation usually involves reading the assigned texts, viewing the professor and provided videos, and other tasks depending on the assignment. Whether or not you directly participate in class discussions, understanding and applying in-class exercises are critical to succeeding in exams.</p> <p>Please contribute throughout the semester, as a lack of contribution in one unit cannot be made up for in another unit. Review for value add requires submitting a log of all your contributions at the end of the semester (see due date in the course schedule below). I will review further requirements and supply a log template during class.</p> <p>Please let me know if you feel uncomfortable making public contributions, and we will determine an equivalent method of providing value.</p>

The following grading guidelines are a basis for determining grades: A's – awarded for excellent work; B's – awarded for good or very good work; C's – awarded for adequate work; and F's - awarded for unsatisfactory or inadequate work.

Observations on the New CPA Exam (2024)

The new CPA exam (CPA Evolution initiative) scheduled to begin in January 2024 will contain significant changes. The CPA Evolution initiative intends to ensure that newly licensed CPAs have the required knowledge and skills best suited to serve clients, businesses, and the public. As the profession and the world navigate a new routine, the education required of CPA candidates and the CPA Exam itself will adapt to address the emerging skills and competencies necessary in today's marketplace. The new core-plus discipline model will allow candidates to show enhanced competency in a chosen discipline within the profession. Information Systems and Controls is one of the three discipline areas you can demonstrate increased competency.

The course will also help you prepare for several topics on the new exam (2024). Specific foundational AIS topics typically found at the undergraduate level are expected to receive additional attention as part of the new core exams, especially Auditing.

Tentative Course Lecture and Exam Schedule (Subject to Change)

We will discuss preparation and study strategies during our first class. Please refer to the “**EXERCISES AND PROBLEMS FOR CLASS DISCUSSION**” distributed during the first week of class on Brightspace for preparation, readings, homework, and other course expectations. Please note the three colors used to identify the contents for each exam.

DATES	TOPICS
9/6	Unit A - Course Orientation and Introduction.
9/11 & 9/13	Unit B - AIS Foundations. Text Chapter 1
9/18 & 9/20	Unit C - Business Technologies and the Accountant Text Chapter 2
9/25 & 9/27	Unit D – System Documentation Techniques Text Chapter 3
10/2 & 10/4	Unit E – Data Technology Issues for the Accountant Text Chapter 4 and 5
10/10	No in-person class unless needed for a catch-up. EXAM UNITS A-E (EXAM #1) – No class as students will be given “class time” to compensate for time needed to take the exam through Brightspace. Exams are due October 10, at 11 PM New York Time.
10/11	A limited review of Exam #1 (most challenging questions).
10/16, 10/18 and 10/23	Unit F – Revenue Cycle Text Chapter 14
10/25, 10/30 and 11/1	Unit G – Expenditure Cycle Text Chapter 15
11/6, 11/8, 11/13, 11/15	Unit H – Production Cycle and Payroll Cycle Text Chapters 16 and 17
11/20	No in-person class unless needed for a catch-up. EXAM UNITS F-H (EXAM #2) – No class as students will be given “class time” to compensate for time needed to take the exam through Brightspace. Exams are due November 20 at 11 PM New York Time.
Online	A limited review of Exam #2 (most challenging questions) - online
11/27 and 11/29	Unit I – General Ledger Text Chapters 18
12/4 -End of Term	Unit J – Introduction to General Controls (Control and Accounting Information Systems) Text Chapter 10 VALUE ADD LOG DUE
TBD Based on Stern Test Schedule	EXAM UNITS I-J (EXAM #3). No in-person class as students will be given the designated exam time to do the exam through Brightspace. Exams are due TBD based on Stern Test Schedule

You will find that the "Accounting Information System" course differs from other accounting courses as it is not financial or numerical based. *You may need to adopt a different study process than what might have worked well for you in other accounting courses. Consider leveraging study techniques used in Auditing, Management, MIS, and Economics courses in developing your study plan. Innovative, creative problem-solving and "outside the box" thinking will help you master course contents and grading components.*

A helpful technique is to assume the owner or CFO's role of a business familiar to you. As you prepare and study the course materials, ask yourself how an owner or CFO would use the information presented and apply it to their business.

Course Objectives/Goals (What I hope you will learn from the course):

GB 6215 will help prepare you for an increasingly complex world where technology continues to influence and disrupt existing business models and service delivery strategies. My goal is to prepare you for a successful transition to public practice, industry, or government by understanding how to audit, use, and take part in the design of accounting information systems.

During our time together, you will learn how to assess, design, and consider the impact of IT risks and corresponding controls on financial reporting and business operations. Our lectures, discussions, and assignments will focus on how managers address IT and business processes to help achieve organizational goals and ensure accurate financial reporting. Through selected tasks that simulate real-world professional accounting challenges, you will gain confidence in your developing abilities to assess system controls and to effectively design risk mitigation strategies for systems for which you could provide assurance or advisory services. Some of you will use this knowledge directly or contribute to various aspects of acquisition and merger due diligence assignments. As appropriate, we also examine selected IT-related regulatory and financial reporting developments.

You will be graduating into an increasingly competitive global marketplace clamoring for professionals who can provide better information assurance and the ability to facilitate business development opportunities and performance. IT professionals have the technical expertise necessary to ensure the secure configuration of IT hardware or the proper deployment of technology solutions. Yet, their solutions lack the CPA's or financial manager's perspective and ability to understand the complicated business implications, governance challenges, and risks associated with technology.

General Course Notices and Policies

COVID Matters:

Please refer to NYU's COVID website at <https://www.nyu.edu/life/safety-health-wellness/coronavirus-information.html>. You will find NYU's hub for the latest COVID-19-related guidance and information on that site.

As it relates to our class:

- If a student needs to be out of class, relevant materials (including a recorded video of the class) will be shared on NYU Brightspace. Please contact me if you will be out of class and need accommodations.
- If the course needs to be offered entirely online for a particular class meeting, we will meet synchronously at the standard class time using Zoom. Additional instructions about details of class meetings or work will be emailed to you in the event of a shift to online instruction (through Brightspace).
- If a student needs to be out of class, we are recording each class session and make them available in NYU Brightspace. All students should access them there.

Re-Grading:

Students are encouraged to respect the Professor's grading system's integrity and authority and discouraged from pursuing arbitrary challenges. If a student feels that an error has been made in grading an individual assignment or assessing the overall course grade, a request to have the grade re-evaluated may be submitted. Students should submit such requests in writing to the Professor within seven days of receiving the grade, including a brief written statement supporting the concern.

Class Conduct and Participation:

If someone's behavior is disturbing you, please let me know. We must respect everyone's learning environment.

Please attend class and be thoroughly prepared to discuss the assigned readings and assignments to maximize various course grades. Students must engage in appropriate professional behavior that includes prompt arrival to class. Other expectations include courteous participation in class (i.e., being attentive while others are speaking, dedicating your attention to this class while the lecture is in session, and leaving class at the designated time), and professional preparation for class. To prepare for class professionally, you should read the assignments before class, watch videos, solve assigned problems, engage in-class discussions (or optional forums), and actively participate in group activities.

Contributions and class participation during our use of cases and assignments constitute an integral part of our shared experience. Your active participation helps me evaluate your overall performance as a student (as well as making the class more interactive and engaging for all of us as we address issues that many Accounting professionals consider complex and challenging). I value the quality of your participation more than the quantity. Some find it uncomfortable to present viewpoints in a large group setting or even to partner on a team- yet, contributing to discussions and being an active team member is an essential part of your professional development and future success as a CPA. Please do not hesitate to contact me if you are looking for "equivalent" ways to contribute in a manner that makes you feel comfortable. One way is to participate in the online forums

Miscellaneous Class Policies and Strategies

Make-up Exams & Assignments

The need for make-up exams will not be granted except in EXTREMELY UNUSUAL situations. Any exceptions are at the sole discretion of the instructor.

Academic Integrity:

Integrity is critical to the learning process and to all that we do here at NYU Stern. As members of our community, all students agree to abide by the NYU Stern Student Code of Conduct, which includes a commitment to:

- Exercise integrity in all aspects of one's academic work, including, but not limited to, the preparation and completion of exams, papers, and all other course requirements by not engaging in any method or means that provides an unfair advantage.
- Acknowledge the work and efforts of others when submitting written work as one's own. Ideas, data, direct quotations, paraphrasing, creative expression, or any other incorporation of the work of others should be fully referenced.
- Refrain from behaving in ways that knowingly support, assist, or in any way attempt to enable another person to engage in any violation of the Code of Conduct. Our support also includes reporting any observed violations of this Code of Conduct or other School and University policies that are deemed to affect the NYU Stern community adversely.

NYU STERN Policies:

Unless specifically identified in the syllabus, default Stern policies apply to this course. The school expects that students will conduct themselves with respect and professionalism toward faculty, students, and others present in class and will follow the rules laid down by the instructor for classroom behavior. Students who fail to do so may be asked to leave the classroom. Students are encouraged to work together on homework assignments.

Course evaluations are beneficial to students who come after you and to us. Please complete them thoughtfully. Your class will be recorded for educational purposes. The entire Stern Student Code of Conduct applies to all students enrolled in Stern courses and is available at:

- Undergraduate College: <http://www.stern.nyu.edu/uc/codeofconduct>
- Graduate Programs: http://w4.stern.nyu.edu/studentactivities/involved.cfm?doc_id=102505

Student Contact Information

Student contact information must be kept current to receive important notices from the school and me. Your contact information is **online via your NYU Brightspace course email**. Please check your local address, local phone number, and emergency contact information on the school's Web and revise as needed. All-important class notices, including class communications, will be sent only to your NYU Brightspace email address.

Students with Disabilities

If you have a qualified disability and will require academic accommodation of any kind during this course, you must notify me at the beginning of the course and provide a letter from the Moses Center for Students with Disabilities (CSD, 998-4980, www.nyu.edu/csd) verifying your registration and outlining the accommodations they recommend. If you need to take an exam at the CSD, you must submit a completed Exam Accommodations Form to them at least one week before the scheduled exam time to be guaranteed accommodation.

DON'T BE SHY – CONTACT ME IF HELP IS NEEDED. In-person appointments are available before class, via telephone or zoom on most weeknights and weekends (yes, weekends) Alternatively, call my number anytime, and if possible, I will respond. If leaving a message, provide three alternative times (and send an email – so that I can respond) so that we can agree on a time.

SECTION: COURSE DESIGN CONSIDERATIONS

References and additional reading

CIS Controls. Report no: v 8 Center for Internet Security.

Framework for Improving Critical Infrastructure Cybersecurity. Publication no. v 1.1, National Institute of Standards and Technology, April 16, 2018.

"CPA Exam Blueprints," available at <https://www.aicpa.org/becomeaicpa/cpaexam/examinationcontent.html>

"Model Information Technology Curriculum," AICPA, 2020

Various AICPA Service Organization Control suite of services publications are available at <https://www.aicpa.org/interestareas/frc/assuranceadvisoryservices/sorhome.html>.

Various CPA Journal articles authored by the Professor.

Various COSO guidance publications are available at <https://www.coso.org/Pages/guidance.aspx>.

Various ISACA CoBIT-related publications available at <http://www.isaca.org/cobit/pages/default.aspx>

Various IMA publications on Technology and Analytics are available at www.imanet.org.

"CPA Evolution Model Curriculum" <https://thiswaytocpa.com/collectedmedia/files/cpa-evolution-model-curriculum-update.pdf>.

Influence of recent Professional organization activities on course design:

The CPA Evolution initiative is transforming the CPA licensure model to recognize the rapidly changing skills and competencies the practice of accounting requires today and will require in the future. Technology concepts will also be incorporated into all Core and Discipline sections as the impact of advances in technology on our

profession continues to grow.

Per the AICPA's Model Information Technology Curriculum:

Information technology affects accounting professionals in every sector and service line. As we move into the future, technology will help them automate today's manual auditing and accounting processes so they can spend more time on analyzing the data, protecting sensitive client data or their organization's network, while understanding and anticipating the potential risks involved with the new or improved processes. At the core of accounting is information and data. Whether we focus on how to analyze, secure or audit that information, accounting professionals must understand how to utilize technology and evaluate associated risk. With the rise in the utilization of computer assisted auditing techniques (CAATs), tax operations, management reporting via visualization and dashboards, cloud technologies and automation, it is imperative that accountants be proficient in technology.

Technological innovation is not only allowing accounting professionals to deliver core audit and tax services more effectively and efficiently, but also creating new opportunities for them to deliver value to clients and employers. There is growing demand for accounting professionals with specialized skills and knowledge of technology and systems to help organizations achieve their business goals, manage the risk technology introduces as well as meet information governance, risk and compliance needs. As evidenced by the statistics that follow, advisory service opportunities in areas such as IT risk, business intelligence, data analysis and cybersecurity continue to grow.

The AICPA recently introduced a variety of new assurance services enabling professionals to provide assurance services for technology-related environments, including the SOC suite of services (SOC for Service Organizations and SOC for Cybersecurity). Students will be able to differentiate between these services and help management implement the results of these reports into an overall risk management program.

COSO issued the 2017 update to the *Enterprise Risk Management — Integrated Framework* to address the evolution of enterprise risk management and the need for organizations to improve their approach to managing risk to meet the demands of an evolving business environment. The updated document, *Enterprise Risk Management — Integrating with Strategy and Performance*, highlights the importance of considering risk in both the strategy-setting process and in driving performance. COSO subsequently published other papers to aid the practitioner in implementing the recommendations provided.

ISACA (formerly known as Information Systems Audit and Control Association) engages in the development, adoption, and use of globally accepted, industry-leading knowledge and practices for information systems including the development and administration of the Certified Information Systems Auditor (CISA) and Certified Information Systems Manager (CISM) programs. ISACA is also responsible for the development and maintenance of CoBIT, a leading framework for the Governance and management of enterprise IT.