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(第12版)

O. 雷·惠廷顿 / 著
库尔特·巴尼

Principles of Auditing

(TWELFTH EDITION)

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Kurt Pany



机械工业出版社



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出版者的话

在全球经济一体化的激烈竞争格局中，中国正处于前所未有的经济与产业结构调整与转型的关键时期。飞速发展的社会与错综复杂的变革要求我们的经济与管理水平有一个飞跃。

为了能让读者系统地学习、借鉴国际上先进的管理理论、方法和手段，机械工业出版社从一些世界著名出版公司引进了一批一流品质的经济管理名著，组成了这套《世界经济管理文库》。其中所选图书均为当前国际上最为流行和权威的教材，大部分多次修订重版，有的多达十几版。作者都是哈佛、芝加哥、斯坦福等著名商学院的教授，使您足不出户，便可领略世界知名学府的文化精粹。

为了给中国的MBA教学提供一套完整的MBA系列教材，继与清华大学经管学院、加拿大毅伟管理学院合作共同策划出版的《国际通用MBA教材》与《国际通用MBA教材配套案例》丛书之后，近期，我社又和中国人民大学工商管理学院联手，共同策划本套《MBA专业精品教材》丛书。《国际通用MBA教材》涉及了所有的MBA核心课程，而本套《MBA专业精品教材》包括了MBA各个不同专业方向的全部课程及选修课程，它为各类工商管理学院培养更适

合社会需要的专门管理人才提供了丰富的教材资源库。全套丛书按专业分类，包括经济学、战略管理与组织、管理科学、财务与金融管理、会计、市场营销、商务技能等7大系列、60多个品种。

为了保持原作的原汁原味，这套丛书是以英文原版的形式出版的。这样可以避免因翻译而造成的歧义和出版时间的滞后，以便让读者能亲身体味原作者的精彩文风，并在第一时间洞悉经济管理学科各个领域的最新学术动态。

由于作者所处的社会、政治环境的不同，书中所述难免有不妥之处，请读者在阅读时注意比较和鉴别，真正消化吸收其中的精华，这也就达到了出版者出版本套丛书的目的。我们真诚地希望这套《世界经济管理文库》的出版，能为提高中国的MBA教学水平、推动中国的改革开放事业尽点绵薄之力。

机械工业出版社

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序 言

当前，我国正处于知识经济初露端倪的时代，管理科学已经成为兴国之道，这给我国工商管理教育带来新的机遇与挑战。今年9月，又将有4000余名工商管理硕士生满怀着理想与希望进入各大学学习。一大批机关分流干部与经贸委系统的管理人员也要经过入学考试，在职学习并申请工商管理硕士学位。如何办好工商管理硕士（MBA）项目，为国家和社会培养出一批又一批符合市场需求的高质量的工商管理硕士，是全国可以授予工商管理硕士学位的56所院校所共同考虑与研究的问题。

在这里，MBA课程设计是成功的关键环节之一。记得在1984年的夏天，在加拿大国际开发总署的资助下，加拿大蒙特利尔大学、麦吉尔大学、康克迪亚大学以及魁北克大学蒙特利尔分校的教授们为中国人民大学的年轻教师讲授了管理经济学、会计学、管理学以及管理信息系统等MBA课程。在1985年夏天，加拿大的教授们又讲了另外4门MBA课程。当时，我并没有真正了解这些MBA课程与我过去所学的管理课程在实质上有多大的区别，也没有理解这些课程之间的内在联系，对于MBA核心课与选修课以及专业的主修与副修的区别与联系更是知之甚少，只是感

到加拿大教授的教学在内容和手段上与我们传统方式有较大的区别。1988年初，我到加拿大麦吉尔大学管理学院研修后，才真正对MBA的课程设计有所了解。此后，我先后到美国布法罗纽约州立大学管理学院与澳大利亚悉尼科技大学管理学院任教，又对MBA课程之间的内在联系有了更切身的体会。为了更好地了解美国MBA教育的新潮流，今年6月，我又随中国管理学院院长代表团考察了美国著名管理学院，出席了在芝加哥举办的“全球管理教育论坛会”。

综观北美的工商管理教育，在全球化、信息化与整合化的挑战下，实在是强调其实用性。纵然有的教授学者看重自己的象牙宝塔，勾画着纯理论的模型与理论。但在MBA的教育上，美国现有的750余所管理学院，特别是为美国管理学院联合会（The American Assembly of Collegiate School of Business, AACSB）所承认的300余所管理学院，培养目标明确，课程设计体现出其为社会需求与市场服务的宗旨，没有半点的含糊。美国著名的管理院校明确自己的教育使命，把视野放在全球与创新上，不断地迎接新的挑战，将所授的知识与社会的实际需求密切地结合起来，期望培养出真正的高质量的管理人才。例如，哈佛商学院明确地提出，该院的使命是“影响企业的实践”，培养全面的管理者（general managers），指出“我们要对企业的领导人在如何完成他们的工作上，即在他们如何提出与解决问题、确定战略方向和采取行动上施加重大的影响。同时，我们鼓励从实践中获得反馈，以便了解这些领导人如何在实践中应用我们的思想与知识，从而进一步发展与提炼我们的理论与知识。”麻省理工学院斯隆管理学院的使命“尊重有用的工作”，“为产业提供服务”，提出“作为管理教育与研究的世界领导者，麻省理工学院斯隆管理学院要培养能在快速发展与高度竞争的全球企业环境中获得成功的管理者。当前持续不断的技术创新已成为每个产业各个方面生产力和增长的关键，因此，这正是我们的时机。”伯克利加利福尼亚大学商学院从学院的成立始，就将教育的重点放在国际与企业家的舞台上，研究迅速发展的全球经济，为学生提供创新的学习机会。

根据上述的使命，美国著名的管理学院教育模式基本上有三大流派：一是以哈佛商学院为代表的培养全面管理人员的模式。斯坦福商学院的培养方式也是属于这种模式。他们培养的是全面的MBA，而不是专业化的MBA，通过

为学生提供必要的专业知识，使之毕业以后成为企业或其他组织中高层的有效的全面管理者，而不是职能部门的管理人员。二是以芝加哥大学管理学院为代表的培养专业管理人员的模式，其方向是为企业和组织培养专业的管理人员。斯隆商学院亦属于这种类型。三是介于两者之间的模式。美国多数管理院校采用的是这种培养目标，如伯克利商学院、西北大学的凯洛格商学院、洛杉矶加州大学、康乃尔大学管理学院以及杜克大学管理学院等。因此，各个管理学院在其课程设计上有着不同的战略重点。

哈佛商学院MBA课程设计的思路是“在日益增长的全球商务环境中，提高学生进行战略性与关键性思考的能力。”斯坦福商学院MBA课程设计的思路是“确保学生获得管理运行的知识，了解企业运行的经济、政治和社会环境，以及掌握作为管理者所必须的行为技能。”同时，“MBA项目也要设计成为一种可以终身学习的模式。这样，今天的学生将在今后贯穿其事业的复杂而快速变化的管理世界中有能力自如地作出调整。”斯隆管理学院MBA课程设计的思路是“对日益增长的市场全球化和密集的竞争正在改变工作性质的这一事实作出反映。”哥伦比亚商学院MBA课程设计的思路是“让学生掌握作为管理者能够在全球经济中进行有效竞争所需的基本学科与应用的职能领域。”

总之，这些学院在设计MBA课程时，首先，考虑的是学生要了解全球的竞争环境。其次，考虑学院所在的地域和环境。例如，哥伦比亚商学院极其强调该院处于纽约这个金融中心，其战略重点是国际、金融和纽约，培养出的学生要适合在国际大城市从事金融工作。因此，该学院在课程设计上就对财务与金融等相关课程有所侧重。再次，考虑学院自身资源的特点，如斯隆管理学院在技术管理上设置较多的课程，而哈佛商学院则在全面管理与竞争战略课程上有所突出。最后，要使学生获得相关的专业知识，了解研究与实践的前沿，如企业伦理、领导精神、创新、以及企业与政府关系等。

在课程设计的内容上，美国管理学院根据自己的情况，多按传统划分为核心课程与选修课程。课程内容上并不划一，门数上也多少不等。在学习核心课之前，学生要预先学习计算机应用和技能、商务沟通以及基本数量分析方法等课程。在核心课上，各学院基本上开设了经济学、统计或数据分析、会计、财务、市场营销、运作管理、组织行

为、人力资源管理、战略管理以及公共管理等课程。当然,也有例外。芝加哥大学管理学院就不设置核心课。在选修课程上,除哈佛商学院外,各学院基本上设置了专业,如管理经济学(Managerial Economics)、会计(Accounting)、财务管理(Financial Management)、税收(Taxation)、管理科学(Management Science)、信息系统(Information Systems)、市场营销(Marketing)、组织行为学(Organization Behavior)、人力资源管理(Human Resource Management)、国际商务(International Business)、战略管理(Strategic Management)以及公共管理(Public Management)等。最具特色的是斯隆管理学院的课程设计。该学院除了设计出体现管理基础原理和技能的六门核心课以外,根据学生今后所要从事的工作方向,创造性地设计自我管理模块(Self Managed Track)与管理模块(Management Track)。自我管理模块包括应用宏观与国际经济学、财务管理或财务理论、信息技术、产业关系与人力资源管理、运作管理导论和市场营销导论等六门课。如果学生希望将来从事较为全面的管理工作,则可以选择自我管理模块。而学生希望成为更专业的管理人员,则可以选择管理模块。在这个模块中,有六个分模块,即战略管理与咨询(Strategic Management and Consulting)、新产品与风险开发(Product and Venture Development)、信息技术与企业变革(Information Technology and Business Transformation)、金融工程(Financial Engineering)、财务管理(Financial Management)以及制造与运作(Manufacturing and Operations)。这种设计打破传统职能性课程的框架,切实反映市场的声音,力图符合具体职业领域的要求,使学生能在今后的工作中更快地进入某个具体的管理角色。

我国工商管理硕士教育总体来说,还处在试点阶段之中。在课程设计上,全国工商管理硕士教育指导委员会规定了核心课的指导大纲。经过多年的建设,MBA核心课的教材已经初步满足教学的需求。当然,在质量上还有待进一步完善。随着MBA教学的深入发展,一些院校在培养全面管理人员的基础上,进一步根据自己院校的区域环境和办学条件,探索开设专业方向,以便培养出更适合社会需要的专门管理人才。这就对课程设计提出了新的要求,希望有更专门化的课程支持不同的专业方向。这不仅对教师的科研提出了更高的要求,而且对教材的建设也提出新的

需求。教材不足便是当前工商管理教育中最大的困惑之一。

为了满足工商管理专业方向的发展以及相应的课程设计，在中国人民大学工商管理学院的策划下，机械工业出版社推出了英文版的《MBA专业精品教材》，填补教学用书空白，力图缓解MBA各专业教学上的急需。在这套丛书中，我们精心选择了北美在经济学、战略管理与组织、管理科学、财务与金融管理、会计、市场营销以及商务技能等7个专业的英文版教材，期望对国内各管理学院所开设的管理专业有所帮助。同时，有志于学好MBA某个专业的管理人员、研究生甚至本科生也可以通过系统地学习该专业所列的教材，掌握个中三昧。

当然，在学习西方的管理理论与经验时，需要认真对待其内在的文化底蕴。正如同样是绘画，西方的绘画注重光线与颜色，体现出一种形象思维，而中国画则注重线条，体现出内在的逻辑思维，从而表现出中国文化与西方文化的差异。本世纪初以来，我国知识分子一直在研究与吸收西方文化，力图西学中用。正如有人所讲，学习的方法有三种形式，一是鸟瞰的方法，二是仰视的方法，三是平视的方法。鸟瞰者，持才傲物，看不起其他民族的文化，更看不起其他民族的管理理念与方法。仰视者，自卑自弃，看不起自己民族的文化，盲目追求其他民族的管理理念与方法。要真正作到西学中用，而不是仅仅学到一些皮毛的话，则需要运用平视的方法，拉开距离，去观察与学习世界上一切优秀的管理理念与方法。今天，我们利用西方的管理理论与实践，是为了更合理地推动中国的管理教学与科研，促进中国的管理实践，切不可邯郸学步，而是真正做到“以我为主、博采众长、融合提炼、自成一家”。

徐=明 博士

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1998年盛夏于北京

PREFACE

The twelfth edition of *Principles of Auditing* provides a carefully balanced presentation of auditing theory and practice. Written in a clear and understandable manner, it is appropriate for students who have not had significant audit experience. The approach is to integrate auditing material with that of previous courses in accounting systems and financial and managerial accounting. Our primary goal is to provide a textbook well-suited for the introductory one-semester or one-quarter auditing course. Alternatively, the instructor may choose to cover certain portions of the text in greater detail in the first course and save other portions for a second course. For example, an introductory course might emphasize Chapters 1 through 12, 17, and 18. A second course could include coverage of the other procedural chapters, other attestation and accounting services, and internal, operational, and compliance auditing. The instructor might also wish to consider covering portions of Chapter 9 on sampling in the second course.

The first 10 chapters emphasize the philosophy and environment of the auditing profession, with special attention paid to the nature and economic purpose of auditing, auditing standards, professional conduct, legal liability, audit evidence, audit planning, consideration of internal control, audit sampling, audit working papers, and general records. Chapters 11 through 17 (the “procedural chapters”) deal with internal control and obtaining evidence about the various financial statement accounts; they emphasize a risk-based approach to selecting appropriate auditing procedures. Chapters 18 and 19 present the auditors’ reporting responsibilities and other attestation and accounting services, such as reviews and compilations of financial statements and reports on prospective financial statements. Chapter 20 presents coverage of internal, compliance, and operational auditing.

FEATURES OF THIS EDITION

This text includes a variety of features to enhance the learning experience:

Chapter Objectives provide a concise presentation of each chapter’s most important concepts.

Keystone Computers & Networks, Inc. is the text’s **Illustrative Audit Case**. This feature illustrates audit methods and provides realistic, thought-provoking case exercises. Although each portion of the case is designed to stand alone, if used in combination, the

case will help the student develop problem-solving skills in planning (Chapter 6), in considering internal control and testing account balances (Chapters 12 and 15), and in completing the audit (Chapter 17). The case incorporates the use of computerized accounting applications and also integrates the fundamentals of audit sampling from Chapter 9.



A **web site**, <http://www.mhhe.com/business/management/pany>, new to this edition, provides links to various sites referred to in the text and updates that reflect changes in auditing standards that have occurred subsequent to publication of the text.

Illustrative Cases use actual business and accounting examples to illustrate key chapter concepts. The cases are boxed and appear throughout the text.

Industry Focus Cases, new to this edition, use examples from specific industries to provide students with detailed “real world” illustration of points being emphasized in the text. These cases show the importance of having a thorough knowledge of the audit client’s business. Like the illustrative cases, these cases are boxed and appear throughout the text.

Illustrative Documents, included in the various procedural chapters (11 through 17), provide concise, realistic examples of the documents associated with the various transaction cycles.

International Auditing Standards are discussed as appropriate. These standards are becoming increasingly significant as international markets for securities develop.

Key Terms Introduced or Emphasized is a glossary of each chapter’s most important terms. The terms are boldface within the chapter and are defined at the end of the chapter. Placing the definitions at the end of each chapter allows the student to quickly find the meaning of unfamiliar terms while reading the material. The glossary also serves as an excellent review tool and helps the student see how well he or she understands the major ideas presented.

Modifications for New Standards. The entire text has been updated to reflect changes that were made by SAS 78 to align SAS 55 with the control criteria developed by the Committee of Sponsoring Organizations (COSO). The entire text has also been revised to reflect the increased emphasis on the auditors’ responsibilities for the detection of fraud that resulted from the issuance of SAS 82.

Illustrations, Tables, and Flowcharts are used throughout to enhance and clarify the presentation. **Chapter Summaries** recap the most important information presented in the chapter.

END-OF-CHAPTER PROBLEM MATERIAL

The questions, problems, case material, and audit case exercises at the end of each chapter are divided as follows: Review Questions, Questions Requiring Analysis, Problems, Research and Discussion Cases, and Audit Case Exercises.

The **Review Questions** are closely related to the material in the chapter and provide a convenient means of determining whether students have grasped the major concepts and details contained in that chapter.

The **Questions Requiring Analysis** require thoughtful consideration of a realistic auditing situation and the application of generally accepted auditing standards. A number of these questions are taken from CPA and CIA examinations, and others describe actual audit situations. These questions, which generally are shorter than the problems, tend to stress value judgments and conflicting opinions.



Internet assignments, new to this edition, are included among the end-of-chapter problem material for chapters 6, 12, 13, 17, and 18. These assignments require students to use the Internet to do audit research and are identified with a World Wide Web logo in the margin.

Many of the **Problems** are drawn from CPA and CIA examinations. In selecting these problems, consideration was given to ones appearing in recent professional exams. However, older questions are included when they are superior to others available.

Research and Discussion Cases involve controversial situations that do not lend themselves to clear-cut answers. Students are required to research appropriate auditing and accounting literature and to then apply critical thinking skills to logically formulate and justify their personal positions on the issues involved in each case. The cases acquaint students with the professional literature, develop research and communications skills, and demonstrate that several diverse, yet defensible, positions may be argued persuasively in a given situation.



The **Audit Case Exercises** all pertain to the text's continuing integrated case, **Keystone Computers & Network, Inc.** While each exercise may "stand alone," when used in combination, these case exercises take the student from the original planning of an audit through testing of controls, substantive testing, and accumulation and analysis of uncorrected misstatements. Exercises are included in Chapters 6, 12, 15, and 17. A **Computer Disk of Spreadsheet Templates** is available to be used in conjunction with selected audit case exercises. The exercises with templates are identified by a floppy disk logo in the margin.

REFERENCES TO AUTHORITATIVE SOURCES

Numerous references are made to the pronouncements of the American Institute of Certified Public Accountants (AICPA), the Institute of Internal Auditors (IIA), the Financial Accounting Standards Board (FASB), the Governmental Accounting Standards Board (GASB), and the Securities and Exchange Commission (SEC). Special attention is given to the *Code of Professional Conduct*, *Statements on Standards for Accounting and Review Services*, *Statements on Standards for Attestation Engagements*, and *Statements on Auditing Standards*. The cooperation of the AICPA and the IIA in permitting the use of their published materials and of questions from the CPA and CIA examinations brings to the text an element of authority not otherwise available.

SUPPLEMENTS

A **Study Guide**, written by the text's authors, enables students to review text material and to test their understanding. The guide includes a summary of each chapter's highlights

and an abundance of objective questions and exercises. Since the guide includes answers to the questions and exercises, it provides immediate feedback to students.

Our **Instructor's Lecture Guide** includes topical outlines of each chapter, the authors' personal comments on each chapter, and numerous instructional aids, including transparency masters. A **Solutions Manual** includes thorough and up-to-date solutions to the text's questions, problems, and exercises.

The **Test Bank** includes both original questions and problems, and questions adapted from various professional examinations. It has been significantly expanded in this edition by the inclusion of more than 100 additional multiple choice questions, with approximately half prepared by the author and half from recent professional exams; in addition, the number of essay type questions has been increased significantly.

Computest3 is the computerized version of the test bank. This advanced-feature test generator allows the instructor to add and edit questions; save and reload tests; create up to 99 versions of each test; attach graphics to questions and answers; import and export ASCII files; and select questions based on type, level of difficulty, or keyword. Computest3 provides password protection of saved tests and question databases and can run on a network. It is available on 3.5 floppy disks.

PowerPoint presentations are available to assist in classroom presentations.

AUDIT PRACTICE CASES

Apple Blossom Cologne Company: Audit Case, by Jack W. Paul of Lehigh University, incorporates both the cycles approach to auditing and the risk approach using the audit risk model. This case has been designed to illustrate the relationship between the assessment of inherent and control risk and the determination of detection risk, as well as the impact on the auditor's evidence-gathering activities. Total completion time is approximately 30 hours.

Peach Blossom Cologne Company: Short Audit Case, by Jack W. Paul of Lehigh University, incorporates the cycles approach to auditing. It requires approximately 12 to 20 hours to complete.

Short Audit Case: Valley Publishing Company, by William Morris of North Texas State University, is designed to illustrate the essential principles of audit field work, including basic auditing principles and the preparation of audit work papers. This practice case uses the balance sheet approach and takes approximately 30 to 40 hours to complete.

Sanfield, Inc.: A Computerized Audit Case, by Noyan Arsan and Naomi L. Satterfield, both of West Georgia College, will afford the user "hands-on" experience in the conduct of an annual audit including the completion of working papers, the determination of proposed audit adjustments, the inclusion of audit procedures, the preparation of year-end financial statements, the determination of internal control strengths and weaknesses, and the construction of flowcharts.

CONTRIBUTIONS BY OTHERS

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O. Ray Whittington
Kurt Pany

CONTENTS

1 The Role of the Auditor in the American Economy 1

What Is the Attest Function? 2

Financial Statement Audits 4

What Creates the Demand for Audits?
6

Major Auditing Developments of the
20th Century 8

Types of Audits 11

Types of Auditors 12

The Public Accounting Profession 13

American Institute of Certified Public
Accountants 13

The CPA Examination 16

State Boards of Accountancy 16

Financial Accounting Standards Board
16

Governmental Accounting Standards
Board 17

Securities and Exchange Commission
17

Other Types of Professional Services
18

Organization of the Public Accounting
Profession 19

Industry Specialization—The Wave of
the Future 20

Responsibilities of the Professional Staff
21

Professional Development for CPA Firm
Personnel 22

Seasonal Fluctuations in Public
Accounting Work 23

Relationship with Clients 23

2 Professional Standards 32

Generally Accepted Auditing Standards
(GAAS) 33

Application of Auditing Standards
34

Training and Proficiency 34

Independence 34

Due Professional Care 35

Standards of Field Work—Accumulating
and Evaluating Evidence 35

Adequate Planning and Supervision
35

Sufficient Understanding of Internal
Control 35

Sufficient Competent Evidential Matter
35

Standards of Reporting 36

Statements on Auditing Standards
(SASs) 36

The Auditors' Responsibility for Detecting
Misstatements 37

Errors and Fraud 38

Illegal Acts by Clients 38

The Auditors' Report	39	Section II—Rules	70
The Introductory Paragraph of the Auditors' Report	40	Applicability	70
The Scope Paragraph of the Auditors' Report	41	Rule 101—Independence	70
The Opinion Paragraph of the Auditors' Report	41	Analysis of Independence	72
Generally Accepted Accounting Principles (GAAP)	43	Rule 102—Integrity and Objectivity	77
Other Types of Auditors' Reports	45	Analysis of Integrity and Objectivity	77
The Attestation Standards	45	Rule 201—General Standards	78
The Assurance Function	47	Analysis of General Standards	78
Quality Control in CPA Firms	47	Rule 202—Compliance with Standards	78
Division for CPA Firms	48	Analysis of Compliance with Standards	78
The Public Oversight Board	49	Rule 203—Accounting Principles	79
Peer Reviews	50	Analysis of Accounting Principles	80
International Accounting and Auditing Standards	50	Rule 301—Confidential Client Information	80
		Analysis of Confidential Client Information	80
3 Professional Ethics	61	Rule 302—Contingent Fees	81
The Nature of Ethics	62	Analysis of Contingent Fees	82
What Are Ethical Dilemmas?	62	Rule 501—Acts Discreditable	82
A Framework for Ethical Decisions	62	Analysis of Acts Discreditable	82
Making Ethical Decisions—A Professional Example	63	Rule 502—Advertising and Other Forms of Solicitation	83
The Need for Professional Ethics	66	Analysis of Advertising and Other Forms of Solicitation	83
Professional Ethics in Public Accounting	67	Rule 504—Commissions and Referral Fees	83
The AICPA <i>Code of Professional Conduct</i>	68	Analysis of Commissions and Referral Fees	84
Section I—Principles	69	Rule 505—Form of Organization and Name	84
Preamble	69	Analysis of Form of Organization and Name	84
Article I—Responsibilities	69	The CPA as Tax Adviser—Ethical Problems	85
Article II—The Public Interest	69	Enforcement of Professional Ethics	86
Article III—Integrity	70		
Article IV—Objectivity and Independence	70	Ethics for Internal Auditors	86
Article V—Due Care	70		
Article VI—Scope and Nature of Services	70		

4 Legal Liability of Auditors 97

- Unique Vulnerability of Accountants to Lawsuits 98
- Definitions of Terms 98
- Litigation Placed in Perspective 98
- Auditors' Liability to Their Clients under Common Law 101
- Auditors' Common Law Liability to Third Parties 103
 - Ultramares* Approach 103
 - Restatement of Torts* Approach 104
 - Rosenblum* Approach 104
 - Joint and Several Liability 105
- Liability to Third Parties under Statutory Law 106
 - Securities Act of 1933 106
 - Securities Exchange Act of 1934 108
 - Comparison of the 1933 and 1934 Acts 110
 - The Racketeer Influenced and Corrupt Organizations Act 111
 - Auditors' Criminal Liability under the Securities Acts 112
 - The SEC's Regulation of Accountants 113
 - Accountants' Liability for Accounting and Review Services 113
 - The CPAs' Posture in the Age of Litigation 115

5 Audit Evidence 128

- The Relationship of Audit Risk to Evidence 129
 - Financial Statement Assertions 129
 - Audit Risk at the Assertion Level 130
 - Audit Risk Illustrated 131
 - Measuring Audit Risk 131
- Audit Evidence 133
 - Types of Evidence 134

Audit Procedures 141

- The Nature of Audit Procedures 141
- Timing of Audit Procedures 141
- Extent of Audit Procedures 141
- The Cost of Audit Procedures 141
- Analytical Procedures 143
- Developing an Expectation 143
- Timing of Analytical Procedures 147
- Extent of Analytical Procedures 148
- Evidence on Accounting Estimates 148
- Evidence on Related Party Transactions 149

6 Planning the Audit; Designing Audit Programs 162

- Client Acceptance 163
 - Communication with Predecessor Auditors 164
 - Other Communications 165
 - Other Considerations in Accepting an Audit Client 165
- Obtaining the Engagement 165
 - Audit Committees 166
 - Fee Arrangements 166
 - Engagement Letters 167
- Audit Planning 167
 - Obtaining an Understanding of the Client's Business 167
 - Developing an Overall Audit Strategy 170
 - Audit Plans 181
 - Time Budgets for Audit Engagements 181
 - Planning a Recurring Engagement 182
- Designing Audit Programs 183
 - The Audit Trail 183
 - Organization of the Audit Program 184