



COURSE OUTLINE

Business 2257: Accounting and Business Analysis

This course presumes no prior knowledge of business administration. It is required by other faculties for some of their programs and is the only university prerequisite for entrance into the Undergraduate Business Program (HBA) at Ivey Business School.

LAND ACKNOWLEDGEMENT

We acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee and the Lūnaapéewak, on lands connected with the Dish with One Spoon Covenant Wampum between the Anishinaabeg and Haudenosaunee and the London Township and Sombra Treaties of 1796.

With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.

COURSE TIMETABLE

The course timetable can be found on the Business 2257 OWL site.

BUSINESS 2257 PREREQUISITE

The prerequisite for Business 2257 is five credits. Unless you have either the requisites for this course or written special permission from the department to enrol in it, you may be removed from this course, and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

LEARNING OUTCOMES

1. Introduce students to the current methods used in developing financial statements.
2. Provide students with an introduction to the analytical management tools that assist business decision-making.
3. Increase problem-solving capabilities.
4. Provide a common base of knowledge for the first year of the Undergraduate Business Program (HBA).
5. Provide a foundation of business knowledge as required for various other degree programs at Western (e.g., DAN Management and Organizational Studies [MOS]).

In summary, students will leave Business 2257 better equipped for problem-solving, whether in business or other organizations. In addition, students will improve their verbal and written communication skills.

Students will understand why and how accounting principles are used to develop financial statements, learn basic analytical techniques, gain a better understanding of the workings of small business, and appreciate the difficulties involved in making decisions using incomplete or imperfect information.

COURSE STRUCTURE AND CONTENT

The course is divided into two segments: the first segment deals with the preparation of financial statements; the second segment focuses on the analysis of quantitative and qualitative data needed to make business decisions.

The Preparation of Financial Statements Segment (First Term)

International financial reporting standards (IFRS) and generally accepted accounting methods of presenting the financial condition and performance of a firm will be outlined and discussed in a series of questions, exercises, problems and cases. In addition to manipulating, correcting and summarizing data to produce financial statements (balance sheet, income statement, etc.), students will be expected to recognize the uses and limitations of these statements.

Analysis and the recording of accounting transactions using the T-account system will be applied primarily in this segment of the course.

The Business Analysis and Managerial Accounting Segment (Second Term)

This portion of the course emphasizes the interpretation and use of the accounting information developed in the first term. From the decision-maker's perspective, students are expected to analyze the financial and non-financial aspects of a given firm and to evaluate future courses of action. This material is more subjective than the preceding term and requires students to make decisions using incomplete and imperfect information. The second term uses primarily cases based on small- to medium-sized businesses as teaching vehicles for applying the following concepts.

Business Planning

1. Cost Behaviour

This section involves the classification of costs according to their behaviour with respect to the sales volume of a firm. Such analysis is useful for preparing financial projections and budgets, controlling and monitoring performance, and making operating decisions. An understanding of cost behaviour is fundamental to quantitative analysis in the second term.

2. Marketing Management

The basic tenets around how to establish a marketing strategy are studied to understand the "fit" between a product or service and its intended consumers.

3. Cash Management

This section is divided into two segments—past and future. The statement of cash flows (past) helps answer questions about cash usage and cash sources during past accounting periods. The cash budget (future) is a tool used in forecasting cash needs and surpluses in order to help manage a firm's future cash position.

4. Financial Management and Planning

This section introduces ratio analysis and projected financial statements. These tools enable a manager to assess the financial condition of a firm, plan for future financing needs, and choose appropriate financing sources, in an effort to make sound business decisions.

Managerial Accounting

Cost-volume classifications, overhead allocation rates and risk/return analysis, addressed earlier in the course, are used again as analytical tools when making decisions such as the setting of retail selling prices, evaluating sub-unit performance, and assessing short-term opportunities (the differential cash flow model).

Comprehensive Cases

The course will conclude with comprehensive cases that integrate the material covered in the second term.

Note: Class assignment schedules are posted on the Business 2257 OWL site.

Feasibility Study

The group project integrates many concepts taught in the course. Students work in groups of six or seven people (depending on class size) to undertake a feasibility study of a new enterprise and must complete a written report and give an oral presentation to the class. Field research and investigation are necessary. The project involves a significant amount of time (outside of regular classes) during the second term. Students should be cautioned that there will be out-of-pocket costs associated with the project; however, students are encouraged to keep these costs to a minimum. In the past, several projects have been implemented by students and have developed into successful small businesses. All projects submitted will be kept on file by the Ivey Business School.

Peer Assessment

Team members must contribute their time, knowledge and skills fairly to the team project. In most circumstances, all members of the team will receive the same grade for the team project component. In the event that a team feels that there was grossly unequal contribution to the final product, a teammate may request to submit formal peer feedback. If a request is made, each team member will be expected to submit formal peer feedback for each other team member.

This process is not intended to reward those students who have superior knowledge in a particular field or to penalize those students with less, but rather is to acknowledge contribution to the team process and the final product. Each student's project grade will be calculated according to this formula:

$$\underbrace{(Report\ Grade \times 90\%)}_{\text{Report evaluation component}} + \underbrace{\left(Report\ Grade \times \left[\frac{\overbrace{Avg.\ Peer\ Eval.\ Score}^{\text{weight}}}{10} \right] \times 10\% \right)}_{\text{Peer evaluation component}} = Overall\ Report\ Grade$$

A student may request a peer feedback form by emailing their instructor. The instructor will then make the peer evaluation form available to all members of that team. Students will have an adequate amount of time to reflect on their entire experience before submitting their evaluations on OWL. Grades will NOT be released until all teammates have submitted feedback.

In extreme cases, where it appears that a group member has contributed substantially less than others in the group, the professor will likely seek more information from each team member. If the professor concludes that a student has not contributed adequately, the professor can set up repercussions that may include (but are not limited to) requiring the low contributing student to do a make-up report/activity or giving a grade of zero for the specific component. Also, if a professor believes that the peer evaluation process has not been completed in a fair manner (i.e., in good faith), the professor may choose to disregard the submitted peer evaluations and make a final evaluation of the activity without peer input. A professor may apply a penalty to those involved in submitting unfair evaluations.

COURSE MATERIALS

1. *Financial Accounting: Tools for Business Decision-Making, 9th Canadian Edition with WileyPLUS*. ISBN: 9781119877950.. (\$70.00+HST))
2. Casebook: BUS 2257 - Accounting and Business Analysis Fall/Winter 2026-2027
<https://www.iveypublishing.ca/s/ivey-coursepack/a1ROF0000065vDV2AY> (\$220.67+HST)

The course casebook and separate distributions are protected under copyright law and are considered mandatory fees by Western Senate and Board of Governors.

TEACHING METHODOLOGY AND EXPECTATIONS

This course is taught primarily by the case method, which requires a much greater involvement of students in class than does the traditional lecture method. Students are expected to be fully engaged in the entire learning process. This means devoting time and energy to preparation before class, listening to others during class discussions and engaging in class discussions. Collective reasoning and discovery are critical to the successful application of the case method. *Prior to any case discussion, engaging in discussions with (or examining notes from) others who may have already experienced the case class is a clear violation of Ivey's norms.*

The workload for this course is heavy and students spend a considerable amount of time in preparing for each session since emphasis is upon day-to-day preparation for each class. Students have consistently rated Business 2257 as one of their heaviest courses.

Avoid using your computer for personal activities such as reading/writing email, writing letters, surfing the Web, playing games, etc. during classes. To respect the intellectual property and integrity of materials presented in class, phones, screen capture tools, cameras and any other recording devices and software are not to be used in the classroom.

Attendance

Attendance to all classes in this course is required. There is no way to “make up” for a missed class.

Under University regulations, your instructor can determine at which point absenteeism has become excessive and thus can prevent you from passing the course. At the discretion of individual instructors, any student who misses more than 25 per cent of scheduled classes will receive a class contribution grade of 0 out of 10 for the course. If absenteeism has exceeded 25 per cent of scheduled classes, your absences will be reported to the Dean's Designate, one of the Business Foundations Program Directors, after due warning has been given. You may not be eligible to write the final exam/report. This UWO policy is outlined at:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf

Allowable Absences

Ivey recognizes that students may experience unexpected life events that can make it challenging to attend class. For such events, students will be given two allowable class absences during the course (no documentation required). To ensure consistency for every student, the two lowest contribution class scores will be removed in calculating final contribution grades.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences must be submitted to the Academic Counselling office of a student's Home Faculty.**

Appointments

If you wish to meet with your instructor, sign up for help during the instructor's designated weekly office hours, or send an email to set up a mutually convenient time. Instructors' e-mail addresses and office hours can be found on the Business 2257 OWL site: <https://owl.uwo.ca>.

Business Foundations Policy for Tests and Examinations

Once students have written a test or examination they are committed to the mark earned.

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration.

Academic Considerations

Students must familiarize themselves with the Policy on Academic Consideration – Undergraduate Students in First Entry Programs found here:

https://westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#SubHeading_400.

As applicable, students should also review the policy for Accommodation for Religious Holidays found here:

https://westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_16.

Students missing course work for medical, compassionate or extenuating circumstances can request academic consideration by completing a request at the central academic consideration portal. Students are permitted one academic consideration request per course per term without supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the Office of the Registrar (e.g. December and April exams).

Students should also note that the instructor may designate one assessment per course per term that requires supporting documentation. In BUS 2257, these assessments are: The Midterm Test in the fall term and the Feasibility Study Presentation in the winter term. Additionally, an instructor may deny academic consideration for any assessment where there is already flexibility in the submission timeframe. In BUS 2257, this would apply to the Feasibility Study Report.

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

Examination Conflicts

A student with examinations having flexible submission times (e.g., where one or more examination is a take-home examination) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts as well as “heavy load” conflicts (e.g., three exams within a 23-hour period). The student should discuss any concerns about a potential conflict and/or request accommodation with their academic counselling unit prior to the deadline to drop a course without academic penalty.

In the case of online examinations, an “Examination Conflict Room,” which may be assigned when a student is scheduled to write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

Technology in the Classroom

In the first session of each course, your professor will establish guidelines and expectations for technology use in their course. Given the differences in course content, delivery and application, technology use will vary. Sometimes you may observe differences in how your classmates engage with, or access technology in the classroom, from how you may access or use technology. This is because at Ivey, we understand that to have open and accessible classroom spaces, we may need to proactively accommodate students diverse learning needs through access to technology. Accommodations for learning differences support equity in our learning environments, so that students can engage, make sense of and contribute in our classroom spaces. For students who require access to learning accommodations related to technology use, please contact Western’s Accessible Education team:

http://academicsupport.uwo.ca/accessible_education/index.html

Scholastic Offences, Plagiarism and Collusion

Every student enrolled in Business 2257 is expected to comply with Ivey's Student Code of Professional Conduct. A copy of this code is available on the OWL site. Each student is required to read and electronically sign this code on OWL.

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a scholastic offence, at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Students must write their essays and assignments (this includes case exams and reports) in their own words. Whenever students take an idea, or a passage from another author (including from AI-generated sources), they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offense Policy in the Western Academic Calendar).

Collusion is collaboration with another person in the preparation of editing of notes, themes, reports, or other written work offered for credit unless such collaboration is specifically approved in advance by the instructor. Examples of collusion include extensive use of another's ideas for preparing a creative assignment and undue assistance in the preparation or editing of written materials. Collusion is viewed as being similar to plagiarism and is a major academic offence.

In the event that students are found to have committed a scholastic offence during the preparation of group assignments or reports, penalties will be applied toward all group members.

All required papers (including case exams and reports) may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Students may not pay for consultation or advice in the preparation of any class submissions.

Notes on Use of AI or Other Technology Assistance

Our goal is to cultivate your judgment and wisdom in decision-making and ability to apply knowledge to practical situations. Using generative AI tools can be beneficial for your learning, providing synthesis of vast amounts of information, of helping explore new ideas, and analyzing data efficiently. However, over-reliance on AI, substituting it for your own critical thinking and cognitive effort, will hinder your ability to develop analytical skills, interpret and evaluate the quality of analyses, regardless of whether that analysis is human- or AI-generated.

Our expectations are designed to foster good practices that effectively integrate available tools without being replaced by them, ensuring you develop the essential judgment needed in an increasingly complex world. To be business leaders in the future, we expect that you will use tools available to you in an ethical and thoughtful manner.

To this end, we have the following expectations:

Preparation

1. You should read cases and develop answers to assignment questions without the use of AI. This effort will help you develop analytical abilities that are critical to effective decision making. Following individual preparation, you may engage in learning teams discussions to further your understanding and analysis of the material. Your instructor may also recommend AI tools to further augment your preparation.
2. You should respect the intellectual property rights of copyright holders and not upload copyrighted material without permission to any site.

In-Class

3. In general, use of technology devices in class is not allowed. Some courses may allow the use of technology

for specific activities. Using technology when not allowed will negatively affect your contribution grade.

4. Using AI tools in a class session is expressly prohibited and an academic integrity violation as part of the class contribution requirement. An instructor may make an explicit exception to this rule.

Written Work

5. For submitted written work, be clear to acknowledge AI usage explicitly. For simplicity, we consider AI tools to be an external expert who has been consulted by you. In most citation methods, this citation is done as a personal communication or as a footnote at the start of the work that explains the usage.

6. You are welcome to use AI tools for background research. However, the final product should represent your own synthesis of the ideas and must be written in your own words. In a group assignment, the group is collectively responsible for the submission. You are responsible for any plagiarism.

Prohibited Information

Unless explicit instructions are received from your instructor to the contrary, all course preparation must be limited to the information provided by your instructor(s), plus your own experience and that of your class peers. Class contributions should be based exclusively on your preparation and discussions with members of your classmates, and not augmented with information obtained anywhere else. Information related to cases that have been obtained from sources other than your instructor in paper, electronic or verbal form is not permitted to be used for class contribution or study purposes. Such prohibited information includes, but is not limited to, the following:

- Handouts, including follow on ("B") cases
- Exam or report feedback (related to a particular case) for other students or provided in other sections or years.
- Notes, spreadsheets, internet content, etc. specific to cases (obtained before the case has been taught) which has been prepared by others.
- Company information that is not provided in the case (and that is not derived from your own experience)
- ChatGPT or any other AI-assistive technology
- Unassigned cases and/or teaching notes of any kind

If it is determined that such prohibited information is used in class discussions, or for any other reason related to course study, such an incident will be deemed to be a violation of Ivey's Student Code of Professional Conduct.

Evaluation

Testing will be based on all readings, assignments, and class material. Not all material that the student is expected to understand will be explicitly covered in class. Students are evaluated through a series of written tests, written reports and daily classroom contributions. Most of the evaluation is based upon written tests and a final examination, which assess students' analytical capabilities and grasp of the concepts taught in the course. Specifically, the following weightings of the requirements are as follows:

Midterm Test†	October 24, 2026 at 9:00 a.m. EDT	20%
Midyear Exam	(within December examination period)	25%
Feasibility Study Report*	February 7, 2027 at 3:00 p.m. EST	15%
Feasibility Study Presentation**		5%
Final Exam	(within final examination period)	25%
Class Contribution†		10%
Research Participation***	Completed by April 9, 2027	-
Total		100%

+ Please note that the Midterm Test is designated as an assessment that will **always** require formal supporting documentation for Academic Consideration.

**In this course, your Feasibility Study Report has a no-questions-asked 72-hour grace period. This means that you can submit your completed project up to 3 days past the posted deadline without penalty. As such, requests for academic consideration for the Feasibility Study Report will be denied.*

After February 10th at 3:00 p.m. EST, ten marks (of 100) of the written report mark will be deducted for the first 24 hours during which the report is late. Ten marks (of 100) of the written report mark will be deducted for the second 24 hours during which the report is late and each 24-hour period thereafter. There are no exceptions. Plan to hand in the report early; there is no penalty for being early. Reports exceeding the page limit or which are not formatted as described in the project guidelines will be subject to a penalty of 10 marks (of 100) of the written report mark. Specifically, a 10% penalty of the report's worth will be applied if the word count is exceeded and a 10% penalty of the report's worth will be applied if the number of exhibits is exceeded as specified in this same document. Additionally, any violation of the rules stated in the project guidelines will be subject to penalty. Students should consult their instructors if they have any doubts regarding penalties.

If it is brought to the attention of an instructor that a student has not contributed sufficiently to the feasibility project, the student may receive a grade penalty. This grade penalty will be at the discretion of the instructor and may be based on feedback received from other group members or from a peer evaluation form.

***Each group must have a minimum of four group members speak during the class presentation. Students who are absent without documentation for the feasibility study in-class presentation will receive a mark of "0" on the presentation portion of the feasibility study.*

*Please note that the Feasibility Study Presentation is designated as an assessment that will **always** require formal supporting documentation for Academic Consideration.*

Students may not pay any person or tutorial service, workshop or other organization for assistance or advice in researching or writing the feasibility study report.

†Contribution by each and every student is the cornerstone of any effective case method learning experience. Active class involvement augments the learning experience, increases assimilation of material and stimulates the level of class discussion. Students' contributions to this course are initiated through thorough class preparation. Cases should be analyzed, related to readings, lectures and experience. Contribution is expected to be relevant to the current discussion and includes answering questions, volunteering answers, advancing the discussion to a new issue, developing one side of an argument, clarifying difficult concepts and asking questions pertinent to the topic. Students should be prepared to start the class, lead the discussion, develop agendas and suggest topics of importance. Just as important is listening attentively to your classmates and critiquing ideas constructively.

****Progression requirement.*

All components of evaluation (exams and the feasibility study as noted above) must be completed for students to be eligible for a passing grade in the course. Students must pass at least one of the following individual timed testing points to be eligible to receive a passing grade: midterm test, midyear test, or final examination. There will be no re-weighting of components within the course. Final course grades are determined solely on the basis of a student's demonstrated achievement of the course learning outcomes. Grades will be calculated using the actual marks earned on all assessments and then rounded to the nearest whole number (e.g., 74.4 rounds to 74; 74.5 rounds to 75). Grades will not be adjusted, "bumped," or increased to the next percentage grade, letter grade, or GPA threshold. Requests for grade increases based on individual circumstances, perceived proximity to a grade boundary, or any other reason will not be considered. Extra credit assignments are not available, and tests or examinations cannot be rewritten for the purpose of improving a grade. Late penalties will be applied to all submissions and will be clearly defined on the cover page of the assignment.

Research Participation

In addition to the tests, group report and final exam, there is a research participation requirement, as follows: Business 2257 students are required to participate in **two** research credit hours at the Ivey Behavioural Lab (IBL). This research participation requirement is intended to provide students with firsthand knowledge of how business research is conducted. By participating in studies, students will gain insight into one of the most important ways we learn about topics related to marketing, organizational behavior, entrepreneurship, etc. For example, research might be conducted to find out how you respond to advertising or how you negotiate in the workplace. The generous help of past students has contributed to the reputation of the Ivey Business School as an important source of business research in Canada.

To organize these research studies, we use a subscription to the online booking system called SONA and you will be sent information about how to sign in to the system and receive your unique six- or seven-digit SONA Identity Code when the term starts. You'll be asked to produce this SONA Identity Code at every study you attend so it's a good idea to have it on hand when you show up to your appointment (e.g., a screen shot on your mobile phone). The SONA system is online here: <https://uwostudent.sona-systems.com>.

A research credit by lab participation is a commitment of 60 minutes of your time. Studies are either half credit (0.5 credit requiring 30 minutes at most) or full credit (1.0 credit requiring 60 minutes or more). All information about what is involved in a study, including if a study is 0.5 credit or 1.0 credit, will be in the advertisement on SONA. **Research credits from lab participation must be completed by April 9, 2027, 5pm.** The IBL is open for student credits from **September 14, 2026, to April 9, 2027**, and is open whenever classes are in session with studies typically running between 9am and 5pm.

If you do not wish to participate in studies, you may complete a research alternative to lab participation for the research credit requirement. This will involve writing a review of a research paper accessed through SONA. Information about the participation alternative is available in the pdf handbook for the Credit Pool and on the IBL website (link below). **The deadline for the participation alternative is 5pm on April 9, 2027, and no late submissions will be accepted.** <https://www.ivey.uwo.ca/behaviourallab/for-participants/student-credit-pool/alternative-to-lab-credit/>

Research participation of two credit hours is a mandatory progression requirement of Business 2257. Failure to complete two credit hours will make you ineligible to complete the course.

Studies begin on time and being even a minute late to arrive can result in being no-showed in the SONA system. **Failure to show up for two appointments (including not arriving on time) will cause your account to be frozen for three weeks, during which you will not be able to sign up for any studies.**

Please note that the Ivey Business School also maintains a Paid Pool (using a separate SONA) which is different than the Student Credit Pool. Students may join the Paid Pool if they wish but will not be permitted to join until after they've completed their research credits.

The research participation requirement is coordinated by the Research Officer, Dr. Mojgan Farahani, at the Ivey Business School, behavlab@ivey.ca, 519-661-2111, extension 83571. Dr. Farahani is to be contacted on all questions about the research participation requirement.

For more information and FAQs about the IBL please read the handbook provided on OWL or visit: <https://www.ivey.uwo.ca/behaviourallab/for-participants/student-credit-pool/>

UNIVERSITY RESOURCES

The websites for Registrarial Services (<http://www.registrar.uwo.ca>), and the same for affiliated university colleges when appropriate, and any appropriate Student Support Services (including the services provided by the USC listed here: <https://westernusc.ca/your-services>) and the Student Development Services, should be provided for easy access.

Western is committed to reducing incidents of gender-based sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts on the Wellness and Wellbeing website: <https://www.uwo.ca/health/gbsv/index.html>. To connect with a case manager or set up an appointment, please contact: support@uwo.ca.

Students who are in emotional/mental distress should refer to <https://www.uwo.ca/health/psych/index.html> for a complete list of options about how to obtain help.

Additional crisis support can be found at <https://www.uwo.ca/health/crisis.html>.

A FINAL WELCOME AND REQUEST OF OUR STUDENTS

Ivey Business Foundations welcomes individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability, and other visible and nonvisible differences. We consider our classrooms, virtual or otherwise, to be a place where all students will be treated with respect. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

CONTACTS

Course Coordinator: Lisa Hunt, Room 2315J, Somerville House; email lhunt@ivey.ca.

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