

Business 2257

Accounting and Business Analysis

CONTACT INFORMATION

Instructor: Alexander (A.J) Miller
Phone: (519) 630-3246
Email: Amill64@uwo.ca

CLASS INFORMATION

12:30PM – 2PM Monday & Wednesday
Class room : BR -303

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.

LEARNING OUTCOMES

1. Have a functioning use of accounting principles to apply to new accounting problems.
2. Be able to record a company's daily events using debits and credits.
3. Be able to reconcile company's bank records and financial statements.
4. Understand the concept of accrual accounting and be able to adjust a company's accounting events at fiscal year.
5. Use accounting techniques to track events involving sales, expenses, assets, leases, manufacturing or merchandise inventory, stocks, bonds and trading investments.
6. Develop financial literacy to interpret financial statements including preparing statements of cash flow and ratios.
7. Use cost behavior patterns to make predictive decisions.
8. Develop projections of financial statements based on decisions and choices.
9. Create and interpret cash budgets.
10. Use a variety of skills including differentials to understand the financial aspect of a decision.

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.

COURSE OBJECTIVES

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 as a building block for the first year of the Undergraduate Business Program.
5. Provide a foundation of business knowledge as required for various other degree programs at Western (e.g., 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, verbal and written communication skills will be improved.

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)

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 recording of accounting transactions using the T-account system will be the primary tool used 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 the past accounting period. The cash budget (future) is a tool used in forecasting cash needs and surpluses in order to help manage a firm's 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 the appropriate financing sources.

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

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.

COURSE MATERIALS

1. Text: *Financial Accounting: Tools for Business Decision-Making, Custom Text for Business 2257, 2018-19*. The text is available in hard copy and e-text formats at Western Bookstore.
2. *Casebook: Business 2257 2018-19 Casebook*.¹
3. Super-T Worksheets.

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 our 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 the heaviest courses of the second year.

Using your computer during class for personal activities such as reading/writing email, writing letters, surfing the Web, playing games, etc. is distracting for others, not conducive to your own learning, and violates our norms. Recording devices of any kind (camera, recorders, phones, etc.) may not be operated without the express consent of the lecturer teaching the class.

Detailed note-taking during class can often be distracting for others and counterproductive to your own learning. Instead, try to be selective in taking notes during class. At the end of each class or at the end of the day it is a good idea to consolidate what you have learned.

Attendance

Attendance at all sessions in this course is expected; however, circumstances may arise which make it impossible for you to attend. For example, if you are unable to attend a class due to health-related reasons, you are expected to **notify your academic counsellor**. Under University regulations, your instructor can determine at what point absenteeism has become excessive and thus can prevent you from passing the course. Business 2257 will adhere to the following ruling as stated in the Academic Calendar:

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the dean (after due warning has been given). On the recommendation of the department concerned, and with the permission of the dean, the student will be debarred from taking the regular examination in the course.

Appointments

If you wish to meet with your instructor, you can approach your instructor after class, sign up for help during the instructor's designated weekly office hours, or send an email to set up a mutually convenient time. Instructors' office locations, e-mail addresses, telephone number and office hours can be found on the Business 2257 OWL (Online Western Learning) site.

¹ The course casebook and handouts are protected under copyright law and are considered mandatory fees by UWO Senate and the Board of Governors.

Evaluation

Test Maybe held on weekends, Outside of class hours.

Students are evaluated through a series of written tests, written reports and daily classroom contributions. Not all material that the student is expected to understand will be explicitly covered in class. 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:

Testing Points:	Date:	Learning Outcome:	Brescia Outcome:	Weights
Midterm Test	October 20 th , 2018	1	Level 2: Communication and problem solving	20%
Midyear Test	December Exam Period	1	Level 2: Communication and problem solving	25%
Feasibility Report	February 13 th , 2019 4pm	2-6	Level 3: Communication, Inquiry & analysis and problem solving	20%
Final Exam	April Exam Period	2-4	Level 2: Inquiry & analysis and problem solving	25%
Participation	In class	6	Level 3: Communication	10%

**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. Late reports must be submitted during administrative office hours (9:00 a.m. to 3:00 p.m.). There are no exceptions. Reports exceeding the word limit will be subject to a penalty of 10 marks (of 100) of the written report mark. 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. 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 group report, 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.

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

†Contribution by each and every student is a 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 is 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.

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 reweighting of components within the course.

LEARNING OUTCOMES & BRESCIA CORE COMPETENCIES

Summary of Brescia Competencies

Brescia Competency	
<i>Communicating Ideas</i>	Level 3: Develops a compelling, thoughtful, and clear argument or message that targets specific audience and incorporates others’ perspectives. Consistently follows the conventions and techniques of the discipline and medium.
<i>Interpersonal Communication</i>	Level 3: Consistently demonstrates behaviours that effectively promote positive interactions in assigned contexts, including evaluating available conflict resolution strategies to choose the best one.
<i>Critical Thinking</i>	Level 2: Detects ambiguity and weak support for conclusions; questions premises.
<i>Inquiries & Analysis</i>	Level 2: Identifies or develops a focused subject of inquiry, finds appropriate evidence from various points of view and/or methods, and develops a general conclusion based on inquiry findings.
<i>Information Literacy</i>	Level 2: Articulates what information they need and can use search tools to find relevant, and often credible sources; gives credit to the work of others.
<i>Problem Solving</i>	Level 2: Recognizes when a problem exists and applies appropriate problem-solving framework to develop multiple solutions. Implements a solution that addresses problem statement and reflects on results and outcomes.
<i>Self-Awareness & Development:</i>	
<i>Affective Domain</i>	Level 1: Recognizes own emotions and patterns of response in face of adversity
<i>Cognitive Domain</i>	Level 1: Identifies different patterns of thinking and can comment on own performance
<i>Personal Growth</i>	Level 1: Articulates and sets realistic goals; is willing to explore new activities, values and skills.
<i>Social Awareness and engagement</i>	Level 2: Demonstrates understanding of the complexity of culture by asking questions and expressing openness to differences in cultures and social issues. Begins to reflect on the impact of their actions on others and to apply knowledge to support social justice and change.
<i>Valuation</i>	N/A

1. Have a functioning use of accounting principles to apply to new accounting problems.

Brescia Competency:	Communicating Ideas	Interpersonal Communication	Critical Thinking	Inquiry & Analysis	Information literacy	Problem Solving	Self Awareness & Development:			Social Engagement	Valuing
							Affective	Cognitive	Personal		
	x		X	x	x	x					

2. Be able to record a company’s daily events using debits and credits.

Brescia Competency:	Communicating Ideas	Interpersonal Communication	Critical Thinking	Inquiry & Analysis	Information literacy	Problem Solving	Self Awareness & Development:			Social Engagement	Valuing
							Affective	Cognitive	Personal		
	x		x	x	x	x					

3. Be able to reconcile company's bank records and financial statements.

Brescia Competency:	Communicating Ideas	Interpersonal Communication	Critical Thinking	Inquiry & Analysis	Information literacy	Problem Solving	Self Awareness & Development:			Social Engagement	Valuing
							Affective	Cognitive	Personal		
	X		X	X	X	X					

4. Understand the concept of accrual accounting and be able to adjust a company's accounting events at fiscal year end.

Brescia Competency:	Communicating Ideas	Interpersonal Communication	Critical Thinking	Inquiry & Analysis	Information literacy	Problem Solving	Self Awareness & Development:			Social Engagement	Valuing
							Affective	Cognitive	Personal		
	X		X	X	X	X					

5. Use accounting techniques to track events involving sales, expenses, assets, leases, manufacturing or merchandise inventory, stocks, bonds and trading investments.

Brescia Competency:	Communicating Ideas	Interpersonal Communication	Critical Thinking	Inquiry & Analysis	Information literacy	Problem Solving	Self Awareness & Development:			Social Engagement	Valuing
							Affective	Cognitive	Personal		
	X		X	X	X	X					

6. Develop financial literacy to interpret financial statements including preparing statements of cash flow and ratios.

Brescia Competency:	Communicating Ideas	Interpersonal Communication	Critical Thinking	Inquiry & Analysis	Information literacy	Problem Solving	Self Awareness & Development:			Social Engagement	Valuing
							Affective	Cognitive	Personal		
	X	X	X	X	X	X			X		

7. Use cost behavior patterns to make predictive decisions.

Brescia Competency:	Communicating Ideas	Interpersonal Communication	Critical Thinking	Inquiry & Analysis	Information literacy	Problem Solving	Self Awareness & Development:			Social Engagement	Valuing
							Affective	Cognitive	Personal		
	X	X	X	X	X	X		X	X		

8. Develop projections of financial statements based on decisions and choices.

Brescia Competency:	Communicating Ideas	Interpersonal Communication	Critical Thinking	Inquiry & Analysis	Information literacy	Problem Solving	Self Awareness & Development:			Social Engagement	Valuing
							Affective	Cognitive	Personal		
	X	X	X	X	X	X	X	X	X		

9. Create and interpret cash budgets.

Brescia Competency:	Communicating Ideas	Interpersonal Communication	Critical Thinking	Inquiry & Analysis	Information literacy	Problem Solving	Self Awareness & Development:			Social Engagement	Valuing
							Affective	Cognitive	Personal		
	X		X	X	X	X			X		

10. Use a variety of skills including differentials to understand the financial aspect of a decision.

Brescia Competency:	Communicating Ideas	Interpersonal Communication	Critical Thinking	Inquiry & Analysis	Information literacy	Problem Solving	Self Awareness & Development:			Social Engagement	Valuing
							Affective	Cognitive	Personal		
	X	X	X	X	X	X	X	X	X		

ACADEMIC ACCOMMODATION

If, on medical or compassionate grounds, a student is unable to complete a course component worth greater than 10 per cent of the final course grade, it is the responsibility of the student to consult with an Academic Advisor and follow the procedures documented in the "POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES" outlined below.

For academic accommodation to be considered for any course component worth less than 10 per cent of the final course grade, it is the responsibility of the student to approach the course instructor(s) in a timely fashion (within two business days of the missed deadline). Documentation may be required to be submitted to the academic advisor. If documentation is required, the request for accommodation will be decided by the academic advisor in consultation with the instructor. If documentation is not required, the instructor will make the final decision.

UNIVERSITY RESOURCES

The website for the Office of the Registrar is <http://www.registrar.uwo.ca/>. Students may also wish to contact Student Development Services at <http://www.sdc.uwo.ca/>.

2018-19 BRESCIA UNIVERSITY COLLEGE**ACADEMIC POLICIES AND REGULATIONS****1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES**

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation must be made through an Academic Advisor and include supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc.

Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation. A UWO Student Medical Certificate (SMC) is required if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is not adequate to support a request for academic accommodation. The full policy on requesting accommodation due to illness can be viewed at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2 ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered. If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar/services/> or the list of official sessional dates in the Academic Calendar, see the Sessional Dates tab at

<http://www.westerncalendar.uwo.ca/index.cfm?SelectedCalendar=Live&ArchiveID=#>). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted. It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC OFFENCES

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

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20. Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar. If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse. The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University. Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, 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. All required papers 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>). Computer-marked Tests/exams: Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, she may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, she may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal. For information on academic appeals you can consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14 Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the Dean to enroll in it, you will be removed from the 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 prerequisite(s).

7. SUPPORT

Support Services The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/>. Mental Health and Wellness Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/> Students who are in emotional/mental distress should refer to Health and Wellness at Western, http://uwo.ca/health/mental_wellbeing/index.html for information about how to obtain help for yourself or others. Sexual Violence All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is

committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence. If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence>

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.