

**Management and Organizational Studies MOS 4415B  
Brand Management**

**CONTACT INFORMATION**

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Website: <http://webct.uwo.ca>

**CLASS INFORMATION**

Mon 8:30 – 11:30  
St. James Room 202

**COURSE DESCRIPTION**

Brand management discusses the role of the brand manager, how brands are managed to create brand equity, how marketers measure and track performance, and how analytics are used to grow businesses. The course also explores planning: how brand managers employ business reviews and marketing plans to drive their businesses forward.

**COURSE LEARNING OBJECTIVES**

At the end of this course students will be able to:

1. Describe and apply the key functions of brand management.
2. Understand and demonstrate how brand managers measure performance and analyse and interpret information.
3. Understand and apply the concepts of branding, brand equity, identity and the relationships consumers have with brands.
4. Recognize problems and develop decision making skills in a marketing context.
5. Conduct business reviews and analyse marketing opportunities.
6. Model the expectations of an employer.
7. Demonstrate effective written and oral communication skills.
8. Demonstrate effective team work skills.

## COURSE STRUCTURE AND CONTENT

The course has three sections:

1. Introduction to Your Brand and Consumers – weeks 1 - 7

This section discusses the role of the brand manager, targeting and positioning, and how brands are managed to create equity and form relationships with consumers

2. Measuring and Analyzing in-Market Performance – weeks 8, 9

This section explores how marketers measure and track performance, and how marketers use analytics to drive their businesses forward.

3. The Business of Brand Management – weeks 10 - 13

This section explores planning: how brand managers use business reviews and marketing plans as frameworks to drive their businesses forward, and also explores practical examples of brand management.

Course activities include: Guest speakers, lectures, video cases, extensive use of written cases, and exercises. Class attendance is essential and contribution is a significant part of course assessment.

## COURSE MATERIALS

Course Pack # M9783 available in the bookstore.

Al Ries and Jack Trout. Positioning: The Battle for Your Mind. McGraw Hill. 2000.

David Aaker. Building Strong Brands. Simon & Schuster. 1995.

Martin Lindstrom. Brand Sense. Free Press. 2005.

David Aaker. Developing Business Strategies. John Wiley and Sons. 2001

David Aaker. Portfolio Strategy. Free Press. 2004

The above books are available at significant discounts on Amazon.ca or Chapters.ca, or they are available on reserve at the Brescia University Library. All readings from the course pack are also available on reserve at the Brescia Library. Please note that you are expected to complete all readings prior to class.

Please note many readings are available on reserve at the Brescia Library.

## COURSE PREREQUISITES AND ANTIREQUISITES

Prerequisite MOS 3320

## TEACHING METHODOLOGY AND EXPECTATIONS OF STUDENTS

A combination of lectures, simulations, guest speakers, case studies, videos, small group-work and student presentations will be used. Class content may either complement the reading assignment or it may cover material in addition to the assigned readings. This course uses active learning activities, which requires a much greater involvement of the student in class than does the traditional lecture method. In the classroom, the instructor will act as discussion leader, with emphasis on students' active participation. The very nature of the case discussion approach demands a high level of attendance, preparation and contribution in class.

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.*

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

The assessment in this course reflects its objectives. There is minimal memorization but maximum application of concepts and analysis. Successful completion of assignments will require research, teamwork and initiative by all students.

It is suggested that you check WebCT regularly for information, lecture notes, reading and announcements regarding any changes to the class plan for the following week. Please bring your class plan, textbook and course pack to class for use in cases and exercises.

### CLASS ETIQUETTE

#### Attendance

Attendance at all classes in this course is expected. Family medical issues, personal medical issues, family bereavement, participation in University sports teams are acceptable reasons for missing class, with appropriate documentation. Under University regulations, your instructor can determine at which point absenteeism has become excessive and approach the Dean who may prevent you from writing the final exam, thus preventing you from passing the course. **At the discretion of individual instructors, any student who misses more than 25% of scheduled classes will receive a class contribution grade of "0" for the course.** (See the contribution grading section for more details).

#### Student Use of Technology in Class

Talking privately with classmates or using your computer during class for personal activities such as reading/writing e-mail, surfing the Web, playing games, etc. is distracting for others, is not conducive to your own learning, and is disrespectful to the instructor. In addition, cell phones ringing during

class will not be tolerated: please ensure your phones are turned OFF prior to entering the classroom and placed inside a bag (not on desk or in your pocket). Texting in class will result in an immediate “0” in contribution for that class.

I welcome the use of laptops in the classroom as long as they are used for class related purposes, such as research, participation in class exercises and the like.

Recent research has shown that laptop use in class for non-education related purposes, such as checking email, IMing, using Facebook or other social networking websites, to view movies, listening to music or surf unrelated websites is negatively related to academic performance. **That is, grades decline when you use laptops in the classroom for non-educational tasks.** Additionally, students find other students use of laptops in the classroom the number one source of interference with their ability to learn. (Fried, 2008)

As a result, if I find a student using a laptop for **non-class related activities**, I will ask them to close the laptop for the remainder of the class or until a class exercise requires the use of the laptop.

Carrie B. Fried, “In-class Laptop Use and its effects on student learning.” Computers and Education 50 (2008) 906-914.

### **A Note Regarding Email**

Email is a useful communication tool, especially if used for sharing information; however, it is not a good tool for discussion or for decision making. Therefore please follow these guidelines regarding the use of email in this course:

1. Email is fine for sharing info (e.g. you will be absent or late for class, or about what assignments are planned for class that week).
2. Email is fine for setting up meetings and appointments.
3. It is useful for simple questions of clarification regarding assignments, but do not use it for anything that requires more than a one or two sentence response. Instead, make an appointment with your instructor to discuss more complex questions.
4. Email is not an appropriate way to discuss grades or an issue with group dynamics, please make an appointment to discuss in person.
5. Email, although informal, still requires a tone of respect and proper language. Rudeness and disrespect will not be tolerated.
6. I will check email on a daily basis Monday through Friday during the term. I will try to respond to your emails as promptly as possible, usually within 24 hours. Instantaneous responses will not be provided.

### **Appointments**

If you wish to meet with your instructor it is recommended that see your instructor during the designated weekly office hours or that you make an appointment. Appointments can be arranged by approaching your instructor after class or by sending an email to set up a mutually convenient time.

Make sure to be on time, have an objective for the discussion and bring a copy of your paper or exam if you wish to discuss it.

### Privacy

In order to respect privacy laws, and the privacy of individual students, all grades will be distributed on WebCT only. If a student wishes to discuss a grade, or review a test or paper, she must make an appointment with the professor to do so in person. In order to respect the privacy of each student, the professor may only discuss grades with the student in question.

It is important to respect the privacy of other students. Please do not share or compare your grades. The professor cannot share information about another student's grades, so discussions that are about comparison of grades between students will not be entertained.

### EVALUATION

**Students must complete all elements of evaluation in order to receive a passing grade in the course. There will be no re-weighting of components within the course unless a student has received an academic accommodation. Please note that grades cannot be adjusted on the basis of need. Your mark in the course will be the mark that you earn based on your demonstrated understanding of the course content. Extra credit assignments are not available and tests and exams cannot be rewritten to obtain a higher mark. Once a student has written a test or examination she is committed to the mark earned.**

Component	Timing	Learning Objective	Weight
Class Contribution	Wk 1 - 13	6,7	20%
Positioning Worksheet	Wk 5	1,3	20%
Brand Analysis Paper	Wk 9	1,3,4,7	30%
Category Business Review & Marketing Plan (Group)	Wk 13	1,2,4,5,7,8	20%
Presentation (Group)	Wk 13	2,5,7,8	10%

This course will require the submission of all written material to TurnItIn.com. Late assignments without an academic accommodation will receive a "0". It is expected that work will be your own. All academic standards, including providing references where citing another author's work, will be applied to assignments (see the attached Brescia Academic policies for information on plagiarism, cheating and other academic honesty behaviors). Writing, spelling and grammar are all important and are taken into account when a grade is assigned. If you are particularly concerned about your written language skills, seek help from the Brescia Writing Instructor, a friend, a group member, from student services or consult with your instructor.

## Evaluation Component Descriptions

There are no mid-term tests or final exams in this course.

### ***Positioning Worksheet***

Each student will select one brand that is present in the Canadian market place, to develop a two page positioning statement. The student will demonstrate an understanding of the market segmentation, brand target, relationship with the consumer and brand identity. This assignment is not lengthy, although it requires thought.

All brands must be approved by the instructor in advance. If the student is studying or has studied the selected brand in any other course (past or present), the instructor must be informed.

The positioning worksheet will be the basis for the second assignment, the Brand Analysis Paper. A detailed assignment will be handed out in week three.

### ***Brand Analysis Paper***

Each student will write a ten page paper analyzing their chosen brand using the models of brand analysis presented in the readings and in the class. The objective of the paper is to demonstrate student understand of key analytical frameworks for brand analysis. A detailed assignment will be handed out in week seven.

### ***Category Business Review and Marketing Plan***

Small groups of students will complete a business review and develop a marketing plan for a product of their choice in the consumer package goods category. A detailed assignment and template will be handed out in week ten.

### ***Presentation of Category Business Review and Marketing Plan***

The small groups will present their marketing reviews and plans to the class and answer questions regarding their plans. A detailed assignment will be handed out in week ten.

### ***Contribution***

Contribution by each and every student is a cornerstone of any effective learning experience. Active class involvement augments the learning experience, increases assimilation of material and stimulates the level of class discussion. Students' contribution to this course is initiated through thorough class preparation. Contribution is expected to be relevant to the current discussion and includes answering direct 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. Class contribution may also include assignments, hand-ins, group evaluations and prompt attendance. Just as important is listening attentively to your classmates and critiquing ideas constructively.

Contribution will be graded on a daily basis. Attending class is important but minimal credit will be given for attendance alone. If you are unable to attend a class for any reason you must advise your

instructor in advance. Students are encouraged to speak to the instructor if they have concerns about their performance or if they would like to discuss strategies to support regular contribution.

One of the objectives of this course is to model the expectations of employers. Employers expect that you will:

- 1) Attend work;
- 2) Prepare in advance of meetings;
- 3) Participate in decision making; and,
- 4) Persuade others to support your point of view.

Class contribution grade is the method used to assess whether or not you have met this course objective. It is difficult to assess the preparation and communication skills of a student who misses more than one-quarter of the class sessions. As a result, students who miss more than 25% of the total classes included in the contribution grading (classes where students do not have an opportunity to participate, such as testing classes, are not included in this calculation) **will received a “0” for their contribution grade**. Although students are allowed to miss one class per term without penalty, this one class is still included in the number of total missed classes.

Contribution grade calculation information:

1. To assist in measurement of contribution, students are asked to **ALWAYS** use name cards.
2. Contribution is calculated out of a score of 10 for each class. All classes, **including the first class of the term**, are included in the calculation of contribution.
3. Each class is weighted equally.
4. Each student is allowed to miss one class per term without an accommodation that does not count in the contribution calculation. Should a student attend all classes during a term, their lowest class contribution grade will be dropped from the calculation.
5. Missed classes due to travel plans, studying for other courses, tests for other courses during regularly scheduled class time, personal problems, friends, personal problems, job interviews, and doctors' appointments will not receive accommodation.
6. Family medical issues, personal medical issues, family bereavement, participation in University sports teams will receive accommodation with appropriate documentation. Contact your academic advisor to determine whether your situation can receive accommodation.
7. Students will **not** be able to offset a poor contribution grade by completing additional assignments, substitute assignments or re-weighting of a contribution in the overall grade **unless** the student has received an academic accommodation.
8. Students are expected to be responsible adults, and track their own attendance.
9. Texting in class will result in an immediate “0” in contribution for that class.

## Contribution Grading Rubric

	<b>Grade out of 10</b>
Don't attend class	0
Attend class, not prepared (whether or not comment)	4
Attend class, prepared, but no contribution/comment	4
Attend, prepared, average quality comment	6
Attend, prepared, good quality comment	7-8
Attend, prepared, excellent quality comment	9 – 10

Quality of comments rather than quantity is emphasized. There are four dimensions of good quality comments:

1. Learning Environment (process)
  - a. Show respect for other opinions
  - b. Refer to and build on comments by others
  - c. Monitor your comments for length (be concise, get to the point)
  - d. Speak sincerely & honestly
  - e. Comments are related to the topic
  - f. Don't show boredom or impatience
2. Engagement (process)
  - a. Attend class
  - b. Be on time
  - c. Have necessary materials, cases, readings, textbooks
  - d. Complete readings, exercises and other assignments for class before class
  - e. Actively participate
  - f. Stay awake
  - g. Do not surf the net; text other people or do anything that distracts you from the learning environment
3. Sharing information (content)
  - a. Provide concrete examples
  - b. Share related information from other classes
  - c. Present related articles or studies
  - d. Present facts or evidence not readily available that furthers the discussion
4. Critical thinking (content)
  - a. Ask questions
  - b. Analyse the underlying logic of the situation
  - c. Summarize an argument
  - d. Play devil's advocate – respectfully challenge an opinion
  - e. Test the validity of the evidence
  - f. Identify missing information or evidence
  - g. Tie together evidence to support an idea, conclusion or recommendation
  - h. Identify un-validated claims or assumptions

Resource: Dyer, Linda. *Critical Thinking for Business Students*. Captus Press. Toronto. 2006.  
(Available in the Brescia University College Library).

## 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**” on the final pages of this outline.

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. 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. The policies governing requests for academic accommodation for course components worth 10 per cent or more of the course grade are outlined in the Academic Policies section included at the end of the course outline.

### Dropping a Course

In order to drop your courses without academic penalty, you must drop the course by the following dates:

Full Course	Nov. 30
Fall Term Half Credit Course	Oct. 15
Winter Term Half Credit Course	Feb. 15

For further details, check the online academic calendar in the registrar’s website or check with your academic advisor.

To book an appointment with one of Brescia’s Senior Academic Advisors, call 519.432.8353, extension 28266 or email Michelle Prestwich at [mprestwi@uwo.ca](mailto:mprestwi@uwo.ca) or Jennifer Coghlin at [jennifer.coghlin@uwo.ca](mailto:jennifer.coghlin@uwo.ca).

If you are a student at another campus, please contact your academic advisor from your home campus/program.

**MOS 4415 Brand Management**

**Weekly Class Plan – Subject to Change, Check WebCT for assignment questions and updates**

Wk	Date	Topic	Reading & Activities	Assignment Handed Out	Assignment Due
1	Jan 9	Role of the Brand Manager	Course Outline		
2	Jan 16	What is Brand Management?	Reading: Douglas Holt. <u>Brands and Branding</u> .		
3	Jan 23	Segmentation, Targeting & Consumer Trends	Reading: Harvard Business School Press. <u>Market Customization: Segmentation, Targeting and Positioning</u> .		
4	Jan 30	Positioning	Reading: Al Ries and Jack Trout. <u>Positioning: The Battle for Your Mind</u> . pp. 5- 9; 29—35; 61 – 69. (BUC Library Reserve)	Positioning Worksheet	
5	Feb 6	Social Responsibility in Branding	Reading: <u>Marketing Ethics</u> . Ch. 1 Ethical Reasoning and Marketing Decisions. (BUC Library Reserve) Case: McStickies (Course Pack)		
6	Feb 13	Brand Equity & Identity	Reading: David Aaker. <u>Building Strong Brands</u> . Pp. 7 – 24; 68 – 106. (BUC Library Reserve)		Positioning Worksheet
7	Feb 27	Brand Evaluation & New Approaches to Branding	Reading: 1) Kevin Keller. <u>The Brand Report Card</u> . 2) Martin Lindstrom. <u>Brand Sense</u> . Pp. 1 – 38. (BUC Library Reserve)	Brand Analysis	
8	Mar 5	Measuring Performance in the Market	Reading: David Aaker. <u>Developing Business Strategies</u> . <u>Market Analysis</u> . (BUC Library Reserve)		
9	Mar 12	Using Information to Make Decisions	Exercise: <u>Armed to the Teeth (A)</u> . In class working session. Case: fanstastik All Purpose Cleaners		Brand Analysis
10	Mar 19	Brand Business Review & Marketing Plan	Reading: 1) David Aaker. <u>Developing Business Strategies</u> . <u>Competitor Analysis</u> . (BUC Library Reserve) Case: fanstastik All Purpose Cleaners	Business Review & Marketing Plan	
11	Mar 26	Brand Portfolio Strategy	Reading: David Aaker. <u>Portfolio Strategy</u> . Ch. 1 & 2 (BUC Library Reserve)		
12	Apr 2	Brand Management In Action	In Class Exercise: The Cereal Review Reading: Tom Peters. <u>The Wow! Project</u> . <u>Fast Company</u> .		
13	Apr 9	In Class Presentation Business Review & Marketing Plan			Business Review & Marketing Plan

## 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 on medical grounds 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. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). 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.

If supporting documentation is from a family physician, Hospital Urgent Care Centre or Emergency Department, or a walk-in clinic a UWO Student Medical Certificate (SMC) is **required**. An SMC can be downloaded at <https://studentservices.uwo.ca/secure/index.cfm>. Documentation should be obtained at the time of the initial visit. If it is not possible to have an SMC completed by the attending physician, 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** considered adequate to support a request for academic accommodation. If documentation is from Student Health Services, the student should sign a release of information form. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at [http://www.westerncalendar.uwo.ca/2008/print\\_pg140.html](http://www.westerncalendar.uwo.ca/2008/print_pg140.html).

### 2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem 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 may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an 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, [www.registrar.uwo.ca](http://www.registrar.uwo.ca), for official dates). 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.*

The 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 and or for too frequent absence from the class or laboratory.

### 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.

### 4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. 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 Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the McCann Student Services Centre, 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 (see Scholastic Offence Policy in the Western Academic Calendar).

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 signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

### **6. PREREQUISITES AND ANTIREQUISITES**

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will 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.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

### **7. SUPPORT SERVICES**

The Brescia University College Registrar's website is at <http://www.brescia.uwo.ca/current/registrar/>, Academic Support and Advising is at <http://www.brescia.uwo.ca/current/advising/> and the McCann Student Services Centre is <http://www.brescia.uwo.ca/current/services/>. The University of Western Ontario Registrar's website is <http://www4.registrar.uwo.ca>.

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.