

**Program Design – Courses ~~and~~, Milestones ~~and Course Outlines~~**

<b>Policy Category:</b>	Graduate and Postdoctoral Studies
<b>Subject:</b>	Program Design – Courses <del>and</del> , Milestones <del>and Course Outlines</del>
<b>Subsections:</b>	<a href="#">Definitions</a> ; <a href="#">Course Numbering</a> ; <del>Course Outlines</del>
<b>Approving Authority:</b>	Senate
<b>Responsible Committee:</b>	Senate Committee on Academic Policy
<b>Related Procedures:</b>	Procedure for Program Design – Courses, <del>and</del> Milestones <del>and Course Outlines</del>
<b>Officer(s) Responsible for Procedures:</b>	Vice-Provost (Graduate & Postdoctoral Studies)
<b>Related Policies:</b>	<del>Graduate Courses</del> ; <a href="#">Course Outlines (Graduate)</a>
<b>Effective Date:</b>	<del>September 19, 2025</del> <a href="#">September 1, 2024</a>
<b>Supersedes:</b>	<del>September 1, 2024</del> ; March 15, 2024; September 16, 2022

Field Code Changed

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**1. Definitions**

**Graduate Course:** A graduate course is the study of a particular topic, group of topics or area of specialization within a wider discipline/subject area, normally extending through one term or session, and can be one of the basic building blocks of qualification for a graduate degree, including a graduate diploma. Graduate courses are designed to meet substantive discipline graduate program learning outcomes and normally utilize the student/instructor format. Any grades assigned will contribute towards the student's academic average. It is at each program's discretion how these grades will be used when assessing a student's progression.

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For information on course outlines, refer to the policy on Course Outlines.

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**Milestone:** A milestone is a learning activity that must be successfully completed in order to fulfill the requirements for the graduate degree. Milestone requirements are designed to meet program learning outcomes. Milestones can require:

- a short-term time commitment over one or two weeks (e.g. research ethics module),
- a medium-term time commitment over one or two terms (e.g. thesis proposal) or
- a more extensive commitment of time that continues over multiple terms (e.g. a seminar series).

Milestones can be completed during a time span that does not necessarily coincide with an academic term. Grades can be assigned to milestones that contribute towards the student's progression requirements but do not contribute to the student's academic average. Common graduate requirements that are catalogued as milestones include but are not limited to: Language Requirements, Comprehensive Examinations (or equivalent), Seminar Series, Major Projects (or equivalent), Thesis Work Components, Thesis (or dissertation). It is at each program's discretion how these grades will be used when assessing a student's progression.

## 2. Course Numbering

Graduate courses are numbered from 9000 to 9999.

### 3. ~~Course Outlines~~

~~For information on course outlines refer to the policy on Course Outlines.~~

~~In addition to the requirements outlined in the policy on Course Outlines, graduate course outlines must include the following information:—~~

#### ~~Graduate Course Level Learning Outcomes/Objectives—~~

~~Provide a list of course learning outcomes/objectives. Course learning outcomes/objectives should align with the graduate program's learning outcomes. Contact your graduate chair/administrator, or SGPS, for a copy of the program learning outcomes. Ideally, students should be able to see how course learning outcomes/objectives are addressed through course requirements, activities and assessments.—~~

#### ~~Course Timeline and Format—~~

~~Include an anticipated timeline of the content areas, or topics and/or other learning activities, covered over the course duration, as well as the format (face to face, online, hybrid) used to deliver the content. Instructors should make every effort to follow the stated timeline. Normally, instructors cannot change the format of instruction during the~~

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~~course.—~~

### ~~Enrollment Restrictions—~~

~~All course outlines must include one of the following two statements regarding enrollment restrictions:—~~

~~Enrollment in this course is restricted to graduate students in (Insert name of program(s)).—~~

~~OR—~~

~~Enrollment in this course is restricted to graduate students in (Insert name of program(s)), as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program.—~~

### ~~Health/Wellness Services—~~

~~All course outlines must contain the following statement:—~~

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

### ~~Accessible Education Western (AEW)—~~

~~All course outlines must contain the following statement:—~~

~~Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.—~~

~~Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.—~~

## Program Design – Courses, Milestones and Course Outlines

### **Statement on the Use of Generative Artificial Intelligence (AI)**

Instructors must indicate whether the use of generative artificial intelligence (AI) tools/software/apps is acceptable, permitted in specific situations, or unacceptable in their course. Instructors may refer to the Centre for Teaching and Learning for resources on the use of generative Artificial Intelligence.