# Course Guide Template

This file is a template for course developers. The document was created in January 2024, and future updates will be provided at <https://editors.trubox.ca/course-guide/>

## What Is a Course Guide?

Every TRU-OL course begins with a Course Guide that provides students with information about the course objectives, components, and requirements; and informs them of key responsibilities and resources.

## How to Use This Document

In this document, you will find standardized headings and terms, organizational guidelines, TRU-OL policies and information, and specific wording samples. We have included several options for wording, as follows:

* Normal text: Standard text that must be included in all Course Guides.
* Red text: Text that is optional. Choose the best option or fill-in the appropriate information.

If you are developing a print course, please ask for a different template.

# Introduction

Welcome to [course acronym and number: C*ourse Title*].

This Course Guide contains important information about the course structure, learning materials, and expectations for completing the course requirements. It also provides information about how and when to contact your Open Learning Faculty Member, an expert in the course content, who will guide you through the course. Take some time to read through this Course Guide to familiarize yourself with what you need to do to successfully complete your course.

If you have any questions, please feel free to contact your Open Learning Faculty Member. We hope you enjoy the course.

## Course Description

[Insert EPC-approved course description. **Reminders**: Remove “This course contributes 3 (or ?) credits towards a TRU credential” and references to Blackboard or LMS. Always use the full term for Open Learning Faculty Member.]

## Prerequisites

[Ensure this information is consistent with the EPC-approved wording in Curricunet.]

## Recommended Requisites

## Co-Requisites

## Exclusion Requisites

# Learning Outcomes

After successfully completing this course, you will be able to:

* Add EPC-approved learning outcomes.
* Use a bulleted list.
* Begin each item with a capitalized verb and end with a period.

# Course Materials

This section describes the course materials that you will need for [course acronym and number].

## Required Textbook[s]

[Confirm with OL Materials if the textbook will be sourced via TRU Bookstore and select one of the following.]

The following [textbook is / textbooks are] required for this course:

The following [e-textbook is / e-textbooks are] required for this course and may be purchased directly from [TRU Bookstore](https://thebookstore.tru.ca/site_digital.asp):

* Format in APA style; include ISBN number

[Add other additional information about acquiring textbooks if needed. For companion or program courses that share a textbook, see below:

[*Textbook Title*] would have been purchased for [related program course code]. If you did not take [related program course code] and/or don’t already own the required textbook, please be aware that you will need to purchase it. To do so, please contact Enrolment Services at student@tru.ca or 1.800.663.9711 (toll-free in Canada), 250.852.7000 (Kamloops, BC), and 1.250.852.7000 (International).]

Note: for courses that share a textbook requirement with companion or related program course, refer students to Enrolment Services. For all other courses, students are referred to OLMaterials (located under the Required Online Materials section below).]

## Online Materials (Optional; Subject to Availability from the Publisher)

Your textbook may contain an access code for the textbook publisher’s website. To access the publisher’s online materials, you will need to register following the instructions listed on the card and on the website.

Thompson Rivers University is not responsible for the content or privacy policies of third-party websites. Please read the terms of use of third-party websites carefully. If you need help accessing the site, please contact the publisher directly.

## Required Hardware, Software, Computer Skills, and Other Resources

[Technical Basics](http://www.tru.ca/distance/services/student-orientation/technical-basics.html) lists the hardware, software, and computer skills requirements for your course and software (e.g., Microsoft Office) available to you.

The other [resource/resources] that you need for this course [is/are] the following:

* A computer with Internet access

## Additional Resources

The [resource/resources] that you need for this course [is/are] the following:

* Add the required resources.

**Note:** If you have questions about course textbooks or other materials, email [OLMaterials](mailto:olmaterials@tru.ca?subject=Course%20textbook%20).

# Course Topics

[course acronym and number: *course title*] includes the following [modules, lessons, or units]:

* [add content specific to the course]

# Learning Activities

**[Choose the most appropriate description for the course.]**

You will study independently at your own pace with the support of an Open Learning Faculty Member. Working through these ungraded activities will help you meet the course learning outcomes and successfully complete your assessments.

[course acronym and number] provides interactive and collaborative activities with other students and your Open Learning Faculty Member, as well as opportunities to apply your learning in relevant real-world contexts. Working through these activities will help you meet the course learning outcomes and successfully complete your assessments.

For this course, you may from time to time use a synchronous (that is, real time) online conferencing tool which will allow participants to gather in an online meeting room. Your Open Learning Faculty Member will provide you with more information about how and when to participate in these conferences, if needed.

[Enter information about the ungraded learning activities in the course; for example:

## Readings

The readings are the core resource for the course, so be sure to read carefully and take notes.

## Case Studies

This type of learning, called case-based learning, is included in this course in order to link theory and practice through the use of a “case”. Cases are specific scenarios that resemble or are real-world examples. The case studies are intended to promote both the acquisition of content knowledge, as well as analytic and application skills.

## Learning Journal

You are asked to keep a journal of your experiences through the course to help you reflect on your feelings, thoughts, questions, actions, and lessons learned. These activities are ungraded; however, you may use your learning journal posts as a basis for assessments.

## Practice Exam (Ungraded)

The Practice Exam will help you prepare for the Final Exam. It consists of questions similar to the questions in the Final Exam. Please see the **Practice Exam** in your course for more information.

## Self-Quiz (Ungraded)

To determine your level of understanding of the course concepts, principles, and practices, you will complete self-assessment quizzes. These quizzes are intended for you to check your understanding of key concepts. The quizzes are not graded and do not count towards your final grade.

## Videos

The course includes links to online videos. You may find it valuable to take notes while watching the videos to refer to when completing assignments and when reviewing for the Final Exam.

## Key Terminology Lists

Record and define key words and phrases used in this course in your learning journal. You might need to look up the terms in your textbook’s glossary or online.

## Student Café

An informal discussion space called the Student Café has been set up for you to communicate easily with other learners in the course about matters of mutual interest regarding your studies and professional development. This is an informal gathering area to help build a learning community, and you will **not** be graded on these postings.

For guidelines about online etiquette, please refer to [Online Discussions](https://www.tru.ca/distance/services/student-orientation/online-discussions.html).

# Assessments

**[Option 1: standard passing grade text]**

To complete this course successfully, you must achieve a passing grade of 50% or higher on the overall course **and** 50% or higher on the mandatory [Final Exam or Final Project]. The following table shows how your final grade will be determined for this course.

**[Option 2: specific programs grade requirements text]**

To complete this course successfully, you must achieve a passing grade of [??%] or higher on the overall course **and** [??%] or higher on the mandatory [Final Exam or Final Project]. The following table shows how your final grade will be determined for this course.

|  |  |
| --- | --- |
| **Assessment** | **Value** |
| Assignment 1: Research Essay | ? % |
| Assignment 2: Case Study | ? % |
| Quiz 1 | ? % |
| Quiz 2 | ? % |
| Mandatory Final Exam/Final Project | ? % |
| **Total** | **100%** |

## Assignments (??%)

[insert short description of each assignment]

**Note**: Non-completion of an assignment will result in a mark of zero for that assignment. Always keep a copy of each assignment you submit so that you have a copy to refer to in the event of a telephone or email conference with your Open Learning Faculty Member.

Your assignment and quiz grades will be visible in Moodle with any additional feedback provided by your Open Learning Faculty Member. All course assessment grades are posted in [myTRU](https://mytru.tru.ca/) following the assessment table above.  Final course and exam grades are ONLY visible in [myTRU](https://mytru.tru.ca/).

## Quizzes (??%)

To determine your level of understanding of the course concepts, principles, and practices, you will complete [number of quizzes and module numbers]. For each quiz, you are allowed [insert time] minutes to make one attempt at completion. Take time to prepare before starting, since you will not have time to look up your answers. Each quiz is worth [??%] of your total course grade.

## Final Exam (??%)

Your mandatory, invigilated Final Exam is [insert number] hours in length. [Add details.]

To help you successfully complete the course, it is strongly recommended that you complete and submit all assignments, and have had adequate time for review and practice before you attempt the Final Exam. Note that Final Exams are not returned to students in order to maintain exam integrity.

Please see the Final Exam tab in your course for instructions on writing your exam.

## Final Project (??%)

**[Note to Editors:**If a course contains both a Final Exam and a Final Project, please flag this for Curriculum Services. There should only be one or the other, **not** both. In cases where we are adding a final exam to a course that previously only had a final project, we will need to change the descriptor to “major project.”**]**

The final assessment in this course is a Final Project that you will complete and send to your Open Learning Faculty Member for grading after you complete your final assignment.

In [Unit/Module ??] you will submit a project proposal to your Open Learning Faculty Member, who will provide feedback.

## Course Access After Completion

You will have access to your online course material and assessments in the learning management system for 60 days from the date of your final grade.

## Grading Scale

The official grading scales for all Open Learning courses are noted in TRU’s [Grading Systems and Procedures.](https://www.tru.ca/distance/services/policies/newgrading.html)

## Academic Integrity

Appropriate academic conduct requires that you complete your assessments independently, honestly, and without misrepresentation or plagiarism. Typically, plagiarism occurs in three forms: when a writer uses someone’s exact words or ideas as if they were their own, paraphrases someone’s ideas without acknowledgement or identifying the source, or simply does not include the proper citations.

Be sure to cite all sources of direct quotations and borrowed ideas. If you do not, you could fail your assessments and, potentially, the course.

Each assessment is viewed individually for academic integrity. Please be aware, should you choose to submit multiple assessments at the same time and if an academic integrity violation is discovered in more than one of those, that each submission will be viewed as a separate offence and sanctions will be applied accordingly.

**Note**: Citing facts, statistics, or other illustrative materials deemed to be common knowledge is not considered to be plagiarism.

It is your responsibility to ensure that you are fully familiar with the “Forms of Academic Dishonesty” section of the TRU [Student Academic Integrity Policy](https://www.tru.ca/__shared/assets/ed05-05657.pdf).

TRU Library also provides the valuable [Plagiarism: What It Is and How to Avoid It](https://libguides.tru.ca/plagiarism) resource.

Be sure to cite the sources you use in assessments and discussions. Check with your Open Learning Faculty Member to see which style to use. TRU Library’s [Citation Style Guides](https://libguides.tru.ca/sb.php?subject_id=3534) is an excellent resource for writing academic citations.

# Suggested Schedule

You have 30 weeks to complete this course. The following schedule indicates how you can complete your course in [??] weeks, the time normally available for a traditional semester-long university class.

You may benefit from filling in your intended completion dates and printing this schedule to post around your home or workplace.

[insert as table or graphic]

# Help Available

The following sections describe the support that is available to you throughout this course.

## Open Learning Faculty Member

Your Open Learning Faculty Member will guide your learning in this course and mark and comment on your assignments. You are encouraged to contact your Open Learning Faculty Member early and often; for example, when:

* You do not understand some aspect of the course instructions or assessments.
* You have difficulty with any of the assigned readings.
* You have a question arising from your Open Learning Faculty Member’s comments or grading of your assessments.

## TRU Library

[TRU Library](http://www.tru.ca/library/services/distance.html) provides you with access to online, print, and audiovisual resources to successfully complete your assignments and for further reading on any topic discussed in this course.

The [Distance, Regional, and Open Learning (DROL)](https://www.tru.ca/library/services/distance.html) services include the direct delivery of library materials at no cost to you and one-on-one research assistance.

Use the [Discover search box](https://www.tru.ca/library.html) to search for the library’s resources. You will be prompted to log in using your TRU network account. You may need to change the default password to your network account before you will be able to access the library’s resources. See [Student Network Account](https://tru.teamdynamix.com/TDClient/84/Portal/KB/ArticleDet?ID=1228) for information.

You can request assistance by [email](mailto:library@tru.ca) or phone 250-852-6402 (Kamloops, BC) or 1-800-663-1699 (toll-free in Canada).

## Learning Strategist

The Learning Strategist supports student learning and well-being. They can help you navigate resources and support services, and they can answer general questions about Open Learning and the student engagement events on [Out in the Open](https://outintheopen.trubox.ca/). They provide learning strategies, resources, and tips for students who may be struggling with different areas of online learning. Contact the Learning Strategist by phone, virtual appointment, or email at [olconnect@tru.ca](mailto:olconnect@tru.ca).

## Writing Centre

The [Writing Centre](https://www.tru.ca/current/academic-supports/writing-centre.html) can help you with feedback on your writing. You can request help with any stage of the writing process, including: understanding assignment requirements; tips on brainstorming and idea generation; feedback on organization, sentence structure, grammar, and punctuation; resources for academic citations and avoiding plagiarism; and strategies for effective revision. You may ask for help with a specific writing problem or for general feedback. Open Learning students can get support [online](https://www.tru.ca/current/academic-supports/writing-centre/writing-centre-services.html) or in person on TRU’s Kamloops campus.

## Science Help Centre

The [Science Help Centre](https://www.tru.ca/science/students/science-help-centre.html) (formerly the Math Help Centre) is a free service for TRU students. Face-to-face help from faculty or fellow students is available on TRU’s Kamloops campus.

**Note**: Check the hours of operation and tutoring schedule before visiting.

## Technical Support

If you have problems using the tools or features of the course website, check the [Technical Basics](https://www.tru.ca/distance/services/student-orientation/technical-basics.html) web page to see if you are using the correct hardware and software required for your course. If you still experience problems, contact the [IT Service Desk](https://tru.teamdynamix.com/TDClient/84/Portal/Home/).

For help, email the [IT Service Desk](mailto:ITServiceDesk@tru.ca) or call 1-888-852-8533 (toll-free in Canada), 250-852-6800 (Kamloops, BC), and 1-250-852-6800 (International).

If you have problems accessing the optional, online course resources or have other related questions, phone the IT Service Desk at 1-888-852-8533 (toll-free in Canada), 250-852-6800 (Kamloops, BC), and 1-250-852-6800 (International), or email ITServiceDesk@tru.ca.

# Strategies for Success

[This is optional content.]

In many ways, taking a course through distance education is different from learning in a face-to-face classroom. For example, distance education often requires a high level of independent learning and use of a variety of digital communication technologies.

In addition to these distance learning [Keys to Success](https://www.tru.ca/distance/services/introduction.html), the following sections provide suggestions that can assist your progress through the course.

**Preview the Course Materials and Resources**

After you have read this Course Guide, review the other course materials so you know what is expected of you and can plan your coursework time effectively.

**Review the Learning Outcomes**

As you work through the course, review the learning outcomes to ensure that you have achieved them. If you feel unsure about your ability to meet any of these outcomes, review the relevant study material and consult your Open Learning Faculty Member.

**Read, View, and Listen Actively and Critically**

As you read, keep a pen or electronic note-taking device or software handy. If you make careful notes on key ideas and write down the page numbers of essential passages, you can save yourself hours of searching for references when you complete your assessments. Your notes will also be useful when you prepare for assessments.

While reading, develop your evaluation skills by asking yourself questions about the content. Are the author’s arguments logical? Is the evidence valid? Do you agree with an argument? What are the alternatives to the author’s point of view? Your answers to these questions will help you to develop informed opinions about your readings.

**Complete All Learning Activities**

Activities provide you with opportunities to explore topics related to your course materials. Although these activities are ungraded, they are designed to help you build the skills you need to successfully complete your assessments.

**Appreciate the Diversity of Your Community of Learners**

In an online learning environment, it should be assumed that other  learners are from a diverse range of ages, cultural backgrounds, and geographical home communities. Diversity and the variety of individual perspectives of other students can provide you with many valuable learning experiences. Since, by definition, diversity includes difference, it is important for all participants in learning communities to be open to considering others’ perspectives, values, and positions while maintaining courteous and respectful communication. This does not mean you must always agree, but part of academic discourse is considering and engaging with opposing viewpoints and perspectives.

**Situate the Learning in Your Life and Community**

Find a time to work on the course that fits with your life. Don’t change your entire lifestyle or regular schedule for the course, as you are more likely to succeed if you find a time to work on the course that fits easily into your day-to-day life. It may be helpful to share what you are learning with others, and consider how your learning complements your life, work, community, and culture.

**Set Goals and Follow a Schedule**

Complete the learning activities and assessments in a structured, timely manner. Leaving too much time between study sessions can slow your learning, as you may not remember the details of the previous sections and will need to go back and relearn key concepts and details.

Alternatively, don’t try to do too much at once. You will retain more information if you do the work steadily. Set goals and follow a schedule; post your schedule somewhere in your home or workspace so you will be reminded of important deadlines.

**Check the Grading Criteria**

Most assignments provide grading criteria. Review the criteria while completing your assessments so you can better understand how your work will be evaluated.

# Curriculum Developer

[optional: insert pic]

[Insert short bio. List degree acronyms without periods. List degrees from most recent to oldest. We include only the terminal degree in the list of course developers, but can list everything in the bio if desired or needed.]

## Curriculum Consultant

[optional: insert pic]

 [insert short bio]

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[Include specific copyright credits here, if applicable; e.g., permission from textbook publishers to use instructor guide questions.

**[Note**: the course development team style: First name last name, academic degree; Do not use periods between letters in degree acronyms; and include the person’s terminal or highest credential only. Some developers may have professional accreditation (e.g., CPA) in addition to academic credentials.]

**Course Development Team**  
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