

ISP 170

Textbook and Instructional Materials Adoption

PURPOSE

Establishes guidelines for adoption of textbooks and instructional materials.

SUMMARY

The adoption of textbooks and instructional materials is a shared responsibility of departments and instructors. To support student success, all materials should be chosen with student learning outcomes in mind and required for acquisition or purchase only when they are integral for achievement of those outcomes. The process should be timely and allow clear communication, and priority should be placed on textbook affordability and on making materials accessible through proactive partnership with the CCC Library.

STANDARD

1. Departments and instructors share responsibility for the adoption of textbooks and instructional materials to support student learning. “Instructional materials” includes workbooks, lab manuals, online homework software (e.g. MyMathLab, etc.), and codes or publisher-provided curricular materials for student. It does not include materials that will be provided in a class or that have broad academic or professional usefulness (such as calculators, scrubs, or pencils), even if there are specific recommendations for a class and they are available in the bookstore.
 - a. The department chair will coordinate regular discussion with full- and part-time faculty about recommended materials for courses or sequences. This should be a collaborative process, though it may be advisable to choose faculty leads or content experts.
 - b. Primary consideration should be given to the student learning outcomes for any given course. The textbooks are the material that help students attain the learning outcomes, not the endpoint of learning themselves.
 - c. Each department will maintain and make available upon request a current list of adopted textbooks and/or instructional materials. This list will indicate Low Cost Text (LCT) and Open Educational Resources (OER) textbooks and instructional materials as well as more traditional textbooks.
 - d. Faculty may propose new or alternate materials for their courses to their department chair provided that their choice clearly supports the student learning outcomes.
2. To support clear and timely communication with students, departments will adopt textbooks and/or instructional materials well in advance of the course schedule for the next term. The due dates developed by the Clackamas Community College Bookstore (see ISP 170P) allow students to consider textbook information in their choice of classes. They additionally support library staff in

- adding materials to CCC Library's Course Reserves collection and bookstore staff in acquiring the materials in time.
3. Any textbook and/or instructional materials adopted as "required" (that is, required to acquire or purchase) must be integral to the course. Every effort should be made to avoid requiring students to acquire or purchase material that will not be used or that is not necessary for successful attainment of the learning outcomes.
 4. Departments and instructors should take regular and proactive steps to choose accessible materials and to involve the CCC Library to increase accessibility whenever possible. "Accessible" in this case means easy to find and use through public or college-based resources, rather than the style or content of the material.
 - a. Instructors should be aware of library resources (beginning with the [Faculty and Staff Services and Resources](#) page) when it comes to choosing Low Cost Textbooks (LCTs) and/or [Open Education Resources](#) (OERs) and thinking about textbook affordability and accessible materials.
 - b. Instructors should plan to place hard copies of all chosen material (including, when applicable, a print copy of online resources, such as Open Educational Resources (OER), Inclusive Access/First Day™, or eBooks) on Course Reserves at the library. These must be physically provided by the instructor, though they should use the "[Course Reserves](#)" system to prepare the library so that the material can be immediately available to students when received.
 5. Departments will do everything possible to help keep students' costs reasonable, while still maintaining the academic quality of chosen materials.
 - a. When possible, the same textbook, set of textbooks, and/or instructional materials should be adopted across courses and in courses with multiple sections.
 - b. In order to maximize the availability of used textbooks and/or instructional materials, departments will adopt them for at least two years. New editions should be thoughtfully considered in terms of the benefit to students first.
 - c. The Bookstore will work to continue ordering older textbook editions and/or instructional materials when requested by departments, and to promote textbook affordability with used textbooks and/or instructional materials. Instructors are encouraged to provide ISBNs on their syllabi to help students locate relevant editions as well.
 - d. Departments should avoid publisher-provided supplements, or "bundles," unless bundled material is integral to the course. The same consideration should be made for online "access codes;" if these are not essential to academic quality and are detrimental to students' costs, every effort should be made to find an alternative to requiring such materials.
 6. Departments and instructors should consider the above criteria even when selecting other materials for class (calculators, etc.) and keep issues of clear communication, accessibility and affordability in mind.
 7. Because of the potential conflict of interest when an instructor assigns a text from which they will profit, all faculty-authored texts will be reviewed by the department chair and dean (or director/supervisor) before adoption. A faculty-authored text is defined as a full-length work that has been written by a faculty member currently teaching at Clackamas Community College, regardless of whether the text is self-published or released by an outside academic publisher. The department chair and dean (or director/supervisor) will examine the text prior to adoption to confirm text quality and copyright compliance and to ensure that the adoption is ethical and shows no conflict of interest.

REVIEW HISTORY

ISP Committee		
College Council		
ISP Committee	Adopted	April 8, 2016
College Council	Reviewed	February 19, 2016
ISP Committee	Adopted	May 24, 2013
College Council	Reviewed	May 17, 2013
College Council	Reviewed	June 3, 2005
College Council	Reviewed	February 1, 2002
Instructional Council	Reviewed	May 24, 1988