

Guidelines for text selections effective Summer I, 2012. (revised Summer 2013.)

This applies to materials for which students would pay. Faculty, department heads, and deans should review the faculty handbook concerning selection of texts.

1. Common texts in multi-section courses:
 - a. Required textbooks for all sections of an undergraduate course will be the same unless granted an exemption under item c. below.
 - b. Online sections (TC1) may require a different text, but required texts for all online sections will be the same, unless granted an exemption under item c. below.
 - c. Faculty may petition their department head and dean for an exemption in special circumstances. For example, a faculty member may desire to use a different text on a trial basis for one or more semesters for potential later use by the whole department.
 - d. Textbooks for concurrent credit courses must be approved by the department head and may be different than texts required for on-campus or online sections.

2. Faculty may require supplementary materials.
 - a. Supplementary materials must have a clear educational benefit.
 - b. Care should be taken to keep costs of supplementary materials to a minimum.
 - c. Examples of supplementary materials include, but are not limited to: clickers, study guide, lab manual, scholarly article, work, or paper, and online homework.

3. Faculty may choose not to require the common text in their section.
 - a. Faculty not requiring the common text may require supplementary material (subject to 2. above) if the total cost of the supplementary material is no greater than the cost of the common text.
 - b. Such supplementary material may not be what would be considered an alternative textbook.

4. When there are instances where one or more faculty members choose not to use the common text, or when there are online courses using a different common text, or in the case of concurrent credit courses, or no text or course materials are required, the department must be able to demonstrate that the learning objectives for the course are being met in all sections.

5. Textbooks or supplementary material listed as “optional” must be truly optional with no pressure on the student to purchase. Likewise, required material must be just that. Students should not, after purchasing “required” materials, discover that the materials will not be used.

Textbook and supplementary material requirements should be clearly communicated to students.

Guidelines for selecting texts and requiring access codes or other electronic resources:

University administration recognizes that the use of print resources continues to decrease while the use of electronic texts and resources is on the rise. It also recognizes the potential positive effects of electronic texts and resources on student learning and retention, and that increasingly students come to Tech with experience, and even expectations, of using these materials. During this period of transition from print to electronic resources faculty must keep in mind the following:

1. While quality and educational effectiveness is the first consideration when selecting texts/course materials, cost must also be considered. The majority of Tech students continue to be first generation college students with financial challenges.
2. There is a growing body of free materials (OER's – open educational resources) available on the web. Faculty should consider sources of texts/course materials other than traditional textbook publishers. For example, several sections of college algebra for fall 2013 are using a free text found on the web.
3. When evaluating the cost factor of texts/course materials faculty must remember that there are multiple places for the students to purchase those texts/course materials.
4. Until when and if the University chooses a specific platform, electronic resources selected must not be restricted to availability on a single device, such as an iPad, without prior approval or plans to provide each student with that device at no cost to the student.
5. Requirements must be clearly delineated on the course syllabus and explained to each student (for the vast majority of students this will be the first day of class when the instructor discusses the course syllabus). It must be made clear to the students that should any student have a problem obtaining the materials for whatever reason, he/she should contact the instructor individually and explain the issue. The instructor and/or department head and/or the student's academic advisor will then seek a solution for the student.

Without compromising quality, faculty should challenge themselves to find resources which are less expensive than traditional textbooks.