

<b>Procedure Title:</b>	Course Resources
<b>Procedure ID:</b>	#OP 2-224C
<b>Manual Classification:</b>	Academic Affairs
<b>Linked to Policy:</b>	2-224 Course Curriculum Quality Assurance
<b>Approved by Senior Management Team (SMT):</b>	December 17, 2025
<b>Effective Date:</b>	December 19, 2025
<b>Next Review Date:</b>	December 2028
<b>Contact for Procedure Interpretation:</b>	Executive Vice President Academic Experience

## 1.0 – Purpose

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The purpose of this procedure is to describe the process for adopting mandatory or recommended course resources to effect/supplement student learning within a course.

## 2.0 – Definitions and Acronyms

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**Course:** A distinct and discrete teaching and learning framework, defined through course learning outcomes, and approved using a course outline.

**Course Resources:** Refers to produced works used within a course that are created or licensed for use by the publisher, such as textbooks, journals, eJournals, coursepacks, supply kits; or other published works used within the course.

**Course Team:** Includes individuals such as professors, instructors, technician/technologist who are currently teaching or involved in delivering the course.

**Curriculum:** The plan for learning that is coordinated and articulated in a manner designed to result in student achievement of course learning outcomes. Curriculum encompasses the content, learning materials, delivery, and course resources, as well as the context and processes for evaluating the attainment of learning outcomes.

**Required Resource:** A resource that the student will require for successful completion of the course learning outcomes.

**Recommended Resource:** A resource that will enhance the course content, curriculum, or learning experience, but is designated as supplementary material.

**Supply Kit:** An assembled grouping of required products or equipment, usually developed at the request of an academic area/program/course to ensure consistency in the learning experience.

**Textbooks:** Books in all formats used for the purpose of learning. This may include physical or digital books.

### **3.0 – Guiding Principles**

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To ensure relevance, and compliance with all applicable legislation and college policy, course resources are developed/adopted following an established process and are reviewed annually and approved on the course outline.

### **4.0 – Scope**

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This Procedure applies to course resources used in all post-secondary courses offered by the College.

### **5.0 – Operating Procedure**

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#### **5.1 – Course Resources**

When the annual course outline is adopted for the academic year, each course team will review course resources associated with their course (if applicable) for currency and relevance.

If more comprehensive review of course resources is deemed necessary, either at the direction of the Chair or through the Cyclical review process, course resources will be reviewed using the Textbook/Course Resource Selection Tool (Appendix A).

All required or recommended course resources must be listed on the course outline, along with their costs.

Whenever possible, faculty will explore course resource options that are open access and electronically available.

#### **5.2 – Relationship with Campus Store**

The campus store partner has a mandate to meet all the purchased course-related resource needs of faculty, students and staff.

The campus store partner will negotiate purchases with suppliers to the best financial advantage of students at the College.

The campus store partner will communicate costs of course resources for inclusion on course outlines.

#### **5.3 – Annual Review of Campus Store Purchased Course Resources**

Course teams are to inform the campus store of the course resources needed for the next academic year by the deadline established by the campus store, to ensure adequate ordering of resources, and to permit students to purchase used course resources where possible.

Course teams will notify the campus store when a required or recommended course resource is dropped from the resource list.

Course teams cannot change established course resources within the academic year, and review of course resources only occurs during review of the annual course outline, unless a resource is discontinued, and a new version is implemented.

#### **5.4 – Accommodations for Course Resources**

Accessible Education Services (AES) will provide faculty with a Letter of Accommodation detailing any accommodations required by students, including those related to course resources.

Faculty are to consult AES where questions arise on accommodation of course resources.

#### **5.5 – Roles and Responsibilities**

It is the responsibility of the school Dean/Chair to ensure faculty are meeting the minimum requirements defined in this procedure

It is the responsibility of course teams to review course resources on an annual basis during review of the annual course outline, and to notify the campus store of required and recommended course resources by the campus store's established deadline.

It is the responsibility of students to ensure they are able to access all required course resources.

#### **6.0 – Related Documents**

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- Accessibility for Ontarians with Disabilities Act (AODA).
- College Operating Procedure #2-224A Course Outlines
- College Operating Procedure #2-224B Course and Curriculum Development and Revision
- Textbook/Course Resource Selection Tool (Appendix A)

#### **7.0 – History of Amendments & Reviews**

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<b>Date Approved</b>	<b>Approved By</b>	<b>List of Approved Amendments / Review</b>
December 17, 2025	Senior Management Team	NEW

## **Appendix A: Course Resource Selection Tool**

Textbook/Course Resource Selection Checklist				
Course:		Publisher:		
Faculty Reviewer:		ISBN #:		
Text Title:		Author:		
<b>Price</b>		<b>Contact: Bookstore</b>		
Inexpensive (<\$75) <input type="checkbox"/>	Reasonable (\$76-150) <input type="checkbox"/>	Expensive (\$200<) <input type="checkbox"/>		
<b>Available Format</b>		<b>Contact: Bookstore</b>		
Hard Copy <input type="checkbox"/>	E-book <input type="checkbox"/>	Rental <input type="checkbox"/>		
<b>Expected Use</b>				
Semester 1 <input type="checkbox"/>	Semester 2 <input type="checkbox"/>	Semester 3 <input type="checkbox"/>		
Semester 4 <input type="checkbox"/>	Semester 5 <input type="checkbox"/>	Semester 6 <input type="checkbox"/>		
Industry Reference <input type="checkbox"/>				
<b>Content</b>				
Curriculum Alignment	Average <input type="checkbox"/>	Good <input type="checkbox"/>	Excellent <input type="checkbox"/>	
Appropriate Level for Semester	Average <input type="checkbox"/>	Good <input type="checkbox"/>	Excellent <input type="checkbox"/>	
Canadian Content	Average <input type="checkbox"/>	Good <input type="checkbox"/>	Excellent <input type="checkbox"/>	
American Content	Average <input type="checkbox"/>	Good <input type="checkbox"/>	Excellent <input type="checkbox"/>	
Readability- appropriate to student level	Average <input type="checkbox"/>	Good <input type="checkbox"/>	Excellent <input type="checkbox"/>	
Engagement Level	Average <input type="checkbox"/>	Good <input type="checkbox"/>	Excellent <input type="checkbox"/>	
<b>Ancillary Material</b>				
Question Bank N/A <input type="checkbox"/>	Average <input type="checkbox"/>	Good <input type="checkbox"/>	Excellent <input type="checkbox"/>	
Powerpoint Presentations N/A <input type="checkbox"/>	Average <input type="checkbox"/>	Good <input type="checkbox"/>	Excellent <input type="checkbox"/>	
Online Learning System N/A <input type="checkbox"/>	Average <input type="checkbox"/>	Good <input type="checkbox"/>	Excellent <input type="checkbox"/>	
Online Support N/A <input type="checkbox"/>	Average <input type="checkbox"/>	Good <input type="checkbox"/>	Excellent <input type="checkbox"/>	
Image Library N/A <input type="checkbox"/>	Average <input type="checkbox"/>	Good <input type="checkbox"/>	Excellent <input type="checkbox"/>	
Chapter Lesson Plans N/A <input type="checkbox"/>	Average <input type="checkbox"/>	Good <input type="checkbox"/>	Excellent <input type="checkbox"/>	
Material Support N/A <input type="checkbox"/>	Average <input type="checkbox"/>	Good <input type="checkbox"/>	Excellent <input type="checkbox"/>	
<b>Publisher Support</b>		<b>Contact: Bookstore</b>		
Sales Rep Availability	Average <input type="checkbox"/>	Good <input type="checkbox"/>	Excellent <input type="checkbox"/>	

			<input type="checkbox"/>
Desk Copy Availability	Average <input type="checkbox"/>	Good <input type="checkbox"/>	Excellent <input type="checkbox"/>
Technical Support	Average <input type="checkbox"/>	Good <input type="checkbox"/>	Excellent <input type="checkbox"/>
Return Policy (for bookstore)	Average <input type="checkbox"/>	Good <input type="checkbox"/>	Excellent <input type="checkbox"/>
Book Availability / Delivery	Average <input type="checkbox"/>	Good <input type="checkbox"/>	Excellent <input type="checkbox"/>
<b>AODA Compliance</b>		<b>Contact: Learning Support</b>	
Canadian Publisher		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Accessible E-book		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Conversion Ready Format		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Ancillary Resource Accessibility	N/A <input type="checkbox"/>	Good <input type="checkbox"/>	Excellent <input type="checkbox"/>
Video & Audio File Accessibility	N/A <input type="checkbox"/>	Good <input type="checkbox"/>	Excellent <input type="checkbox"/>
<b>Copyright</b>		<b>Contact: Library</b>	
Right to use		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Permission		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Licensing		Yes <input type="checkbox"/>	No <input type="checkbox"/>
<b>Conflict of Interest</b>		<b>Faculty Author or Editor</b>	
There is a monetary gain by using this textbook		Yes <input type="checkbox"/>	No <input type="checkbox"/>
<b>If yes</b> , the chair must be notified to review the textbook selection before use. The text may still be eligible for use			