

## **APPENDIX L: GUAM COMMUNITY COLLEGE PROCEDURES FOR TEXTBOOK SELECTION**

### **INTRODUCTION**

The purpose of GCC's textbook selection process is to provide direction for textbook evaluation and review as well as to ensure that educational goals and student learning outcomes are met. The policy also aims to provide high quality and comprehensive learning materials while maintaining reasonable costs to the students and ensuring timely availability of resources.

### **A. REQUIRED TEXTBOOKS (PRIMARY)**

1. Selection of textbooks supports the student learning outcomes of the course as reflected in the adopted course guide. Textbooks required for classroom use are adopted and used for a minimum of a three-year period.
2. Textbook change procedures:
  - a. Textbooks associated with substantive changes in course content are done via the course guide, which must go through the regular curriculum approval process (see Curriculum Manual).
  - b. Textbooks associated with non-substantive changes in course content are done via non-substantive curriculum memorandum (see Curriculum Manual).
3. Textbook selection shall be recommended by a consensus of full-time faculty members in the subject field. Consultation with appropriate adjunct faculty members is strongly recommended.
4. All teachers in all courses must use the adopted textbook, and must use the edition that is available to students in the bookstore. During the semester that a new edition is available, faculty will make every effort to use both the old and the new edition for that one semester.
5. The attached textbook adoption checklist should be used when considering textbooks for selection. Generally, the College should consider the following factors:
  - a. College grade level readability
  - b. Bias-free: job designation; sex-role stereotyping; age discrimination; racial, ethnic, and/or religious bias; all other discriminatory characteristics
  - c. Accuracy: factual, up-to-date; detailed to minimize misinterpretation
  - d. Appropriateness and versatility: appropriate to learners with varying levels of maturity; suitable for a variety of learning environments; language and/or visuals are easy to understand, challenging, but not beyond ability of learning; important and relevant to subject matter area
  - e. Verbal and visual effectiveness: attractively designed; logical development of ideas; stimulating; develops critical thought and creativity
  - f. Cost: available at a cost commensurate with value and probable use based on comparable texts

### **B. EXAMINATION/REVIEW COPIES**

It is the responsibility of the department chair to initiate contact with publishers to obtain examination or review textbook copies. These copies shall be utilized in reviewing textbooks at the department's level for textbook selection.

#### C. SUPPLEMENTAL TEXTBOOKS

A supplementary text is a required textbook selected by an instructor to supplement the primary text. The process for selecting a supplementary text is the same as the primary text. Supplementary textbooks must be aligned with student learning outcomes. The cost of a supplementary text must be less than \$50.00 per text. A faculty member may submit a request for an exception to the \$50 per text limitation with rationale to the Vice President for Academic Affairs via the Dean. The Vice President for Academic Affairs must approve all supplementary text requests when the cost exceeds \$50.00 per text.

#### D. OPTIONAL TEXTBOOKS

Optional textbooks are not required for a course. Purchase of an optional text is discretionary for students. When optional textbooks are used, the course syllabus must indicate optional textbooks are not required to be purchased by students, and that their use will not have any bearing on the determination of a final grade in the course. This statement must be included in the syllabus.

#### E. ORDERING OF TEXTBOOKS

The Business Office, through the bookstore, shall be responsible for the ordering of textbooks in close collaboration with the department chair. The department chair will be responsible for indicating the projected number of textbooks needed for the following semester to the Business Office, no later than the established due date set by the Business Office. Textbooks and information costs shall be posted on the college website or and on the printed class schedule, as required by the Higher Education Opportunity Act (HEOA) of 2008.

#### F. DESK COPIES

The ordering of instructor desk copies is the responsibility of the department chair. The Business Office, through the bookstore, will assist in providing contact information of the publisher. Departments may also purchase a copy of the textbook from the Bookstore.

#### G. DIGITAL BOOKS

Digital books (e-books) should be secured, if available, as an alternative to printed copies. However, the printed copy should always be made available. It is the responsibility of the Business Office, to make the arrangements to offer e-books to students.

#### H. IN-HOUSE FACULTY TEXTBOOKS

GCC faculty members and employees who have authored textbooks must recuse themselves from the textbook selection process if their textbook is being considered for adoption for a particular course.

#### I. COPYRIGHTED MATERIALS

All employees shall adhere to federal and local copyright laws in addition to GCC policies regarding the use of textbooks and other classroom materials.

## APPENDIX M: TEXTBOOK ADOPTION CHECKLIST

Recommended text for: \_\_\_\_\_ (subject/course)

Department Contact Person: \_\_\_\_\_

Department Chair Signature/approval: \_\_\_\_\_

### Textbook Information

<p>Title: _____</p> <p>Author: _____</p> <p>Publisher/Company: _____</p> <p>Copyright Date: _____</p> <p><b>Lexile Score:</b> _____          (Go to: <a href="http://www.lexile.com">www.lexile.com</a>, then Educators, then Lexile Book Database, type in the title or author to retrieve the Lexile score for that title.)</p> <p>Textbook Performance: <b>FIRST   SECOND   THIRD</b></p>	<p># Books Needed: _____</p> <p>Cost Per Book: _____</p> <p>Mis. Costs: _____</p> <p>Shipping Charges: _____</p>          <p style="text-align: center; font-weight: bold; font-size: 1.2em;">T O T A L   C O S T :          _____</p>
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**Directions:** This checklist is designed to help you evaluate the appropriateness of the texts you are considering for adoption. Your goal is to find out what aspects of the text is not less than ideal. Please rank the statements below using the following rating system:  
 3 = Excellent    2 = Acceptable    1 = Poor    0 = Not Acceptable    NA = Not Applicable    NF = Not Found

OVERALL STRUCTURE	3	2	1	0	N/A	NF
1. Text has table of contents, glossary, index, appendix, & other appropriate aides						
2. Text is durable, size of book & print are appropriate, and illustrations & format are appealing.						
3. Content reflects essential concepts/skills, of course content & district curriculum goals.						
4. Text has clear organizational pattern that follows throughout & relates chapters to each other.						
5. Subject matter is thoroughly covered & presented in a logical, clear sequence.						
6. Material reflects current trends, information & instructional practices.						
7. Teacher editions are easy to use, clearly formatted, and provide instructional methods & activities to meet the needs of all students.						
8. Supplemental materials are available & stress the concepts presented in the text.						

<b>CONTENT &amp; ORGANIZATION</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>N/A</b>	<b>NF</b>
1. Instruction & activities reflect different learning styles, interests, & ability levels.						
2. Instruction & activities help students make connections between prior knowledge/experiences and new information presented in the text.						
3. Instruction & activities show students the relationship & application of skills & concepts to real life.						
4. Materials are free of bias related to sex, race, culture, & stereotype.						
5. Directions are written clearly & explicitly.						
6. Materials contain affective objectives.						
7. Instruction guides students from concrete to abstract & general to specific.						
8. Instruction gradually releases independence for learning to student.						
9. Content specific terms are well defined & include descriptions and/or examples for clarification.						
10. New concepts are explicitly linked to a student's prior knowledge & experimental background.						
11. Vocabulary & concept density is within the ability of the students to gain meaning from the text.						
12. The main ideas, concepts, & important information are clearly stated & explained.						
13. The author's writing style provides students with aids that guide them through the text. (Some of these include: marginal notes, glossing, pre-reading plus purpose setting, introductions, guided reading questions, summary questions/statements, extended reading activities, study techniques, writing activities, thought level questions, others.)						
14. Education for Employment skills is reflected.						
15. Illustrations, graphs, maps, charts, etc., enhance the understanding of text & clarity or relate to key concepts.						
<b>ASSESSMENT</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>N/A</b>	<b>NF</b>
1. Assessment is centered on knowledge of the main ideas, concepts, & skills.						
2. Students' knowledge of content is assessed in a variety of ways 7 from information taken at all levels of cognitive & affective thinking.						
3. The major goals & objectives of the course curriculum are evaluated.						
4. Questions & activities draw attention to the organizational patterns of the text & other learning strategies.						
5. Assessment centers on the student's understanding of the process as well as the product.						
<b>MOTIVATION</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>N/A</b>	<b>NF</b>
1. Content & manner of presentation are interesting 7 relevant to the students.						
2. Activities are meaningful, motivating, & challenging to students at varying levels of learning.						
3. Materials allow students to think critically & creatively.						

(Class/grade level)

Vendor: \_\_\_\_\_ Phone # \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

**USE ONLY ONE VENDOR PER REQUEST FORM**

*Please indicate any special ordering information (discounts, etc.)*

*If you have an order form completed by the book company...just attach it. There is no need to transfer to this form.*

Quantity	Publisher/ISBN#	Title/Description/Author	Unit Cost	Total Cost
		<i>Shipping/handling fees (please include unless you know they will be waived)</i>		
		<b>Order total</b>		

Department Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Program Dean: \_\_\_\_\_ Date: \_\_\_\_\_