

<b>Policy Name:</b>	Adoption of Technology Enhanced Learning Resources
<b>Originating/Responsible Department:</b>	Office of Associate Vice-President (Teaching and Learning)
<b>Approval Authority:</b>	Vice-Presidents' Academic and Research Committee
<b>Date of Original Policy:</b>	May 2015
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<b>Contact:</b>	Office of the Provost and Vice-President (Academic) Office of the Associate Vice-President (Teaching and Learning)

## INTRODUCTION

In December 2013, the Ministry of Training, Colleges and Universities (MTCU) altered the **Tuition Fee Framework and Ancillary Fee Guideline for Publicly-Assisted Universities, 2013-14 to 2016-17**, which regulates fees charged to students (including non-tuition related fees) by universities. As defined by the guideline, a mandatory ancillary fee not related to tuition is *"a fee which is levied to cover the costs of items which are not normally paid for out of operating or capital revenue."* The section of the guideline relating to learning resources is briefly summarized below.

## LEARNING RESOURCES GUIDELINES

Prior to December 2013, the MTCU guideline pertaining to learning resources explicitly forbid universities from charging students' fees for online learning resources and online tools that could be used for assessment. The MTCU updated guideline recognizes the *"contribution that these resources can make to the quality of teaching and learning, including support for adaptive learning and formative assessment."* In light of this recognition, the guideline now plainly states that universities can charge students fees for digital learning resources and online tools hosted by third parties that could be used for assessment. However, the *"Ministry expects universities to have a policy with respect to their students' interests in these situations."*

## CARLETON UNIVERSITY'S POLICY ON THIRD-PARTY ONLINE LEARNING RESOURCES

Online learning resources, whether hosted by Carleton or a third party, play an important role in encouraging an enhanced and interactive student learning experience. Research<sup>1</sup> indicates that technology enhanced teaching and learning can significantly and positively impact student engagement, satisfaction, learning outcomes, and performance. Carleton recognizes that significant student ancillary fees could limit or act as a disincentive for students' participation in learning and has therefore established the following guidelines for the use of technology enhanced learning resources.

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<sup>1</sup> R. Burk, P. Lyons, A. Noriega, and D. Polovina (2013). The Impact of Multiple Learning Resources on Student Academic Performance. Toronto, ON: Higher Education Quality Council of Ontario.

Note: In establishing these Guidelines, the University acknowledges that it is the responsibility of instructors to determine what resources are most appropriate in supporting students' learning.

1. Instructors can utilize third-party technology enhanced learning resources and require students to use them in their courses. Such resources include, but are not limited to: web space, software, software based classroom response systems ('clickers')<sup>2</sup>, online simulations and applications (like homework management systems and adaptive learning applications).
2. Technology enhanced resources may be bundled with either an e-textbook or a physical book. When these resources are bundled, options must be provided to students to purchase the technology enhanced resources separately. For example, an access code to an online resource must also be available for purchase separate from an e-textbook or textbook.
3. Instructors may assign up to 35% of their students' overall grade in a course to assessment activities in third party technology enhanced learning resources. In exceptional circumstances the Dean of the Faculty can approve written requests for the use of these resources for mandatory assessments that have a value above 35% of the overall final grade in the course.
4. The maximum cost permitted per ½ credit course for third-party technology enhanced learning resources will be established by each Faculty in consultation with and following the approval of the Office of the Provost and Vice-President Academic. For the period covered by this policy, the following maximum costs have been established:

	Maximum amount per ½ credit course
Faculty of Arts and Social Sciences	\$75
Faculty of Engineering and Design	\$120
Faculty of Public Affairs	\$75
Faculty of Science	\$120
Sprott School of Business	\$120

In the circumstance where a course is cross listed between two Faculties, the maximum amount that can be applied for a resource will be determined by which faculty is teaching the course.

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<sup>2</sup> Physical/hardware-based class response devices are not governed by this policy. Instructors can require students to purchase physical clickers. As this policy does not apply to hardware-based clickers, the cost to purchase the device does NOT count towards the maximum cost allowance for the technology enhanced learning resources.

These amounts are prorated depending on the credit value of the course. For example, the maximum cost for a full credit course in the Faculty of Arts and Social Sciences is \$150. These maximum amounts include taxes and/or surcharges.

Instructors may request an exception to the maximum amount with the Dean of their Faculty. However, in the event an exception is given to the maximum cost, the instructor must provide students with a no cost alternative. This could be an alternative assignment, grading scheme, or no fee access to the required digital learning resource (i.e. access to the resource via a public computer at Carleton).

When a digital learning resource is an integral part of the course **and** it is not possible to teach the course without the resource(s), the maximum value set by the Faculty does not apply. Instructors can require that students purchase access to the digital learning resource(s). For example, students must purchase a software development environment for a course that teaches software development. This information must be communicated to the department chair and to students prior to course registration.

In all cases, instructors are **strongly encouraged** to consider the affordability of the resource(s) to students. Free, high quality resources increasingly exist for many disciplines.

5. When selecting a technology enhanced learning resource, instructors should ensure that the resource meets the requirements and guidelines of the Accessibility for Ontarians with Disabilities Act (AODA), specifically the accessibility standards for the areas of information and communication. For guidance or help on whether a technology enhanced resource is AODA compliant, contact [tls@carleton.ca](mailto:tls@carleton.ca)
6. Instructors must include in their course outlines the details, particularly costs and technical requirements, for the use of technology enhanced learning resources.
7. Wherever possible, students must be made aware of the requirement (and associated approximate costs) to use technology enhanced learning resources prior to registering for a particular course.
8. Instructors are encouraged to provide alternative methods of assessment to students in lieu of using fee-based technology enhanced learning resources to address concerns surrounding the affordability of the resource. This information should be provided in the course outline or shared via cuLearn.
9. Instructors must report their use of third-party fee-based technology enhanced learning resources and its associated costs to their department chair. The report must include the following: Course code, cost, resource name, and assessment weight (if applicable). Chairs/Directors will pass this information onto the Teaching and Learning Computing

Committee on a per term basis. The purpose of this reporting is to gather data that will help the University to review and revise this policy as necessary.

### **CARLETON UNIVERSITY'S POLICY ON MATERIAL LEARNING RESOURCES**

Material learning resources are those resources, which will remain the student's property after the course has concluded. The Ministry does not provide limitations on these resources, which are NOT governed by this policy. Examples include:

- Textbooks including physical and e-versions of textbooks
- Course Packs
- Lab Manuals
- Lab Equipment (goggles, lab coats, etc.)
- Physical/Hardware based classroom response systems (clickers)
- Art Supplies