

**Subject:** Circulation Policies: Teaching Resources Center

**Title:** Teaching Resources Center Collection Development Policy

**Departmental Guidelines - Date Adopted by the TRC:** March 2004

Based on the Curriculum Materials Center Collection Development Policy published by the American Library Association in 1993.

**Operational Policy - Date Adopted by the Library Services Faculty:** May 3, 2007

**Administrative Policy - Date Issued by Administration:**

## **I. Introduction**

- A. The mission of the Teaching Resources Center (TRC) is to facilitate teaching and learning initiatives by providing resources and services to educators at all levels.
- B. The goal of the Teaching Resources Center is to serve as a model resource center by:
  1. Developing and maintaining a birth through grade 12 collection
  2. Conducting reference and instruction
  3. Providing outreach to area schools and educators as well as supporting educators as well as with technology and equipment in the Enhancing Teachers Classroom (ETC) room
- C. Institutional Context
  1. The Teaching Resources Center collection development policy is aligned with the mission of Academic Library Services (ALS).
  2. Teaching Resources Center materials come in a variety of formats, which may be different from other academic and research library materials. These materials may also be acquired from different sources.
  3. The placement of the Teaching Resources Center materials allows staff to render specialized shelving, reference and circulation services.
- D. Supporting Documents
  1. The Teaching Resources Center supports the following statements from the American Library Association:
    - a. *Library Bill of Rights*

- b. *Intellectual Freedom Statement*
  - c. *Librarians' Code of Ethics*
  - d. *Freedom to Read Statement*
2. The TRC also endorses the National Council of Teachers of English Students' Right to Read.
  3. In the spirit of these documents, reasonable effort is made to locate materials elsewhere for patrons and to recommend additional sources of information when the needed resources are unavailable in the Teaching Resources Center Collection.

## **II. Audience**

- A. The service population of the Teaching Resources Center consists primarily of pre-service teachers, graduate students, education faculty, and area educators; however, the collection is available to the entire university community. Circulation policies vary according to the category of the user.
- B. To borrow materials from the Teaching Resources Center, individuals must satisfy the requirements for obtaining a Joyner Library borrower's card.

## **III. Scope of the Materials to be Collected**

### **A. Collection Guidelines**

1. Levels: Birth through secondary education
2. Subject:
  - a. Curriculum as stated in the *North Carolina Standard Course of Study* issued by the North Carolina Department of Public Instruction.
  - b. Enrichment and remedial materials for the listed curriculum.
  - c. Subjects not covered in the *North Carolina Standard Course of Study*, but taught in designated school districts.
  - d. Materials developed for a specific student population (i.e. English Language Learners (ELL), visually impaired, learning disabled).
  - e. Birth through kindergarten learning experiences.
3. Language: The primary language of materials in the collection is English; however, materials will be included which support the teaching of foreign languages, bilingual education and English Language Learning.

#### 4. Geographical Guidelines:

- a. Priority is given to materials issued or published by the North Carolina Department of Public Instruction and area school systems.
- b. Materials from other states and countries are selectively collected.

#### B. Specific Guidelines

##### 1. Print Materials

###### a. Textbooks

- i. Textbooks in all areas of the curriculum, grades K through 12, are selected.
- ii. All state adopted elementary and high school materials are comprehensively collected.
- iii. Textbook correlations are collected when available.
- iv. Preschool through grade 12 curriculum guides from state and national levels are available electronically.
- v. Print and electronic versions of the North Carolina Standard Course of Study are available.

###### b. Children's and young adult literature

- i. Books appropriate for preschool children through young adults are located in the collection.
- ii. Award winners, honor books and notable books are selectively collected.
- iii. A variety of literature (classics, beginning-to-read books, wordless picture books, poetry, folklore, historical fiction) is included.
- iv. In certain instances, duplication of materials is necessary.
- v. Nonfiction materials which support a typical school curriculum preschool through grade 12 will be included.
- vi. Children's reference materials, such as juvenile encyclopedias, dictionaries, thesauri, and almanacs, which would support a K-12 school curriculum, will be collected. Guides, manuals and non-print media on how to use these materials with children

will also be collected. Duplication of reference materials in the Joyner Reference Collection will be minimal.

- vii. Periodicals appropriate for birth through grade 12 are available electronically.
- viii. While the collection will have some test materials, the center does not collect them on a consistent basis. Testing materials are housed and controlled through the College of Education.
- ix. Professional materials such as: activity books, lesson plan books, bulletin board books and curriculum guides will be collected. Publications of the North Carolina Department of Public Instruction directly relating to curriculum development and instruction will be available in print or electronically.
- x. Ronnie Barnes African American Resource Collection
  - (a) Criteria:
    - (1) Award winning juvenile books.
      - (a) Coretta Scott King Award books.
      - (b) Caldecott Award books about African Americans or by African American authors or illustrators.
      - (c) Newbery Award books about African Americans or by African American authors.
      - (d) Juvenile biographies of African Americans.
    - (2) Outstanding and scholarly books written by and about African Americans will be highlighted in the collection on an annual rotating basis. At the end of each year, the scholarly materials will rotate out of the collection into the Joyner general stacks collection.
    - (3) Funding: This collection is maintained and developed based on an endowment fund given to Joyner Library by Ronnie Barnes.

## 2. Non-print Materials

- a. The TRC will collect a variety of non-print formats for inspection, demonstration, and utilization by pre-service and in-service educators. Emphasis will be placed on emerging formats. Some exceptional examples of traditional formats may be retained.
- b. Electronic resources for educational reference and research are available to educators. Electronic resources at Joyner Library are governed by the Electronic Resources Collection Development Policy.
- c. The TRC houses the video/DVD collection for Joyner Library. The selection of this collection is not managed by the TRC; however, the TRC requests videos/DVDs appropriate for birth through grade 12 to support the curriculum.
- d. The TRC recommends necessary equipment to support materials selected for the collection. Emphasis will be on emerging educational technologies.

#### **IV. Criteria for the Selection of Materials**

The TRC Curriculum Specialist is responsible for determining which materials will be added to the curriculum collection. Input from faculty, staff, students and community users is valued and encouraged in the selection process. Emphasis is placed on materials aligned with the North Carolina Standard Course of Study.

##### **A. Selection Criteria**

1. Intellectual content and presentation: The basic idea or content of the material and how it is presented will be considered.
  - a. Authority: Qualifications and abilities of the ones responsible for the creation of the work.
  - b. Appropriateness of content to users: Content will be presented at the user's interest and developmental level.
  - c. Scope: The overall purpose and depth of coverage of the material must meet the needs of the collection.
  - d. Accuracy of information: The facts and opinions of the material should be recognizable and unbiased.
  - e. Presentation: Information must be presented in a sequence that can be understood with ease.
  - f. Literary merit: The work must display literary value.

- g. Information availability: At times, the need for information on a given topic may overshadow other literary criteria.
  - h. Format: For materials dealing with rapidly changing subjects, less expensive formats may be considered.
  - i. Special features: Consideration will be given to materials with teacher's guides, maps, graphics, glossaries, indexes, bibliographies, web links, etc.
  - j. Value to the collection: The work will meet the needs and purpose of the collection.
  - k. Other: The materials will correlate with the North Carolina Standard Course of Study.
2. Physical Format: The content and format of materials will be compatible.
- a. Technical quality including photography, sound, filming technique, color, graphics, etc. will be of good quality and appropriate for the subject matter and audience.
  - b. Aesthetic quality will be considered in order to provide attractively packaged and aesthetically pleasing materials.
  - c. Safety and health considerations will be considered when selecting realia or tactile materials.
  - d. Other considerations to be reviewed include: potential number of simultaneous users/licensing, variety of purposes for using material, variety of formats for the same work, ease of use, storage, and maintenance, and equipment needed to utilize the material.

## B. Reviewing Sources

- 1. Selection will be made using a wide variety of evaluation sources. These resources will provide reputable, unbiased, professionally prepared evaluations of the materials being considered.
- 2. The following titles are examples of sources which may be consulted when locating reviews:
  - a. Professional Library Literature
    - i. Periodicals: *Booklist*, *School Library Journal*, *Horn Book*, *The Bulletin of the Center for Children's Books*, *MultiCultural Review* and *InfoTech*.

- ii. Books: *Elementary School Library Collection, Children's Catalog, Middle and Junior High School Catalog, Senior High School Library Catalog, A to Zoo, Core Collections for Young Adults* and *The Bookfinder*.
- iii. Electronic Resources: *Children's Literature Comprehensive Database (CLCD), Children's Catalog Online, and Books in Print*.

b. Professional Education Literature

- i. Periodicals: *Instructor, Learning, Teaching PreK-8, Childhood Education*.
- ii. Subject Area periodicals: *Computing Teacher, Science and Children, Language Arts, Social Education*.

c. Specialized lists published monthly or annually by professional organizations, which list titles considered as outstanding examples of subject areas.

- i. Library organizations: *Best Books for Children, Notable Books for Young Adults, Notable Films and Videos for Children, Fanfare*.
- ii. Educational organizations: *Teacher's Choice, Outstanding Science Trade Books for Children, and Notable Social Studies Books for Children*.

C. Requests from education faculty, staff, students and community users will be purchased based upon evaluation criteria and available funding.

## V. Gifts

- A. The Teaching Resources Center will accept gifts in accordance with Joyner Library's gifts policies and procedures.
- B. The Curriculum Specialist will receive gifts for the department.

## VI. Maintenance and Evaluation of the Collection

- A. Inventory will be conducted regularly to determine:
  - 1. Accuracy of information in materials
  - 2. Availability of materials
  - 3. Condition of materials

4. Accuracy of integrated library system records

B. Deselection will be an ongoing process to ensure that library materials are current, enticing and relevant to the collection.

1. Withdrawals will be necessary when materials are obsolete, in poor condition or no longer relevant to the mission of the Teaching Resources Center.

2. Criteria for materials to be removed from the collection will be based on:

a. Content

i. Is the information relevant?

ii. Is a newer edition available?

b. Physical condition

i. Can the material be repaired?

ii. Will the material be appealing after the repair?

iii. Is the material a candidate for the bindery?

iv. Is the material out of print?

c. Copyright dates

i. Suggested copyright markers to consider:

Dewey Classifications

000.....2-10 years

100.....5-10 years

200.....5-10 years

300.....5-10 years

400.....5-10 years

500.....5-10 years

600.....2-5 years

700.....5-10 years

800.....10 years

900.....2-10 years

Biographies ....10 years

Fiction .....Flexible

Reference .....Evaluate on individual basis

ii. Copyright markers will be used only as a guide in conjunction with other criteria.

d. Format: Is it outdated (e.g. video cassettes to DVDs)?

- e. Duplication: Are there multiple copies of a seldom used title?
- f. Number of circulations:
  - i. When was material last circulated?
  - ii. How many times has the material been circulated in the last 5 years?
- g. Research/literary value: If the answer to any of the below questions is “yes,” then consider not withdrawing the item.
  - i. Is the material an “on demand” title?
  - ii. Is the material a rare publication?
  - iii. Is the material a classic or award winner?
  - iv. Is the material on a current reading list (e.g. Accelerated Reader, Battle of the Books)?
  - v. Is the material out of print?
- 3. Materials which are physically damaged due to high usage will be replaced as quickly as possible.
- 4. Deselection of textbooks is based on the North Carolina State Adoption List.

### C. Evaluation

- 1. In order for the collection to maintain its usefulness it must be continually evaluated to determine whether it is responsive to changes in the education curriculum and the needs of the students, faculty and area educators.
- 2. Methods of evaluation to be used will include:
  - a. Annual statistical information concerning the circulation of materials by subject area and collection type.
  - b. Comparison of collection type holdings to standard lists, catalogs, and bibliographies (e.g. *Elementary School Library Collection, Only the Best*).
  - c. Collection mapping.

## VII. Resource Sharing

### A. Resources

1. No library collection will be able to meet the needs of every patron. The TRC staff will assist patrons in locating resources not available through the use of resource sharing.
2. The following resources are available for locating materials outside the TRC:
  - a. Interlibrary Services.
  - b. Access to the online public access catalog of Sheppard Memorial Library.
  - c. Access to the online public access catalogs of the North Carolina Community College Learning Resources Centers.
  - d. Access to the University of North Carolina Libraries online catalogs.

#### B. Networks

1. Joyner Library subscribes to a variety of electronic resources appropriate for educational research and reference.
2. A list of available electronic resources can be located on the Joyner Library web page.