

Joyner Library Procedure Manual

500.50

Subject: Collection Development Procedures

Title: Teaching Resources Center Collection Development Procedure

Operational Procedure – Date Adopted by the EHRA Assembly: May 3, 2007

Revised: May 7, 2020; March 2, 2023

Introduction

Mission: 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.

Objectives:

- The TRC supports the education curriculum of [East Carolina University](#), particularly the methods and practicum courses, and other children's and young adult literature courses taught at the institution.
- The TRC makes readily available for inspection, evaluation, and use, educational materials of the highest quality produced for use with children from birth through grade twelve.
- The department provides outreach and support to area schools and educators, including the equipment and technology in the [Ann Rhem Schwarzmans Production Center](#).
- Priority is given to materials that most directly support course work preparing students to meet requirements of education degrees and credentials.
- The TRC also provides patrons with materials relating to the teaching profession, for personal use, and for staff development.

Institutional Context:

- The TRC Collection Development Procedure is coordinated with Academic Library Services' (ALS) Collection Development Procedure and mission of service.
- Many curriculum materials come in a variety of formats that may be different from other academic library materials, and they may be acquired from different sources.

- Their placement in the TRC may allow staff to render specialized processing, shelving, reference, and circulation services.

Supporting Documents:

- As part of its philosophy of collection development, the TRC supports the following statements from the [American Library Association](#):
 - [Library Bill of Rights](#)
 - [First Amendment and Censorship](#)
 - [Code of Ethics](#)
 - [Freedom to Read Statement](#)
- The TRC also supports [The Student's Right to Read](#) statement from the [National Council of Teachers of English](#).
- In the spirit of these documents, reasonable efforts will be made to locate materials elsewhere for patrons and to recommend additional sources of information when the center's collection does not provide the needed resources.

Audience

The service population of the Teaching Resources Center is primarily students preparing to meet requirements of education degrees and credentials, ECU's [College of Education and Human Development and Family Services](#) faculty, and area educators. However, the collection is available to the entire university community.

Scope and Boundary

Collection Guidelines:

- Curricular Level and Subject Treatment:
 - The TRC collection contains media and resources appropriate for pre-school through secondary education.
 - Reading, language arts, spelling, handwriting, literature, foreign languages, music, science, health, mathematics, social studies, career education, special education, adult education, bilingual education, and multicultural education are examples of subject areas included in the collection.
- Languages: The primary language of material in the collection is English, although materials used to teach foreign languages or in bilingual/multicultural environments are also included.
- Chronology: Emphasis is on teaching materials of current significance, although some older items of historical or research value may be kept.

- Geographical Guidelines
 - Priority is given to materials issued or published by the [North Carolina Department of Public Instruction](#), used by ECU's College of Education and Human Development and Family Science Department, and school systems within the [Walter and Daisy Carson Latham Clinical Schools Network](#).
 - Materials from other regions, states, and countries may be selectively collected.
- Cultural Diversity:
 - Collection materials should reflect cultural diversity and promote respect and appreciation for specific cultures and the global community.

Collections:

- Textbooks: Textbooks currently adopted by the North Carolina Department of Public Instruction's [K-12 Standards, Curriculum, and Instruction Division](#) in all curricular subjects, grades kindergarten through twelve are found in this collection. Textbooks considered for adoption but not selected may be kept as supplementary textbooks for five years.
- Juvenile Literature:
 - Books appropriate for birth through young adult are in the collection
 - Award winners, honor books, and notable books are collected comprehensively.
 - Other examples of literature located in the collection include children's classics, beginning-to-read books, picture books, wordless picture books, graphic novels, mythology, modern fantasy, poetry, realistic fiction, historical fiction, and informational texts.
 - Factual works are also acquired, including biographies, autobiographies, and representative works in a variety of information areas.
 - Curricular focuses of schools within the Walter and Daisy Carson Latham Clinical Schools Network are supported.
- Big Books: Enlarged versions of easy fiction and nonfiction are included. These books are educational tools often used to instruct groups of emergent readers.
- Guided Readers: Guided Readers are leveled from A-Z and based on the child's reading ability. These books come in sets of six and are most used in guided reading lessons.
- TRC Special Collection: Curriculum books that are out of print, of value, or signed by the author or illustrator are housed in this collection.
- Professional Collection:
 - This collection contains teaching materials and other valuable resources for birth-12 educators. Examples include classroom activities, books which teach

- students how to write behavioral objectives and prepare lesson plans, sources about children's and young adult literature, and instructional methods books.
- Books about educational research, theory, or history are not located in the TRC, but in Joyner Library's general collection.
 - Non-print Materials: The TRC collects materials in a variety of non-print formats with emphasis placed on emerging formats. Some exceptional examples of traditional formats may be retained. Current materials include:
 - Teaching Aids: The tactile objects in the Teaching Aids Collection are used by educators to reinforce learning and teach new skills. These objects are often referred to as manipulatives.
 - Electronic resources for books and journals are available to ECU students, faculty, and staff. Electronic resources are governed by Joyner Library's [Electronic Resources Collection Development Procedure](#).
 - Educational technology: New and emerging educational technology tools suitable for birth-12 instruction are included in the collection. Items in the collection include, but are not limited to tablets, small programmable robots, augmented and virtual reality tools, simple circuitry kits, and digital platforms or apps.

Selection Criteria

General Criteria:

- The potential use of materials is considered on both a current and long-term basis.
- Materials that are potentially useful in several subjects and grades have priority over materials for which a low or specialized use is expected.
- Materials have received favorable reviews in the professional literature of a given subject field or in a standard review source.
- Instructional materials of lesser quality are also useful in the collection as examples of what not to incorporate in a teaching strategy.

Specific Criteria:

- Cost: The price of the material relative to the budget and other available material is reasonable.
- Curriculum correlation: The material is useful in meeting curricular objectives.
- Technical quality: For all media, the relevant technical characteristics such as printing, production, manufacturing, construction, format, and presentation is good quality.
- Collection weakness: Consideration is given to how material fills the needs of the patron in an area of the collection evaluated as weak.
- Authoritativeness:
 - The reputation and significance of the author, artist, composer, or editor.
 - The reputation of the publisher, producer, or manufacturer.
 - Subject competence and qualification of the author(s) and/or illustrator(s).
- Academic level: The content is at the level appropriate for the intended learners.

- Educational soundness and recency: The material is timely in relation to current trends in education. The date of publication and permanence of the item is considered.
- Organization: Facts and concepts are organized in a clear fashion.
- Learning and teaching styles: The materials represent a variety of learning and teaching styles.
- Accuracy of information: Facts are distinguishable from opinions and accurately presented.
- Literary values: Literary materials foster appreciation of literature and aesthetic values.
- Creativity: The material encourages self-instruction and provides a stimulus to creativity.
- Diversity: The materials reflect our diverse society including but not limited to representation of different races, genders, ages, ethnicities, cultures, national origins, abilities, religions, sexual orientations, gender identities, veteran statuses, and socio-economic statuses, as well as the problems, aspirations, attitudes, and ideals of our society.
- Controversy: Material is evaluated as to how it deals with controversial issues and whether there is evidence of bias. Materials that provide opposing sides of controversial issues may help develop the user's critical reading, listening, viewing and thinking skills.
- Efficacy: Materials are selected because of the content and the value of the entire work, and their success in achieving their intended results.

Selection Processes

Examination of the Item:

- The collection development librarian should make every effort to examine firsthand the item under consideration. For items from new, small, nontraditional publishers, exceptions may be made.
- Sales representatives may visit the collection development librarian with copies of their materials.
- Materials can be examined at conferences, workshops, review centers, and in other libraries.
- Publishers may supply items on an approval basis.

Consultation of Selection Sources:

- The collection development librarian will seek critical reviews and evaluations to support a selection decision and not rely completely on producers' or authors' statements.
- There are two types of selection sources:
 - Selection tools: Non-evaluative lists of bibliographic information used to identify titles of instructional materials.
 - Review sources: Repositories of reputable and professional discussions that may provide background information, varying points of view, critiques, and suggestions for use within the classroom for the item in question.

- Consider the scope of the selection source:
 - What is the selection policy for inclusion? Is only recommended material included?
 - What types or formats of material are included?
 - What is the frequency of publication and the speed with which current reviews appear?
 - What is the scope of the guide and how much information is given for each item?
 - How is the information arranged?
 - What is the authority of the contributors to the selection source?
- Requests from education faculty, staff, students and area educators will be purchased based upon evaluation criteria and available funding.
- Duplicate copies of materials will be purchased when appropriate.

Collection Maintenance and Evaluation

Deselection:

- Deselection is the removal of materials from the TRC collection.
- Its primary benefit is the removal of materials that have become obsolete, are in poor condition, or are no longer relevant to the goals and objectives of the TRC collection and services.
- Depending on the purpose, criteria which may be followed include:
 - Poor physical condition:
 - Heavily damaged
 - Badly worn
 - Torn, scratched or broken
 - Deteriorating
 - Poor content:
 - Badly written, illustrated or performed
 - Outdated information
 - Superseded knowledge
 - Inaccurate information
 - Outdated medium
 - Duplicate copy
- Deselection is a task which is conducted on a regular basis.
- Professionally trained and experienced librarians are involved in any deselection project.
- Faculty and student involvement will be sought when necessary.

Replacement:

- Consideration may be given to replacing items lost from the collection, as identified by inventory, patron requests, or otherwise.
- Items in poor physical condition may also warrant replacement.

- Criteria which may be followed include:
 - Level of circulation or usage in the TRC
 - Age
 - Pending release of a newer or revised edition
 - Relevance to the current curriculum of the institution

Gifts:

- Joyner Library has an overall gift procedure regarding the acceptance, rejection, and handling of gifts.
- The TRC may also establish its own gift procedure, compatible with those of Joyner Library.

Collection Evaluation:

- All collections are evaluated periodically.
- Collection development procedures will be regularly reviewed.
- Regular evaluation of the collection and collection development procedure will position the TRC to satisfactorily respond to changes in curriculum and education trends.

*Based on the [Curriculum Materials Center Collection Development Policy](#) (2nd ed.)
Education and Behavioral Sciences Section, Association of College and Research Libraries, American
Library Association, September 2006*