

Collection Development Policy Curriculum and Juvenile Collections Booth Library

I. Introduction

Objectives

1. The Curriculum Materials Center (CMC) of Booth Library supports the education curriculum of Eastern Illinois University, particularly the methods and practicum courses, and those children's and young adult literature courses taught at EIU.
2. The CMC makes readily available for inspection, evaluation and use, current educational materials of the highest quality produced for use with children from early childhood through grade twelve.
3. Priority is given to materials that most directly support course work preparing students to meet requirements of education degrees and credentials.

A. Institutional Context

1. The CMC collection development policy is coordinated with the Collection Development Policy for Library Services at Eastern Illinois University.
2. Curriculum materials come in a variety of formats that may be different from other research and academic library materials, and they may be acquired from different sources.
3. Their placement in a CMC may allow staff to give specialized processing, shelving, reference, and circulation services.

II. Clientele

A. Categories

1. Campus-based patrons:
 - a. Education students, both graduate and undergraduate
 - b. Non-education students, both graduate and undergraduate
 - c. Full and part-time faculty and staff in all academic departments
2. Consortium patrons: patrons who do not fall into the above categories, such as interlibrary loan borrowers, walk-in members of Lincoln Trails Library System or ILCSO, etc.
3. Other library card patrons:
 - a. Local school teachers who do not fall within the above categories
 - b. Members of the general public with an interest in the collection. Exclusions

Although the CMC contains material suitable for children, it is part of an institution of higher education and, as such, is to be used by adults. Children using the collection should be accompanied by an adult.

III. Scope and Boundary

A. Collection Guidelines

1. Curricular level and subject treatment
 - a. The CMC collection contains media and resources appropriate for early childhood through secondary education.

- b. College level textbooks are not collected.
 - c. Reading, language arts, spelling, handwriting, literature, foreign languages, music, science, family and consumer science, health, mathematics, social studies, music, art, physical education, business, career education, special education, and multicultural education are subject areas included in the collection.
2. Languages: the primary language of material in the collection is English, although materials used to teach foreign languages or in multicultural environments are also included.
 3. Chronology: emphasis is on teaching materials of current significance, although some older items of historical or research value may be kept (e.g. materials showing examples of stereotypes of ageism, sexism, racism, etc.).
 4. Geographical Guidelines: educational methods and approaches used in the United States are emphasized in the CMC collection. Items with an Illinois focus will also be emphasized.
 5. Cultural Diversity: collection materials should reflect cultural diversity and promote respect and appreciation for specific cultures and the global community.

B. Collection Formats

1. Textbooks
 - a. Textbooks in all curricular subjects, grades kindergarten through twelve, may be selected. Priority of purchase will be as follows: Teacher's editions, Pupil editions, Supplementary material.
 - b. Emphasis in the textbook collection is on materials published within the last ten years. Textbooks which are ten years old shall be withdrawn annually unless their content is specialized and of current or historical value.
2. Curriculum guides: Illinois curriculum guides for subjects taught in kindergarten through twelfth grade are collected. The *Kraus Curriculum Development Library* provides current curriculum guides on microfiche and CD-ROM from all areas of North America.
3. Juvenile literature
 - a. Books appropriate for the preschool child through young adult are included in the collection.
 - b. Award winners and honor books
 - (1) Newbery and Caldecott winners and honor books. Generally, two copies will be ordered of these titles.
 - (2) Notable Children's Books (ALA)
 - (3) Rebecca Caudill Honor books. These are books selected annually by the Illinois Library Association for books by Illinois authors or illustrators or which have other Illinois connections.
 - (4) Coretta Scott King winners and honor books. These books represent the best in multicultural literature for children.
 - (5) Best Books for Young Adults (ALA; published in April *Booklist*)
 - (6) Mildred L. Batchelder award given annually to the best children's book published originally in a foreign language, translated and published in the United States.
 - c. Other examples of literature including children's classics, beginning-to-read books, picture books, big books, wordless picture books, folk literature, mythology, modern fantasy, poetry, realistic and historical fiction.
 - d. Books with an Illinois emphasis.
 - e. Historical (limited retrospective collection of those titles significant to the study of the history of children's books).

- f. Factual works including but not limited to history, science, and biographies.
 - g. Controversial books. These will be collected purposefully so that student teachers will have an opportunity to read and assess them.
 - h. Transitional books for young adults.
 - i. Books that reflect trends. (e.g. AIDS, divorce, alternative lifestyles, single parent homes, etc.)
 - j. Selecting for the Juvenile Collection will be shared by the responsible subject librarian and those faculty members regularly teaching courses in children's literature.
4. Professional literature
 - a. A core collection that supports other materials in the CMC collection may be acquired, or may be part of the library's general education collection.
 - b. Examples of professional literature include:
 - (1) Idea and activity books
 - (2) Sources about children's and young adult literature
 - (3) Selected teaching methods books
 - (4) Books that teach students to write behavioral objectives and prepare lesson plans.
 - c. Books about educational research, theory, or history are not located in the CMC, but in EIU's general education collection.
 5. Reference collection
 - a. A small collection of reference works will be part of the CMC collection.
 - b. Examples of these works include children's encyclopedias, thesauri, almanacs, and dictionaries; children's atlases; biographical indexes; indexes to electronic software; electronic versions of these resources.
 6. Journals

A very selective collection of journals will be a part of the CMC collection. Journals not duplicated elsewhere in the library that review children's literature, educational software, and provide articles about innovative teaching methods and activities are purchased as well as exemplary children's magazines.
 7. Non-print materials
 - a. Audiovisual materials may be acquired for demonstration purposes and to provide resources that students use in lesson preparation.
 - b. Examples of non-print materials include
 - (1) Charts and pictures
 - (2) Sound recordings
 - (3) Multimedia kits
 - (4) Video cassettes
 - (5) Simulation games
 - (6) Models and *realia*
 - (7) Toys (educational and adapted for use with special education)
 - (8) Puppets
 - (9) Bulletin board sets
 - (10) Card Sets
 - (11) Flannel board visuals
 - (12) Flash cards
 - (13) Globes
 - (14) Maps
 - (15) Puzzles
 - c. A representative collection of exemplary computer software used in early childhood through twelfth grade educational settings may be acquired.

- d. Inclusion of new and emerging instructional technologies that impact upon educational practices may be incorporated into the CMC when appropriate.
- 8. Vertical File
 - a. Pamphlet materials may be collected for instructional purposes to be used by teachers and students when developing unit/lesson plans (e.g. a pamphlet on Native Americans) or professional development (e.g. a pamphlet on tips for creating bulletin boards)
 - b. Publisher's catalogs: catalogs from education publishers and distributors which are informative for faculty and students may be collected selectively.
- 9. Tests

At present, the test collection consists primarily of *Tests in Microfiche* published by the Educational Testing Service. These tests are not available commercially. Examples of standardized tests are held by the Psychology department.
- C. Collection Intensity**

Materials in the CMC collection will be acquired at the instructional or study level; that is, to meet the needs primarily of undergraduate pre-service teachers and secondarily the needs of graduate students in education and faculty members.

IV. Criteria for Selection

A. Intellectual Content and Presentation

1. Authority: Qualifications and abilities of the people responsible for the creation of the work
2. Accuracy of Information: Facts and opinions should be recognizable and impartially presented
3. Presentation: Style of presentation should be appropriate for the subject matter
4. Literary merit: should apply to nonfiction as well as fiction
5. Information availability: The need for materials in particular subject areas may at times overshadow other literary criteria
6. Format: Less expensive formats will be preferable to more expensive formats for materials dealing with rapidly changing subjects.
7. Scope: The overall purpose and depth of coverage.
8. Multi-ethnic/cultural: The material should reflect our society of multiple ethnic, racial, religious, social, and sexual characteristics. It should also represent a variety of economic and geographic orientations.

B. Physical Format: Compatibility of content and format

1. Technical Quality: should be of good quality and appropriate for the subject matter and audience.
2. Aesthetic Quality: should be attractively packaged and aesthetically pleasing.
3. Safety and health considerations: Of particular importance when selecting *realia* or tactile materials.
4. Other considerations:
 - a. Potential number of simultaneous users
 - b. Variety of purposes for using the material
 - c. Ease of use, storage, and maintenance
 - d. Equipment needed to utilize the media

C. Reviewing Sources

1. When it is not possible to evaluate materials personally, the subject librarian responsible for the CMC collection will select materials using a wide variety of evaluation sources that provide reputable, unbiased, and professionally prepared evaluations.

2. Examples of sources to be consulted when locating reviews include:
 - a. Professional Library Literature
 - (1) Periodicals: *Booklist*, *School Library Journal*, *Horn Book*, *Bulletin for the Center for Children's Books*, *VOYA*, *Curriculum Review*
 - (2) Books: *Children's Catalog*, *Senior High School Library Catalog*
 - b. Professional Education Literature
 - (1) General Periodicals: *Instructor*, *Learning*, *Teaching Pre-K-9*.
 - (2) Subject Area Periodicals: *Mathematics Teacher*, *Language Arts*, *Science Teacher*.
 - c. Specialized Lists: These are lists published monthly or annually by professional organizations that list titles considered outstanding examples for their subject area.
 - (1) Library Organizations: *Best Books for Children*, *Notable Books for Young Adults*, *Notable Films and Videos for Children*.
 - (2) Educational Organizations: *Teacher's Choices*, *Outstanding Science Trade Books for Children*, *Notable Social Studies Books for Children*.

D. Requests

Every effort will be made to purchase materials requested by Education faculty. Requests from students and staff will be evaluated either personally or by using reviewing sources.

V. Collection Maintenance and Evaluation

A. Weeding

1. Weeding is the removal of materials from the CMC collection for discard of materials that have become obsolete, are in poor condition, or are no longer relevant to the CMC and its services. Because the CMC collection contains primarily materials of current use in early childhood through secondary education, weeding of those materials must occur on a regular basis.
2. Criteria which may be followed in weeding the collection include:
 - a. Poor physical condition
 - (1) heavily damaged
 - (2) badly worn
 - (3) torn, scratched or broken
 - (4) deteriorating
 - b. Poor content
 - (1) Badly written, illustrated, or performed
 - (2) Outdated information
 - (3) Superseded knowledge
 - (4) Inaccurate information
 - c. Outdated medium
 - d. Duplicate copies of little used and older titles
3. Education teaching faculty involvement will be sought when weeding for discard.

B. Replacement

1. Consideration may be given to replacing items lost from the collection, patron requests, or otherwise.
2. Items in poor physical condition may also warrant replacement if they are not good candidates for rebinding.
3. Criteria for determination of replacement versus withdrawal of an item are:

- a. Level of circulation or usage in the CMC
- b. Age
- c. Pending release of a newer or revised edition
- d. Relevance to the current curriculum of the university.

C. Gifts

- 1. Booth Library's gift policy is in effect for the CMC with the following additions:
 - a. Materials with multiple components will be accepted only if complete.
 - b. Older materials will be accepted only if they support the education program in such areas as research into the development and evolution of curriculum materials.

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