

Collection Development Policy of the IUSB Learning Resource Center

I. Introduction

A. Purpose

Located within the education building, the Learning Resource Center (LRC) provides specialized resources and services for the Indiana University South Bend campus community. As a specialized unit of the Franklin D. Schurz Library and the Indiana University Library system, the Learning Resource Center also serves as a fundamental information provider for the Michiana education community. As the parent organization to the LRC, the Schurz Library provides guidance and support in the collection development and maintenance of each unit in terms of its mission. While the Schurz Library collects academic materials to support the Division of Education students and Faculty, the LRC collects materials to support K-12 curricula.

The purpose of the LRC Library is to provide access to contemporary educational resources that support education course in the Division of Education, contribute to research in education theory in curriculum design and assessment, and foster innovation and change in the field of education. The LRC strives to provide a wide variety of high quality instructional materials for inspection, evaluation, and utilization in the implementation of instructional plans. The materials are appropriate for use with children from pre-school through grade twelve. The collection reflects cultural diversity and promotes respect and appreciation for specific cultures and the global community. Reference, information services and media production instruction integrated with the relevant university courses are provided. In the media production area the LRC provides assistance to students, faculty, staff and other in producing curriculum related materials

B. Clientele

1. Primary users of the Learning Resource Center consist of: education students, graduate and undergraduate; education faculty; and local area educators.
2. Secondary users consist of: non-education students, graduate and undergraduate; faculty and staff from all academic departments located on the IUSB campus; members of the general public and interlibrary loan borrowers.
3. Information will be provided to all patrons, excluding actual loan, whether or not a person has a borrower's card. All users have access to all LRC materials and services
4. Although the LRC contains materials suitable for children, it is a part of an academic library, and as such is intended for the use by college students, teachers and faculty. Children must be accompanied by an adult.

C. Intellectual Freedom, Censorship, and Copyright

The Learning Resource Center accepts and adheres to the principles of intellectual freedom endorsed by the American Library Association. The LRC also complies with all laws governing copyright.

II. General Collection Management and Development Policies

A. Scope and Boundary

1. *Curricular level and subject treatment:*
 - i. The LRC collection contains media and resources appropriate for preschool through secondary education.
 - ii. College level textbooks are not collected.
 - iii. Reading, language arts, music, science, health, mathematics, special education, early childhood, social studies, multicultural education, English as a second language, and teacher resources are subject areas included in the collection.
2. *Language:* 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:* The emphasis of the collection is on teaching materials of current significance, although some older items of historical or research value may be kept.
4. *Geographical Guidelines:*
 - i. Educational methods and approaches used in the U.S. are emphasized in the LRC collection
 - ii. The LRC supervisor/librarian may consider selecting material issued or published by the state education agency and area school systems.
 - iii. Material from other states and countries may be selectively collected.
5. *Cultural Diversity:* Materials should reflect cultural diversity and promote respect and appreciation for t specific cultures.

B. Content

The Learning Resource Center collection includes:

1. *Textbooks:* Textbooks are collected in all curricular subjects for grades K-12. Emphasis in the textbook collection is on materials published within the last five years. Texts adopted by local schools may be acquired comprehensively, while other exemplary texts are collected selectively.
2. *Children's books:* Most juvenile materials are housed in the Schurz Library general collections. The LRC collections consist primarily of

literature that accompanies curriculum sets and classroom sets, which are appropriate for preschool through middle school. These curriculum materials come in a variety of formats such as “big Books,” and books with cassettes.

3. *Reference collection:* The LRC considers editions of reference sources which are related to the Center’s focus and not duplicated elsewhere. Electronic versions of these resources, such as indexes on CD-ROM and multi media encyclopedias, may be selected, as they become available.
4. *Professional literature:* The LRC maintains a collection of resources which support other materials in the LRC collection. These materials may be located in the LRC, or may be part of the Schurz Library general education collection. Examples include: sources about children’s and young adult literature; selected teaching methods books; and books which teach students how to write behavioral objectives and prepare lesson plans.
5. *Journals:* The LRC maintains a collection of journals which support the school curriculum and the teaching of children’s literature. Journal titles do not duplicate those found in the Schurz Library general periodical collection. The content of these journals is hands-on, ready to use lessons and activities which can be directly used by students.
6. *Teacher resource materials:* The LRC purchases hands-on materials, idea books, activity books, lesson plan books, and thematic units. The Center does not purchase consumable materials.
7. *Vertical files:*
 - i. *Instructional:* This collection contains black line pictures, pamphlets, flyers and newsletters which are used by students in developing instructional materials and units.
 - ii. *Professional:* This collection contains education catalogs, which aid in acquisition of materials for librarians and faculty, which provide information for students.
8. *Non-print materials:* Non-print materials collected by the LRC include: filmstrips, cassettes, transparencies, laser discs, study prints, games, relia, multimedia kids, videos and manipulative. Preference is given to formats which are compatible with currently owned equipment. The Center collects a variety of non-print formats for evaluation, demonstration, and utilization by pre-service and in-service educators.
9. *Educational software:* A representative collection of exemplary computer software used in preschool through twelfth grade educational settings is part of the LRC collection. This collection consists of a variety of education applications used in school settings. Theses application include computer assisted instruction and computer managed instruction. The purchase of educational software is determined by its compatibility with hardware generally used in the Division of Education at the IUSB Library/LRC.

III. Criteria for the Selection of Materials

A. Introduction

The LRC supervisor is responsible for the selection of materials to be included in the Center. However, input from other professionals, such as the education faculty and librarians involved in areas related to the mission of the LRC, will be encouraged. Reasons for selecting a specific item will be based on evaluation of the item and its relationship to the LRC collection and the materials need for method courses being taught in by the Division of Education.

B. Selection Criteria

1. Intellectual content and presentation:

- i. *Authority:* Authority includes the qualifications and abilities of the people responsible for the creation of the work.
- ii. *Appropriateness of content to users:* Content should be presented at the user's interest and developmental level.
- iii. *Scope:* Scope is the overall purpose of the material and the depth of coverage. The scope should meet the needs of the collection. The material should fulfill its purpose.
- iv. *Accuracy:* Information should be accurate and opinions should be recognizable as such.
- v. *Presentation:* The style of presentation should be appropriate for the subject matter and intended use. The sequence and development of content should facilitate understanding.
- vi. *Literary merit:* Text should be clear and well written.
- vii. *Availability:* The need for materials on a particular topic may at times overshadow other literary criteria.
- viii. *Special features:* The merits of teacher's guides, maps, graphics, glossaries, indexes, bibliographies and other special features are considered.
- ix. *Value to collection:* The material should meet the need of the programs and users.
- x. *Correlation with Indiana State Curriculum:*
- xi. *Versatility:* Preference is given to items that serve a variety of needs.

2. Physical format:

- i. *Technical quality:* Photography, sound, filming techniques, color, and graphics should be of good quality and appropriate for the subject matter and audience.
- ii. *Safety and health considerations:* Safety issues are of particular importance when selecting realia or tactile materials.
- iii. *Multiple formats:* The LRC will consider multiple formats of material available in the collection or the Schurz Library if the format has sufficient added value to justify the purchase.
- iv. *Potential number of simultaneous users*

- v. *Ease of use, storage and maintenance*
- vi. *Equipment needed to utilize the media:*
 - 1. Ease of use, maintenance, and service.
 - 2. Reliability of performance.
 - 3. Compatibility with other equipment.
- vii. *Size:* Space considerations, shelving, and room size limit the collection
- viii. *Cost*
- ix. *Durability*
- x. *Format:* Less expensive formats may be preferable to more expensive formats for materials dealing with rapidly changing subjects because replacements can be obtained more economically.