

## **Educational Resource Center**

### **Media Materials Collection Development Policy**

#### **I. Purpose**

The following policy has been formulated to provide consistent standards for developing and maintaining media materials selected for inclusion in the various special collections located in the Educational Resource Center (ERC). The only materials not subject to the provisions delineated in this policy are audiobooks, motion media and electronic resources. A separate collection development policy has been written for each of these media formats.

#### **II. Mission**

The inclusion of media materials in library collections located in the ERC is to support the education program curriculum. With a primary focus on teacher certification and training, materials are provided to afford students the opportunity to identify, select, evaluate, and use a variety of media resources in the development of pre-kindergarten, elementary, and secondary curricula. For some ERC collections, such as the Educational Toy and Puppet and the Audiobooks collections, it is also the intent, albeit of secondary importance, to support the general education curriculum by selecting appropriate materials that provide graphical displays or oral presentations of written material designed to improve comprehension.

#### **III. Management Responsibility**

Recommendations for the purchase of media materials for the ERC collections are solicited and accepted from faculty, students, and staff, with the selection of materials performed by the Education Librarian.

#### **IV. Objectives**

To fulfill the library's mission the ERC plans to make available, within financial and other limitations, the media resources required to meet these three objectives:

1. Provide a variety of media materials addressing the educational needs of pre-kindergarten -12 students in support of the teacher education program curriculum.
2. Provide a variety of media materials addressing the educational needs of pre-kindergarten-12 students with emotional/behavior disorders, learning disabilities, or developmental cognitive disabilities, in addition to providing educational media materials developed for pre-K-12 gifted and talented students in support of the teacher education special populations program curriculum.

3. Provide minimal media resources of a general nature, for academic and/or recreational use, developed for an intended audience other than pre-kindergarten -12 students.

## V. Duplication

1. In general, the same criteria will be used for purchasing duplicate media materials as for the general collection.

2. Variant formats will not be considered duplicate copies.

## VI. Definitions

A caveat must be provided before proceeding to define the various types of media selected for inclusion in the ERC collections. Discussing “audiovisual,” “nonprint,” or “nonbook” materials often entails a degree of ambiguity given the regularity with which the terms are used interchangeably without acknowledging their different meanings. “Audiovisual” materials generally refer to a wide range of materials incorporating sound and/or visual media components. “Nonprint” and “nonbook” are terms embracing a fairly nondescript definition emphasizing the distinction of what the materials are not, rather than what they are. The term media encompasses a much broader spectrum of materials and is recognized as representing audiovisual materials, as well as an entire range of materials including print (e.g., posters, big books, etc.). It is the broader term of “media” that will be used to collectively refer to various types and/or formats of materials selected for the ERC collections.

Consulting the *Anglo-American Cataloguing Rules*, second edition, 1998 revision, as well as other appropriate sources, definitions were extracted as a means to identify the range of media materials referred to in this collection development policy. Please note this list of media is neither exhaustive nor comprehensive, but a representative sampling of the types and/or formats of materials selected for the ERC collections. See Appendix A for this representative list of media and the corresponding definition for each type/format of materials.

## VII. Scope of ERC Special Collections

### 1. Big Book Collection

Materials selected for this collection include oversized editions of children’s picture books.

### 2. Educational Toy and Puppet Collection

Items selected for this collection include teaching supplementary materials that support the pre-K-12 teacher education program. In this collection the types of materials to be selected include, but are by no means limited to educational board games, educational

toys, puppets, anatomical models, manipulatives, carpet squares, flash cards, puzzles, kits, cloth activity wall hangings, and realia.

### 3. Poster Collection

Materials selected for this collection include posters illustrating educational concepts commonly associated with the basic disciplinary areas of pre-K-12 curriculum.

## VIII. Selection Criteria

1. In general, the same selection criteria will apply to media materials as to other parts of the library collection.

2. In addition, a number of criteria addressing the quality of the production and appropriateness of the format are applied to the selection of media materials.

(a) Durability of the physical item

(b) Visual and/or audio quality of the item

(c) Commercial availability of equipment required for hearing and/or viewing the audiovisual material

(d) Likelihood that the audiovisual technology will be long-lasting

(e) Appropriateness of the format as it relates to the intellectual content of the title

(f) Currency of the information

(g) Language of the material

(h) Cost and projected availability of funds

(i) Audience for whom the material is written/produced

(j) Significance and reputation of the author/producer

(k) Reputation of the publisher/producer

(l) Inclusion of the title in standard bibliographies and indexes

## IX. Collection Maintenance and Preservation

1. In general, the criteria for mending/repairing and replacing of media materials will be the same as for the general collection.

## 2. Weeding

- a. In general, the criteria for weeding of media materials will be the same as for the general collection.
- b. In addition, the following criteria may be used:
  1. Media materials that are in an obsolete format
  2. Audiovisual formats that require obsolete equipment to listen and/or view the material

### **Appendix A—Definitions of media types/formats**

Accompanying material—material issued with, and intended to be used with, the item being cataloged.

Activity card—a card printed with words, numerals, and/or pictures to be used by an individual or a group as a basis for performing a specific activity. Usually issued in sets.

Art reproduction—a mechanically reproduced copy of a work of art, generally as one of a commercial edition.

Diaorama—a three-dimensional representation of a scene created by placing objects, figures, etc., in front of a two-dimensional painted background.

Filmstrip—a length of film containing a succession of images intended for projection one at a time, with or without recorded sound.

Flash card—a card or other opaque material printed with words, numerals, or pictures and designed for rapid display.

Game—an item or set of materials designed for play according to prescribed or implicit rules and intended for recreation or instruction.

Kit—an item containing two or more categories of material, no one of which is identifiable as the predominant constituent of the item; also designated “multimedia item.”

Manipulative—a type of learning material used to help students understand abstract ideas by using concrete objects. An abacus is an example of a math manipulative.

Model—a three-dimensional representation of a real object reproduced in the original size or to scale.

Multimedia item—an item containing two or more categories of material, no one of which is identifiable as the predominant constituent of the item; also designated “kit.”

Picture—a two-dimensional visual representation of an object accessible to the naked eye and generally on an opaque backing.

Realia—an artifact or naturally occurring entity, as opposed to a replica.

Slide—transparent material on which there is a two-dimensional image, usually held in a mount, and designed for use in a projector or viewer.

Sound recording—a recording on which sound vibrations have been registered by mechanical or electrical means so that the sound may be reproduced.

Transparency—a sheet of transparent material bearing an image and designed for use with an overhead projector or a light box.

Toy—an object designed for imaginative play or one from which to derive amusement.

### **References**

Joint Steering Committee for Revision of AACR. Anglo-American Cataloguing Rules, 2nd ed., 2002 revision. Chicago, IL: American Library Association, 2002.

McCain, Mary Maude and Martha Merrill. Dictionary for School Library Media Specialists: A Practical and Comprehensive Guide. Englewood, CO: Libraries Unlimited, Inc., 2001.