

# Guidelines for Curriculum Materials Centers

Approved by ACRL and ALA, January 2003

Revised July 2008 and July 2017

## INTRODUCTION

Curriculum materials centers (CMCs) are essential to the instructional and research needs of students and faculty in programs preparing educators for preschool through 12th grade (P-12) schools. These guidelines describe essential elements of administration, services, collections, and access for curriculum materials centers in all university and college settings.

These guidelines are intended for administrators at all levels of post-secondary education, particularly education deans or department chairs; library deans or directors; librarians responsible for curriculum materials centers; and accrediting and licensure agencies.

## ABOUT THE GUIDELINES

Curriculum materials centers have been present in libraries and in departments, schools, or colleges of education as resources to support educators since the early part of the twentieth century. Calls for standards for CMCs have been made almost from those beginnings. Since these centers have developed from a variety of origins and may serve many different groups and needs, providing guidelines for such centers has been a challenge.

In 1999, the Education and Behavioral Sciences Section of the Association of College & Research Libraries (ACRL) suggested the formation of an ad hoc committee to develop standards or

## TERMS USED

1. **Curriculum materials** are educational resources that provide curriculum and instructional experiences for preschool through 12th grade (P-12) students. These materials are used by educators to develop curricula and lesson plans and may also be used in actual instructional situations with P-12 students. These materials also provide information for those conducting research.
2. **Curriculum materials center (CMC)** refers to a physical location of a curriculum materials collection. Curriculum materials centers are often housed in a main campus library, a branch library building, or in an academic building housing the campus education academic programs. Curriculum materials centers (CMCs) may also be referred to as curriculum labs, instructional materials labs, instructional materials centers, etc. Curriculum materials centers will be the official name used in this document.
3. **CMC users** are education students and faculty, and may also include P-12 educators, other students, and community members as defined by the CMC's mission.
4. **Director** refers to the librarian who has primary responsibility for the CMC, including its facilities, administration, collection, personnel, and services.

## ADMINISTRATION

### Mission/Goals

The CMC should have a written mission statement with articulated goals that reflect these guidelines and accreditation standards. This mission statement should be posted prominently on the CMC website.

1. **COLLABORATION:** The mission statement, goal setting, and planning should be jointly developed by the CMC director, CMC librarians and staff, an administrator from the unit to which the CMC administratively reports, and faculty representatives from the college or department of education.
2. **REVIEW:** The mission statement and goals should be regularly reviewed and updated as needed.
3. **COMPLIANCE:** Goal setting should follow the *Guidelines for Curriculum Materials Centers* and appropriate accreditation standards.
4. **ALIGNMENT:** Values and vision statements should be created to reflect the institutional vision statement and strategic plan.
5. **ASSESSMENT:** The values and vision statement, mission statement, and goals should be assessed on a regular and ongoing basis.

### Budget

The CMC should have a budget that adequately supports its mission, the institution's education curricula, and the research needs of education faculty/students, CMC personnel, practicing educators, and members of the community.

1. **FUNDING RESPONSIBILITY:** The CMC director and the administrator(s) responsible for budgeting for the unit to which the CMC administratively reports should jointly plan the CMC budget.
2. **FUNDING LEVEL:** The CMC budget should be adequate to ensure compliance with state department of education and other accrediting bodies' standards, college/department of education program needs, as well as guidelines in this document in the areas of collection, facilities, services, and personnel. It should be reflective of the college of education or department of education enrollment.
3. **FUNDING SOURCE:** The CMC budget should be funded as part of the unit under which the CMC is administered. This budget does not preclude additional funding from other units or sources.
4. **ADMINISTRATION:** The CMC budget should be administered by the CMC director.

## **Personnel**

The CMC staff should include a director and staff sufficient to maintain the CMC and all services.

1. **DIRECTOR:** The CMC director should have a master's degree from an ALA-accredited program or equivalent and have preparation in curriculum development, teaching methodology, media, and technology. The director should be assigned no less than half time to the management of the CMC.

4. **SEATING:** There should be enough seating in the CMC to allow users to work individually or collaboratively. Sufficient seating should be available to accommodate the students in an average-sized class in the teacher education program. A variety of seating types may be available, including, but not limited to study tables, carrels, and lounge seating. If the CMC will be used by small children, appropriately sized seating for them may also be available.
5. **MAINTENANCE:** The facility should be maintained in such a way as to ensure the security and safety of materials, staff, and users. There should be an adequate number of electrical connections and computer ports to meet user and staff needs.
6. **CLASSROOM:** The CMC should have its own classroom or have a convenient space available for formal instruction. This classroom, or its equivalent, should have adequate seating for the average-sized class in the teacher education program. It should be equipped with technology appropriate for demonstration and if possible, hands-on practice of digital and media resources for teaching
7. **TECHNOLOGY:** The CMC should provide access to educational technologies that primarily support the institution's teacher preparation program and certification requirements.

## **Marketing**

The CMC should have a plan for marketing its services and collection. Promotion should be directed toward all CMC user groups and stakeholders and should include both formal and informal means.

1. **WEB PRESENCE:** A Web presence should be used to market the CMC and should be linked to and from the library website and the education college/department website. The



## Faculty Liaison

1. **EQUIPMENT:** The equipment provided for production should allow users to create instructional materials like those currently being used in schools, utilizing both traditional and emerging technologies and knowledge creation centers. The equipment should be kept updated, well maintained, and in sufficient quantity to meet typical demand levels.
2. **SUPPLIES:** Supplies necessary for production of instructional materials may be provided to users, either for free or on a cost-recovery basis and in sufficient quantity to meet demands.
3. **SUPPORT:** CMC staff should provide ideas and basic assistance to users, although the responsibility for creating materials remains with the users.

## **Collection**

### **General Characteristics**

The CMC collection supports the institution's teacher education curriculum with an organized collection of current and high quality educational materials created for use with P-12 students and adult education materials that should include content for diverse populations and/or multilingual speakers when appropriate.

1. **SELECTION:** The selection of curriculum materials should be the responsibility of a professional librarian specifically charged with building the curriculum materials collection.
2. **COLLECTION DEVELOPMENT POLICY:** The CMC should have a written collection development policy, as described in the policy section of these guidelines.
3. **ORGANIZATION:** The CMC collection should be organized in accordance with current national standards and practices, as described in the access section of these guidelines.
4. **LOCATION:** All of the collection should be available in the CMC and online when appropriate.
5. **SIZE:** The size of the CMC collection should be sufficient to meet the needs of its users, as

1. TEXTBOOKS:

2. **USERS:** The policy should include a statement concerning those served by the CMC and the extent of that service.
3. **COLLABORATION:** The policy should be developed in collaboration with the education facucucuc Tw 11.217 0 Td COLBJ(ON)(E12. an)o

1. **PRESERVATION:** Resources should be processed with the appropriate reinforcement to maximize the amount of circulation transactions possible for the life of the items.
2. **ITEM LABELING:** Collection items should be clearly and consistently labeled to promote easy retrieval from item locations.
3. **SECURITY:** Theft detection devices should be used whenever possible. The cost of security devices should be included in the CMC budget.
4. **INTEGRITY OF UNIT:** Packaging of multiple-piece units (i.e. kits) should be packaged with user access in mind. Multiple-piece containers should include a list of the numbers and types of pieces contained in the unit. When possible, individual items should be marked with identifying call numbers so that separated items can be returned to their appropriate containers.

## **Organization**

The CMC collection should be displayed in an organized manner that is easily accessible to users.

1. **ARRANGEMENT:** The collection should be arranged with consideration to the classification

4. TRAINING: The CMC staff will provide training in the use of available equipment. This training may be offered in person or virtually i.e. webinars, tutorials, course management systems and etc.

## **Circulation**

The CMC will establish procedures that enable the circulation of materials by users.

## **Users**

1. USER GROUPS: The CMC staff will identify the various user groups served by the CMC,

# Appendix I

Adequate and appropriate documentation is vitally important to evaluation of the CMC. Following are examples of types of documentation that may be gathered to show compliance with the guidelines.

1. Budget reports
2. Calendars
3. Collection development policy
4. Floor plans
5. Inventories
6. Policies and procedures
7. Publication examples (handouts/bibliographies/websites)
8. Publicity materials
9. Schedules
10. Statistics
  - a. Reference statistics
  - b. User statistics
  - c. Usage statistics
  - d. Instruction statistics
11. Websites

## Appendix II

Bibliography of resources that are recommended for consultation by CMC directors.

Carr, J. (Ed.). (2001). *A guide to the management of curriculum materials centers for the 21st century: The promise and the challenge*. Chicago: IL: Association of College and Research Libraries, American Library Association.

Catalano, A. (2016). *Collecting for the curriculum: The Common Core and beyond*. Santa Barbara, CA: ABC-CLIO.

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