A Guide To Writing CMC Collection Development Policies

*Developed by the Curriculum Materials Committee
of the Education and Behavioral Sciences Section*

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Preface

The members of the Curriculum Materials Committee of the Education and Behavioral Sciences Section of ACRL see increasing importance in identifying the processes by which curriculum collections and services in academic institutions might be fostered, maintained, and enhanced at levels appropriate to the programs that serve to prepare and educate teachers at a given institution. Furthermore, the committee recognizes that educational trends, budget allocations, resource and facilities management, and ubiquitous technology continue to influence the growing need for planning, organization, and implementation of quality collection development policies for curriculum collections.

Since the second edition of the "Curriculum Materials Center Collection Development Policy" was published in 1993, many changes have occurred in the library and education realms. Most notably, technology has become an ever-present force in the areas of library collections and teaching and learning delivery methods. In January 2003, the "Guidelines for Curriculum Materials Centers" was approved by both ACRL and ALA. These guidelines describe essential elements of administration, services, and collections for curriculum materials centers in all university and college settings.

This new document reflects a change in philosophy as embodied in the title change from "Curriculum Materials Center Collection Development Policy" to "A Guide for Writing CMC Collection Development Policies." While the spirit and organization of the policy remains intact, this document is less prescriptive and more "how to" than the original "model policy." It attempts to meld traditional collection development policy requirements with the challenges of new technologies and collection formats. In addition, collection principles from the "Guidelines" are introduced within their appropriate sections. A sample collection development policy (Appendix C) is provided to demonstrate how these principles might be implemented while considering unique responses to local collections, environments, and patron bases.

As defined in the "Guidelines," a *Curriculum Materials Center* (*CMC*) refers to the 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. The term CMC will be used in this document to signify any number of terms that have been used to describe a curriculum materials collection, such as curriculum materials center/library/laboratory or instructional materials/media center.

In general, the "Guidelines" substantiate the conviction that CMC collections should "support the College or University's education curriculum with an organized collection of current and high-quality educational materials created for use with children from preschool through grade twelve, and adult education materials, when appropriate" and emphasize the need for a written collection development policy that "guides the selection and acquisition of materials." The policy should relate selection of instructional materials to methods of instruction and courses and should respond to changes in the curriculum, meeting resource requirements as new programs are introduced. Since the CMC and its instructional materials support an academic program that is often in a state of experimentation and modification, the CMC should regularly review its collection development policy to stay abreast of change. As production of materials in all formats increases, the importance of judicious selection to ensure a quality collection in support of the curriculum also increases. In order to improve the selection process, there is a need to pinpoint specific goals and find materials to meet these goals.

As the focus at all levels of education shifts increasingly to assessment and accountability, it is our belief that a clearly defined process of collection development can be used not only to support budget requests, but also to serve as a means of informing faculty, administrators, accrediting agencies, and other interested parties of the commitment the CMC has made to a unified selection and evaluation process. The collection development policy

produced by each CMC also serves as a document that can be presented to patrons and staff for their further understanding of the purposes and standards that guide the selection of the various types of collection materials.

The Curriculum Materials Committee has designed this document to help CMC librarians define their own collection development programs, and to provide guidance to staff employed in these centers for building and maintaining their collections. This outline is meant to give prompts for areas that may need to be addressed in a CMC collection development policy, with sample language after each prompt and also within the sample policy at the end. Lists of selection criteria and "points to ponder" when writing a policy have been included. This format is intended to be easily adaptable by any higher education institution to meet local needs and to be inclusive in order to accommodate all types of curriculum centers and collections. Local policy may dictate more or less specificity, and may require more prescriptive language than is used in this document.

The contributing curriculum librarians hope that this new document provides practical information in the development and operation of curriculum materials collections in an age of rapidly changing technology and challenges in teacher education. We believe that an explicit CMC collection development policy can unite librarians and faculty in the effort to increase institutional support of their ultimate goal high quality education of tomorrow's teachers.

Further assistance in this endeavor is welcomed and may be directed to the standing Curriculum Materials Committee.

I. CONCEPTUAL FRAMEWORK

The policy should include a statement of the general mission or purpose of the facility or collection and should identify the overall scope and objectives of the collection. It should provide a description of the context in which the facility or collection is found. In addition, it should identify library and education-related documents that support the existence and purpose of the collection.

A. Mission of the CMC

Sample Language:

• *The Curriculum Materials Center (CMC) supports the education curriculum of the college/university, particularly the methods and practicum courses, and those children's and young adult literature courses taught at the institution.*

• *The CMC serves as an important resource to local school districts in supplementing resources available to educators in the community.*

B. Objectives and Scope of the CMC Collection

Sample Language:

• *The CMC makes readily available for inspection, evaluation, and use educational materials of the highest quality produced for use with children from preschool through grade twelve.*

• *The CMC includes adult basic education materials when appropriate to the curriculum.*

• *Priority is given to materials that most directly support course work preparing students to meet requirements of education degrees and credentials.*

• *The CMC may also provide patrons with materials relating to the teaching profession, for personal and staff development.*

C. Institutional Context

Sample Language:

• *The CMC collection development policy is coordinated with the main library's collection development policy and mission of service.*

• *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.*

• *Organization and access of curriculum materials may require staff to provide specialized processing, shelving, reference, and circulation services.*

D. Supporting Documents

Sample Language:

1. As part of its philosophy of collection development, the CMC supports the following statements from the American Library Association:

- *Library Bill of Rights*
- *Intellectual Freedom Principles for Academic Libraries*
- *Code of Ethics of the American Library Association*
- *Freedom to Read Statement*
- *Freedom to View Statement*

Guidelines for Curriculum Materials Center (EBSS Ad Hoc Curriculum Materials Centers Standards/Guidelines Committee, 2003

2. The CMC also supports "The Student's Right to Read" statement from The National Council of Teachers of English. For this and other NCTE statements on intellectual freedom, visit http://www.ncte.org/about/issues/censorship

3. In the spirit of these documents, reasonable efforts will be made to locate or to recommend additional sources of information when the CMC collection does not meet a specific information need.

II. DEFINING THE USERS

The policy should include a statement concerning those served by the curriculum materials collection (categories of users) and the extent of that service (access and loan policies). Among other criteria, the needs of curriculum materials users should form a basis for materials selection.

A. Potential Categories of CMC Users

Sample Language:

• *Education students, undergraduate and graduate*
• *Faculty*
• *Staff*

- *Off-site/distance users*
- *Other campus users*
- *Local educators*
- *Community members*
- *Alumni*
- *Consortium patrons through interlibrary loan*

B. Access and Loan Policy

1. Circulation policies may vary among clientele and may require that CMC librarians prioritize user groups when it comes to loan of materials.

Sample Language:
- *All clientele may have the same circulation period.*
- *Students and faculty may have a longer circulation period than non-university clientele.*
- *Some materials may be non-circulating due to format, scarcity, or local demand.*

2. Excluding actual loans, CMC materials and reference services are typically available to all users.

Sample Language:
- *CMC materials are available for in-house use by all clientele.*

3. While information needs will be honored, access to some specialized resources may be impacted by vendor license requirements or overall institutional policies.

Sample Language:
- *Access to proprietary indexes and databases may not be available to users who are off-campus or not affiliated with the institution.*
- *Library policy may restrict use of electronic resources for non-university clientele.*

Point to Ponder: Access and loan policies should be reconciled with the purpose and quantity of the particular CMC collection. If a portion of the collection is available for review purposes only (such as state-adopted textbooks), it makes sense that this segment would not circulate, while other portions of the collection may be abundant and may circulate for longer time periods or to a more-inclusive clientele.

III. DEFINING THE COLLECTION

Defining the collection involves describing the collection guidelines and the format of materials to be included in the CMC collections. This includes defining the criteria that will guide the scope of materials collected, such as curricular level, subject treatment, language, etc; formats of materials to be collected, such as textbooks, media materials, periodicals, etc.; and compliance with state standards and appropriate treatment of gender, racial, ethnic, and cultural issues.

A. Collection Scope

1. Curricular Level: Address the educational/instructional/reading level of curriculum materials in the CMC.

Sample Language:
- *The CMC consists of educational media and resources appropriate for teaching students in grades P-12 and includes materials to meet the needs of special education students, as well as basic adult education students.*

2. Subject Treatment: Address the subject criteria guiding the collection of CMC resources.

Sample Language:
- *Examples of subject areas included in the CMC collection include reading, language arts, spelling, handwriting, foreign language, mathematics, etc.*

3. Language: Address the language in which CMC resources are written.

Sample Language:
- *Resources in the CMC are primarily written in the English language; however, materials used to teach foreign languages and/or bilingual/multicultural education are also included.*

4. Chronology: Address criteria guiding the chronology of curriculum materials in the CMC.

Sample Language:

• *Emphasis is placed on collecting teaching materials of current significance, preferably those published within the last ten years; however, select items of historical or research value may be retained.*

5. Geographical Guidelines: Address geographical criteria guiding the collection of CMC resources.

Sample Language:

• *Resources that feature educational methods and materials used in the United States are of primary importance, and resources used in local school districts and school districts in which teacher education students receive field placement are emphasized. Educational resources used in other parts of the world are acquired on a selective basis.*

6. Compliance with Academic Standards: Address the degree of priority to be placed on resources that support national and/or state academic standards.

Sample Language:

• *Emphasis is placed on collecting resources that support national and state academic standards, particularly those in mathematics and science education.*

7. Cultural Diversity: Address the priority to be given to CMC resources that reflect cultural diversity.

Sample Language:

• *To the degree possible, emphasis is placed on collecting resources that exhibit sensitivity to issues of gender, disability, and underserved populations, as well as respect for diverse cultures.*

B. Collection Formats

1. Textbooks: Address criteria guiding the collection of textbooks in the CMC.

Sample Language:

• *Current textbooks in all major curricular subjects and in levels P-12 are collected. Several publishers are represented for each grade level in major curricular areas.*

Emphasis is placed on textbooks used in local school districts and school districts in which teacher education students receive field placement.

2. Curriculum Guides: Address criteria guiding the collection of curriculum guides in the CMC.

Sample Language:

• *Preschool through grade 12 curriculum guides are collected annually on the local, state, and national levels; both paper and electronic formats are included.*

3. Children's and Young Adult Literature: Address criteria guiding the collection of children's and young adult literature in the CMC.

Sample Language:

• *Resources in the CMC Children's and Young Adult Collection include fiction, nonfiction, picture books, folk and fairy tales, plays, and poetry appropriate for preschool through grade twelve. The collection reflects the recommendations of standard reviewing tools and includes annual acquisition of award books such as Caldecott, Newbery, and Coretta Scott King.*

4. Professional Teaching Resources: Address criteria guiding the collection of teacher resource materials in the CMC.

Sample Language:

• *Professional teaching materials that provide ideas and activities for lesson planning and curricular development are collected. All major curriculum areas and grade levels are represented in accordance with the needs of the college/department of education.*
   —*Examples of professional resources in the CMC include idea and activity books, unit and lesson plans, bulletin board books, teaching methods books, guides to classroom management, etc.*

   —*Select student-produced teaching units will be collected to provide examples to help future teachers develop their own lesson plans and units.*

5. Reference Resources: Address criteria guiding the collection of reference materials in the CMC.

Sample Language:
• *Current reference materials, in both print and electronic formats, are acquired. Reference materials related to other resources in the CMC (children's literature indexes and bibliographies, educational software directories, etc), as well as reference works intended for use by children and young adults are included.*

6. Journals: Address criteria guiding the collection of journals in the CMC.

Sample Language:
• *Magazines intended for use by P-12 students, as well as professional education periodicals that provide teaching ideas and review curriculum materials, educational media, and children's and young adult literature are selectively collected for the CMC collection.*

7. Non-Print Materials: Address criteria guiding the collection of non-print and or media materials in the CMC.

Sample Language:
• *The CMC collection consists of non-print materials in a variety of formats that reflect a range of curriculum concepts, skills, topics, and trends in P-12 curricula; these resources are acquired annually in both traditional and emerging technologies. Examples of materials collected include instructional games, posters, kits, transparencies, models, flat pictures, video recordings, sound recordings, audio books, computer-based instructional materials, and miscellaneous instructional materials such as puppets, manipulatives, rock collections, etc.*

8. Government Documents: Address criteria guiding the collection of government documents in the CMC.

Sample Language:
Federal, state, and local government publications that pertain to education, in both print and electronic formats, *are selectively added to the CMC collection. Examples include statistical data, reports, curricular materials, guides, maps web sites, etc.*

9. Standardized/Diagnostic Test Materials: Address criteria guiding the collection of test materials in the CMC.

Sample Language:
• *Standardized test materials that support university education courses and local school districts will be collected. Examples include achievement tests that correspond with school curriculum (e.g. Stanford Achievement Test, CAT); tests that enable counselors to work with individuals (e.g. personality tests, vocational preference tests); and diagnostic tests, particularly in the area of special education (e.g. Peabody Test, Burke's Behavior Scale).*

10. Educational Software: Address criteria guiding the collection of educational software in the CMC.

Sample Language:
• *Educational computer software appropriate for P-12 and adult basic education students is selectively acquired for the CMC collection. Emphasis is placed on new and emerging technologies, as well as software that is compatible with the hardware that is most prevalent in local school districts.*

11. Web Sites: Address criteria guiding collection of web sites in the CMC.

Sample Language:
• *The CMC web site includes links to a vast array of online resources available to teaching professionals for lesson planning, and curricular development.*

Points to Ponder: Will all of the materials in the collection be integrated, or will the location of the materials be determined by format? For example, will CD-ROMs be shelved beside books and videos? How will other emerging technologies, such as electronic textbooks, impact the collection development policy?

IV. SELECTING THE COLLECTION MATERIALS

Selection is the process of systematically making decisions regarding which materials to add to the CMC collections that will best serve the needs of its users. The decision-making process includes applying identified selection criteria and using selection sources, such as journals, reference tools, publishers' catalogs, as well as hands-on examination (Appendix B)

A. Selection Criteria

Address the criteria used in selecting curriculum materials for the collection. Criteria may vary based on material type.

SAMPLE SELCTION CRITERIA

1. Multiple Grade/Subject Coverage: More usability can be realized if materials are selected that cover several grade levels and subjects rather than those that have a low or specialized use.

2. Reviews: Favorable reviews in the professional literature of a given subject field or in a standard review source are helpful; however, many materials considered for selection will not be reviewed.

3. Cost: The price of the material relative to the budget and other available material covering the same content and grade levels should be considered.

4. Curriculum Correlation: The material should be useful in meeting P-12 curricular objectives and standards.

5. Technical Quality: The material should be of high quality. This involves such aspects as printing, production, manufacturing, construction, format, and presentation. Realistically many materials will not be received on preview to check on the technical quality ahead of purchase, but reviews can possibly reveal problems in this area. Also, it is sometimes necessary to repackage/reinforce some items so that they can better be used and sustain circulations.

6. Collection Weakness: Consideration should be given to how the material fills the needs of the clientele in an area of the collection evaluated as weak including particular curricular subject matter coverage, available grade levels and media formats for particular subject matter areas. In some cases, duplication of titles may be necessary.

7. Authority: Consider the reputation and significance of the author/artist/composer/editor; reputation of the publisher/producer/manufacturer; subject competence and qualification of the author(s).

8. Academic Level: The content of the material should be at the stated learner level(s)

9. Currency: The material's content should be current and timely in relation to current trends in education

10. Organization: The content presentation should be organized in a clear fashion.

11. Ease of Use: The material should be generally easy to use as opposed to necessitating specialized training, personnel and space requirements.

12. Multimedia: Materials should represent a variety of learning and teaching styles. Materials should be selected that involve the various senses. A variety of media formats should be present covering a variety of subjects and a variety of age levels.

13. Accuracy of Information: Materials should contain factually accurate content with a distinction made between facts and opinions.

14. Literary Values: Literary materials should not only reflect clientele and program needs but also foster appreciation of literature and aesthetic values.

15. Creativity: Material should be selected that encourages creativity.

16. Multi-Ethnic/Multi-Cultural: The material should favorably reflect our society of multiple ethnic, racial, religious, social and sexual characteristics. It should represent a variety of economic and geographic orientations, as well as the problems, aspirations, attitudes, and ideals of our society.

17. Bias: Material should be unbiased in its content.

18. Efficacy: Materials should be selected because of the content and the value of the work as a whole, and their success in achieving their intended results.

19. Pedagogy: Materials should accommodate diverse teaching and learning strategies.

Sample Language:
• *Materials are selected for the collection based on criteria such as multiple grade/subject coverage, favorable professional reviews, cost, P-12 curriculum correlation, technical quality, areas of collection weakness, producer/author authority, academic level, currency, organization, ease of use, multimedia, learning/teaching styles, accuracy of information, literary values, the absence of multi-ethnic/cultural bias, and efficacy.*

B. Selection Processes
1. Examine the Item

Sample Language:
• *When possible, the curriculum librarian will examine firsthand the items being considered for purchase, by using such opportunities as convention exhibits, workshops, or items ordered on approval.*

2. Consultation of Selection Sources: Address the use of reviews and evaluations.

Sample Language:
• *The curriculum librarian will use both non-evaluative lists of bibliographical information and reputable review sources. The review sources will be from various viewpoints, providing critiques that gauge the quality of the item, the value of the information, and the application of the material for classroom use.*

   a. Address the scope of the selection source.

   Sample Language:
   • *When choosing a selection source, the curriculum librarian will consider the range of materials covered, the formats included, the type of library intended to serve, the frequency of publication, the currency of reviews, the amount of information provided, the arrangement of information, and the authority of contributors and publisher.*

   b. Address recommended review sources.

   Sample Language:
   • *The curriculum librarian will utilize authoritative review sources, such as library and discipline-oriented journals, books and relevant databases, but may also pursue specialized selection sources when needed.*

Point to Ponder: The librarian should be aware that pre-examination is often not possible, and in these cases authoritative reviews are helpful, if available.

Note: A sample core list of reputable selection sources may be found in Appendix B.

SECTION V: MAINTAINING AND EVALUATING THE COLLECTION
Maintaining and evaluating a CMC collection involves periodic assessment of the entire collection (usually done by collection segment, subject, or format) in light of the CMC's mission and collection policy. This activity

may also include weeding and addition/replacement of materials with new items or gifts. Inventory of materials should be performed regularly.

A. Weeding

Weeding is the removal of materials from the CMC collection for discard or for placement in a storage facility or historical collection. Its primary benefit is the removal of materials which meet one or more criteria for no longer being suitable for the CMC collection. These criteria typically include the following considerations:

SAMPLE WEEDING CRITERIA:

1. Condition: Items that are heavily damaged, badly worn or torn, or are deteriorating may be candidates for weeding.

2. Format: Items that are of obsolete formats that equipment no longer can support may be candidates for weeding.

3. Authority & Content: Items that are not reviewed or are from unknown publishers (e.g. homemade or self-published donations) may not reflect accepted educational standards. Items with outdated or superceded content, inaccurate information, or poor writing or illustrations according to accepted educational standards may be candidates for weeding.

4. Duplication: Items that are duplicates of other items, where no heavy demand exists, may be candidates for weeding.

    Sample Language:
    • *Items that are in poor condition, obsolete in format, outdated, duplicates, not in demand, or items that fail to meet current educational standards may be considered for withdrawal.*

Points to Ponder: It is important to note that weeding using one criterion alone may not be prudent. For example, if the CMC had a much worn copy of a math activities handbook, the "Condition" criteria may suggest

weeding. However if the items is unique and is in high demand the handbook might be salvaged until a revised or related title could be obtained.

B. Replacement

Replacement is the substitution of discarded, lost, damaged, or outdated materials with newer or improved copies. Its primary benefit is to keep the collection current and in good condition.

SAMPLE REPLACEMENT CRITERIA

1. Check for Newer Editions: If replacing an item, check first for newer editions.

2. Level of Usage or Circulation: If an item is in high demand and is consequently damaged, soiled, or is in need of extensive mending, a replacement may be warranted.

    Sample Language:
    • *When warranted by demand, outdated, lost, and/or damaged materials will be replaced by new, updated materials; this may include a copy of the same title, a more recent edition of the same title, or a different title depicting current coverage of the same subject matter.*

C. Gifts

Gifts are items donated to the library (or specifically to the CMC). The CMC and/or the library as a whole may have a policy or criteria for the acceptance of gifts.

SAMPLE GIFTS CRITERIA

1. Use Acceptance Criteria: Weigh the donated items against the established acceptance criteria. For example, if a mathematics board game is donated with several missing pieces, and the acceptance policy states that only intact items are accepted, this donation may be rejected.

2. Consider Historic Value: Items that are no longer in current use may still be of value. For example, even though a donated SRA Reading kit from the 1970s would no longer be used in the schools, it be

of value to education graduate students comparing changes in reading materials over time.

Sample Language:
* *The CMC will accept or reject donated materials based on the criteria that have been established in the University Gift Policy*

C. Collection Evaluation

Collection evaluation is periodic inventory of the CMC's materials and policy in order to assess how well they continue to meet the CMC's mission and goals. It is important to remember that all collections need periodic evaluation.

SAMPLE COLLECTION EVALUATION CRITERIA

1. Adapt to Changes: Collection evaluation might prompt a need for increased or different materials. Changes in education standards and trends in the schools, in the campus department or college, in the state, or at the federal level all can impact the CMC's collection.

2. Write a Collection Assessment: An overall summary, or conspectus, of the collection should be done on a periodic basis. The first edition of the Curriculum Materials Center Collection Development Policy states that a conspectus "is particularly important to use in CMCs whose parent libraries are part of regional resource-sharing consortia."

3. Draw on Other Examples: There are many available sources that might help in guiding the evaluation process. Some of those include

   a. *Guide for Written Collection Policy Statements* by J.S. Anderson
   b. *Guide to the Evaluation of Library Collections* by B. Lockertt
   c. *Acquisitions Management and Collection Development in Libraries* by M.M. rose and J.B. Corbin

   d. *The Collection Program in Schools: Concepts, Practices, and Information Sources* by P. Van Orden, K. Bishop, and P.Pawelak-Kort

Examples of collection assessments and policies can also be found on various library websites (a search of Google using "collection assessment" and "library" will yield relevant results). It is also a good idea to consult other CMC librarians for collection policies and assessments written for their collections.

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Appendix A
Excerpt from the EBSS "Guidelines for Curriculum Materials Center (2003)

COLLECTION

General characteristics
The CMC collection supports the College or University's education curriculum with an organized collection of current and high quality educational materials created for use with children from preschool through grade twelve, and adult education materials, when appropriate.

- SELECTION—The selection of curriculum materials should be the responsibility of a professional librarian specifically charged with building the curriculum materials collection.
- COLLECTION DEVELOPMENT POLICY—The CMC should have a written collection development policy, as described in the policy section of these guidelines.
- ORGANIZATION—The CMC collection should be organized in accordance with current national standards and practices. LOCATION—All of the collection should be available in the CMC.
- SIZE—The size of the CMC collection should be sufficient to meet the needs of its users, as well as to ensure compliance with state department of education standards.
- FORMAT—These resources should represent a variety of formats including print, non-print, and electronic.
- FUNDING LEVEL—Funding level for collection materials should reflect the enrollment of education majors and pre-service teachers in comparison to other majors within the institution.

Collection Categories
The CMC should collect materials in a variety of categories, including, but not limited to, textbooks, curriculum guides, children's literature, professional literature, reference materials, education periodicals, media materials, educational tests and measures, and websites.

- TEXTBOOKS—Current textbooks in all major curricular subjects and in levels P-12 should be collected. Several publishers should be represented for each grade level in major curriculum areas. This collection may reflect the texts used in the public schools in the region, and schools in which the teacher education students receive field placements. The scope and depth of each subject area should depend upon each institution's needs.
- CURRICULUM GUIDES/COURSES OF STUDY—Curriculum guides, preschool through grade twelve, should be collected annually on the local, state, and national levels. All major curriculum areas should be represented, with emphasis on the certification programs of the college/department of education of the institution.
- CHILDREN'S AND YOUNG ADULT LITERATURE—This collection should include fiction, nonfiction, picture books, folk and fairy tales, plays, and poetry appropriate for preschool through grade twelve. The collection should be consistent with the recommendations of standard reviewing tools and include annual acquisition of award books such as Caldecott, Newbery, and Coretta Scott King.
- TEACHING ACTIVITY MATERIALS—Professional teaching materials that provide ideas and activities for lesson planning and curricular development should be collected. All major curriculum areas and grade levels should be represented in accordance with the needs of the college/department of education.
- REFERENCE MATERIALS—Current reference materials, in print and electronic formats, should be acquired. These include materials related to other resources in the CMC (children's literature indexes and bibliographies, educational software directories, etc), as well as reference works intended for use by children and young adults.

- P–12 MAGAZINES—Magazines intended for use by children and young adults should be included. Professional education periodicals that provide teaching ideas and review curriculum materials, educational media, and children's and young adult literature may also be represented.
- MEDIA MATERIALS—A variety of formats, in both traditional and emerging technologies, should be acquired annually. A range of curriculum concepts, skills, topics, and trends in P-12 curricula should be represented. Materials collected may include instructional games, posters, kits, transparencies, models, flat pictures, video recordings, sound recordings, computer-based instructional materials, and miscellaneous instructional materials such as puppets, manipulatives, rock collections, etc.
- TESTS—Educational tests and measures that support education courses may be collected.
- WEB SITES—The CMC website should include links to the vast array of online resources available to teaching professionals for lesson planning and curricular development.

Collection Development Policy

The CMC should provide a written collection development policy that guides the selection and acquisition of materials.
- MISSION STATEMENT—The policy should reflect and support the mission of the curriculum materials center.
- USERS—The policy should include a statement concerning those served by the curriculum materials center and the extent of that service.
- COLLABORATON—The policy should be developed in collaboration with the education faculty.
- OBJECTIVES—The policy should identify the scope and objectives of the collection.
- FORMAT—The policy should identify the formats in which materials are to be collected.
- TOOLS AND CRITERIA—The policy should identify selection tools, criteria and processes to be used in choosing materials.
- CATEGORIES AND BALANCE—The policy should set forth the categories in which materials will be collected, such as textbooks, media materials, periodicals, etc., and give guidance for allocating budget resources among the categories.
- COMPLIANCE—The policy should address compliance with state standards and appropriate treatment of gender, racial, ethnic, and cultural issues. The policy may address maintenance of a collection of less appropriate materials for research and teaching purposes.
- MAINTENANCE AND WEEDING—The policy should address regular maintenance of the collection and weeding as appropriate.

Excerpt EBSS Ad Hoc Curriculum Materials Centers Standards/Guidelines Committee. (2003). *Guidelines for curriculum materials centers*. Retrieved September 23, 2005, from http://www.ala.org/ala/acrl/acrlstandards/guidelinescurriculum.htm

Appendix B
Sample Core List Of Selection Sources

Evaluative

ALA's Guide to Best Reading
Photocopied reproductions of recommended books' brochures.

American Music Teacher
Reviews professional titles and music published for exercises or performance. Also produced as an online journal and on microform.

The Booklist
Semi-monthly. Book reviews including reference books and children's books.

Childhood Education
Six issues per year. Book reviews of children's and professional books.

Children's Catalog
Indexes and annotates a selected collection of fiction and nonfiction books for preschool –grade 6, as well as professional aids for children's librarians. Also available online.

Children's Literature Comprehensive Database
Contains cataloging information and full text critical reviews for materials for infants to Young Adults. Updated monthly.

Children's Reference Plus
Includes many of Bowker's guides for books, serials, cassettes, and videos for children and young adults. CD-ROM format.

Curriculum Review
Provides reviews of recommended resources including textbooks. Also available online and on microform.

The Elementary School Library Collection: A Guide to Books and Other Media
Annotates all types of recommended materials for collections in elementary schools.

English Journal
Carries book and media reviews.

The Horn Book Magazine
Selected book reviews. Available on microform and online.

Jewish Quarterly
Fiction, poetry and book reviews. Also on microform.

Journal of Adolescent & Adult Literacy: A Journal from the International Reading Association
Reviews books, software, and classroom materials for young adults and adults, as well as professional materials.

Kirkus Reviews
Includes a children's book section.

Language Arts
Reviews children's books and includes descriptions of curriculum or professional works from NCTE.

The Latest and Best of TESS, the Educational Software Selector
Descriptive bibliography of educational software.

Mathematics Teacher
Recommends some resources in this subject field. Also available online.

Media and Methods
Provides recommendations. Available online.

Mental Measurements Yearbook.
Includes reviews and descriptions of educational and psychological tests. Also available online.

Middle and Junior High School Library Catalog.
Annotated fiction and non-fiction books recommended for this age. Also online since 1997.

Multicultural Education: the Magazine of the National Association for Multicultural Education
 Reviews books, periodicals and other media.

Reading Teacher
Provides reviews of children's and professional literature. Available online and in microform.

Reference Books Bulletin
Reviews and bibliographies of reference books.

School Library Journal
Includes numerous reviews of books, media and software.

Science and Children
Reviews books, textbooks, and software for pre-kindergarten to eighth grade levels.

Science Books and Films
Reviews books, media, and software. Also on microform.

Science Scope
Official publication of NSTA for junior high educators. Includes some reviews of curriculum materials. Also on microform.

Science Teacher
Official publication of NSTA for senior high educators. Reviews curriculum and professional materials.

Senior High School Library Catalog
Indexes and annotates basic recommended collection of fiction and nonfiction books for grades 9-12.

Social Education
Seven times per year. Includes book review section. Articles often include bibliographies of print and nonprint materials.

Social Studies and the Young Learner
Reviews professional and children's books and media.

Technology & Learning
Software reviews section. Also available on microform.

Voice of Youth Advocates: VOYA
Reviews books, films, videos, games and popular music for grades 6-12. Microform available.

What Do I Read Next?
Reviews of fiction and other popular materials.

What Do I Read Next?: Multicultural Literature
Recommended books. Available from electronic database and CD-Rom.

Young Adult Book Review Index.
Selected book reviews.

YC: Young Children
Includes reviews of professional books and children's books. Also on microform.

Non-Evaluative

Children's Books in Print
Bibliography of children's books indexed by title, author and illustrator, and subject.

Education Index
Education abstracts available in numerous formats.

Educators Guide Series
Titles in the series include:
> *Educators Guide to Free Family and Consumer Education Materials*
> *Educators Guide to Free Films, Filmstrips and Slides*
> *Educators Guide to Free Guidance Materials*
> *Educators Guide to Free Health, Physical Education and Recreation Materials*
> *Educators Guide to Free Internet Sources*
> *Educators Guide to Free Multicultural Materials*
> *Educators Guide to Free Science Materials*
> *Educators Guide to Free Social Studies Materials*

Educators Guide to Free Videotapes, Elementary/ Middle School Edition

Educators Guide to Free Videotapes, Secondary Edition

Elementary Teachers Guide to Free Curriculum Middle School Teachers Guide to Free Curriculum Materials

Secondary Teachers Guide to Free Curriculum Material

El-Hi Textbooks & Serials in Print: Including Related Teaching

ERIC
A comprehensive education database of published and unpublished materials.

Kraus Curriculum Development Library (KCDL). Curriculum guides for grades K-12 available online only. Back copies may be available on microfiche and CD-Rom.

Tests: A Comprehensive Reference for Assessments in Psychology, Education, and Business. 5th Ed.
Descriptive bibliography of available assessment instruments. Also: subject specific selection sources, monographs, annuals, databases, microforms.

Appendix C

Sample Curriculum Materials Center Collection Development Policy

[University name]
Curriculum Materials Center Collection Development Policy

I. MISSION AND OBJECTIVES OF THE CURRICULUM MATERIALS CENTER (CMC)

Mission of the Curriculum Materials Center

The mission of the Curriculum Materials Center (CMC) is to support the College of Education and the University curriculum by providing services and P-12 curriculum materials to students, faculty, staff, as well as local P-12 educators.

Objectives of the Curriculum Materials Center Collections

The CMC makes readily available for inspection, evaluation, and use, education materials of the highest quality produced for use by teachers and students in grades P-12.

Priority is given to selecting materials that most directly support course requirements in the College of Education.

The CMC provides reference and some professional and staff development materials.

Institutional Context

The CMC collection development policy is coordinated with the GMU main library collection development policy and mission of service.

Curriculum materials come in a variety of formats and may require specialized processing, shelving, reference, and circulation services.

Supporting Documents

The CMC supports the following statements from the American Library Association:

- *Library Bill of Rights*
- *Intellectual Freedom Statement for Academic Libraries*
- *Code of Ethics of the American Library Association*
- *Freedom to Read Statement*
- *Student's Right to Read statement from The National Council of Teachers of English.*

II. CMC COLLECTION CIRCULATION POLICIES

Users

A. CMC materials circulate to all Generic Midwestern University students, faculty, and staff, and alumni.
B. Area educators with proper identification will be issued a borrower's card and, as long as they are in good standing, may also borrow CMC materials.
C. CMC materials may be borrowed by members of the state consortium, [consortium name

Borrowing Materials from the CMC

A. Due to high demand, items in the P-12 Curriculum Materials Collection circulate for 2 weeks (unless otherwise noted). Patrons may renew materials once.
B. Materials in the Professional Collection may circulate for 4 weeks. Patrons may renew materials twice.
C. Periodicals and Reference materials do not circulate.
D. P-12 textbooks that are under consideration for adoption do not circulate.

E. Due to licensing agreements, some CMC/University Library databases may not be accessed off-campus by non-University faculty, students, and staff.

III. THE CURRICULUM MATERIALS CENTER COLLECTION

The Curriculum Materials Collection consists of educational media and resources (print and electronic) appropriate for teaching students in grades P-12.

Scope

A. Examples of materials to be collected in the CMC include but are not limited to:
- State Adopted Textbooks (P-12, all subjects)
- State Adopted Bilingual Textbooks (P- 6, all subjects)
- Kraus Curriculum Development Library (KCDL) online collection
- Professional Educational Software
- Lesson plans and curriculum guides
- English and Spanish Language Children's and Young Adult Literature
- Non-print Materials (e.g. games, kits, puppets, flat pictures, video recordings)
- Educational computer software for P-12 students is selectively acquired for the CMC. Emphasis is placed on new and emerging technologies as well as software that is compatible with both PC's and Macintosh (Apple) computers.

B. Resources written in the English language will be collected; materials used to teach foreign languages or bilingual/multicultural education classes are also included.

C. Teaching materials published within the last ten years will be collected; select items of historical or research value may be obtained or retained.

D. Resources that feature educational methods and materials used in the United States will be collected; emphasis is placed on collecting resources that are used in local school districts and school districts in which teacher education students receive field placement.

E. Emphasis is placed on obtaining resources that depict sensitivity to issues of gender, disability, and underserved populations, and respect for diverse cultures.

Formats

A. Textbooks in all curricular subjects, grades pre-kindergarten through twelve, will be collected. Emphasis is placed on collecting textbooks that have been adopted by local school districts.

B. Preschool through twelfth grade curriculum guides from the state, regional, and national level will be collected selectively; local curriculum guides will be acquired comprehensively.

C. The CMC Juvenile Collection consists of educational and recreational books appropriate for pre-school through grade twelve students; these materials include, but are not limited to, classics, picture books, wordless picture books, beginning- to-read books, folk literature, fairy tales, mythology, modern fantasy, poetry, plays, fiction, and nonfiction. Emphasis will be given to the inclusion of award-winning books and authors, as well as books written about local culture or by local authors.

D. Professional teaching materials designed to enhance lesson preparation and classroom teaching experiences of future teachers are collected. All curriculum areas and grade levels are collected. Examples of professional resources include but are not limited to:
- Idea and activity books
- Teaching methods books
- Unit and lesson plans
- Guides to classroom management
- Bulletin board idea books

E. Reference materials intended for future teachers, as well as children and young adults are collected. Examples of reference resources include but are not limited to:
- Children's literature indexes and bibliographies
- Children's and young adult encyclopedias, dictionaries, and thesauri

- Indexes and reviewing sources for educational videos, software, etc.

F. Journals and magazines intended for future teachers, as well as children and young adults, are selectively collected in various formats

G. Non-print and or media materials intended for demonstration purposes and to provide future teachers with resources to use in lesson preparation are collected. Examples of non-print materials include but are not limited to:
- Educational videos, DVDs, CD-ROMs, and software
- Multimedia kits
- Simulation games
- Transparencies
- Models and manipulatives

IV. SELECTION OF CMC MATERIALS

A. Materials for the CMC are selected based on the following criteria:
- Correlation to the curriculum
- Areas of collection weakness
- Observed needs of students
- Consultation with faculty in the College of Education.
- Literary and technical quality
- Currency
- Accuracy of information
- Authority of author, publisher, etc.
- Cost of item in relation to the budget, the needs of all areas, and the relative value in comparison with other available products

B. Diversity of formats, subject matter, views and grade levels are important considerations in the selection process.

C. The Curriculum Librarian will consult authoritative review sources such as library and discipline-oriented journals, books and relevant databases that gauge the quality of the item, the value of the information, and the application of the material for classroom use. Care is taken to ensure that materials are unbiased and balanced regarding ethnic, racial, religious, disability, social, and gender content coverage. The Librarian utilizes firsthand examination of items under consideration whenever possible.

D. Final selection decisions are the responsibility of the Curriculum Librarian.

E. The CMC maintains the Professional Collection and the Curriculum Materials Collection through annual allocations from the university and private donations. New materials are purchased every year. The State Adopted Textbooks are generously donated from the State Department of Education.

V. EVALUATION AND MAINTENANCE OF CMC MATERIALS

Periodic evaluation of the CMC collection is necessary to anticipate and respond to changes in university curriculum, educational trends, cooperative collection development agreements, long-range planning, budget and to identify the collection's maintenance and development needs. The evaluation process includes but is not limited to the following elements:

Assessment

A collection assessment will be conducted every 5 years. A formal conspectus, in conjunction with the current CMC collection development policy, is used to examine the collection's strengths, weaknesses, levels of collection, physical condition, age, use, etc.; this information is used to determine how well the current policy and collection fulfill the mission and long term goals of the CMC. The assessment process includes, but is not limited to, the following components:

A. Weeding

Materials deemed inappropriate for the CMC collection will be moved to remote storage or permanently removed from the collection at the discretion of the CMC librarian. The following criteria guide the weeding of materials in the CMC:
1. Record of use/circulation:
   - Materials that have not circulated in five years
2. Currency and accuracy of content:

- Materials that contain outdated, factually inaccurate content
- Materials that contain outdated illustrations that perpetuate sexist or cultural stereotypes
- Materials that no longer appear in standard listings, such as Elementary School Library Collection

3. Physical condition or appearance
    - Materials that are worn and display, for example, dirty, brittle, yellow, or missing pages, battered covers, or shoddy binding.

B. Replacement

Discarded, lost, damaged, or outdated CMC materials will be repaired or replaced at the discretion of the CMC librarian. Damaged or outdated materials that are used heavily may be replaced by newer editions of the same title or more current titles with similar content.

C. Gifts

The CMC will accept or reject donated materials in accordance with the criteria established in the University Gift Policy.