

**University of Central Florida Libraries
Curriculum Materials Center
Collection Development Policy Statement**

I. Introduction

A. Objectives

1. Through access and circulation of professional education materials, the Curriculum Materials Center's primary purpose is to support teacher education students at the University of Central Florida. Other UCF faculty, staff and students, and area teachers and community patrons are encouraged to use the facility and suggest items for the collections.
2. The Curriculum Materials Center makes readily available for inspection, evaluation and circulation, educational materials of the highest quality produced for use with children from preschool through grade twelve, and adult basic education materials when appropriate to the curriculum.
3. Priority is given to materials that most directly support course work preparing students to meet requirements of education degrees and credentials.
4. The Curriculum Materials Center may also provide patrons with materials relating to the teaching profession, and for personal and staff development.
5. The Curriculum Materials Center also serves as a demonstration school library media center for undergraduate and graduate education majors. As such it will include examples of the different types of instructional materials and equipment that might be found in an average public school covering grades P-12.

B. Institutional Context

1. The Curriculum Materials Center collection development policy is coordinated with the [main library's mission](#) of service.
2. Curriculum materials come in a variety of formats that may be different from other academic and research library materials, and they may be acquired from different sources.
3. Their placement in the Curriculum Materials Center allows staff to render specialized shelving, reference, and circulation services.

C. Supporting Documents

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

- a. *Library Bill of Rights*
- b. *Intellectual Freedom Statement*
- c. *Librarians Code of Ethics*
- d. *Freedom to Read Statement*

2. The Curriculum Materials Center also supports *The Students Right to Read* statement from the National Council of Teachers of English.

3. In the spirit of these documents, reasonable efforts will be made to locate materials elsewhere for patrons and to recommend additional sources of information when the center's collection does not provide the needed resources.

II. Audience

A. Definition

The clientele is the same as that of the rest of the library system. Circulation policies may differ according to the category of the user. See Sections C and D below.

B. Exclusion

Although the Curriculum Materials Center contains materials suitable for children, it is part of an institution of higher education and, as such, is to be used by adults. Children under 14 years of age must be accompanied by an adult. Campus security will be called to locate parents of unattended children.

C. Categories

Clientele categories are listed in no order of preference.

1. Campus-affiliated 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.
 - d. Non campus-based UCF students (via Interlibrary Loan)

2. Other library card patrons

- a. Local area teachers who do not fall under the above categories [The Curriculum Materials Center has sponsored a library-wide policy that extends free circulation of library materials to area teachers].
- b. Members of the general public with an interest in the collection.

D. Loan Restrictions

1. To borrow materials from the Curriculum Materials Center, the patron must satisfy the requirements for obtaining a UCF Libraries borrowing card.
2. Circulation policies and periods for each category of client may vary.
3. Excluding actual loan, Curriculum Materials Center materials and reference items are available to anyone to review. The standardized test collection constitutes an exception to this policy; refer to the Test Collection Policy for further information.

III. Scope of the Materials to be Collected

A. General Guidelines

1. Curricular level and subject treatment
 - a. The Curriculum Materials Center collection contains media and resources appropriate for pre-school through secondary education and adult education.
 - b. College level textbooks are not collected.
 - c. Reading, language arts, spelling, handwriting, literature, foreign languages, music, science, health, mathematics, social studies, career education, special education, adult education, bilingual education, and multicultural education are examples of subject areas included in the collection.
2. Languages: The primary language of materials in the collection is English. However, materials in other languages are actively sought to reflect local bilingual and multicultural environments and to support teaching of foreign languages and ESL.
3. Chronology: Emphasis is on teaching materials of current significance. Space limitations generally preclude retention of items of historical or research value.

4. Geographical Guidelines

- a. Educational methods and approaches used in the United States are emphasized in the Curriculum Materials Center collection.
- b. Materials issued or published by the state education agency and area school systems are also emphasized.
- c. Materials from other states and countries are selectively collected.

5. Inclusion and Diversity: Collection materials reflect diversity and promote respect and appreciation for specific cultures and the global community.

B. Specific Guidelines

1. Textbooks

- a. Textbooks in all curricular subjects, grades pre-kindergarten through twelve, are selected.
- b. Textbooks that are adopted by local schools may be acquired comprehensively, while other exemplary texts are collected selectively.
- c. Emphasis in the textbook collection is on materials published within the last ten years and in current or anticipated use in area classrooms. Generally, a policy of retaining one series per publisher, per subject will be maintained as a result of space and budget concerns.

2. Curriculum guides: Preschool through twelfth-grade curriculum guides from the state, regional, and national level are collected selectively, while local curriculum guides are acquired comprehensively.

3. Juvenile literature

- a. Books appropriate for the preschool child through young adult are selected for the collection.
- b. Award winners, honor books, and notable books are actively collected and are part of the Picture Book or Fiction Collection.
- c. Other examples of literature located in the collection include read-along books, folk literature, mythology, graphic novels, realistic fiction, and historical fiction.
- d. Factual works are also acquired, including biographies, autobiographies, and representative works in a variety of information areas.
- e. Support and emphasis is provided for regional and curricular foci.
- f. There are materials that could be housed in Curriculum Materials Center which are also appropriate for undergraduate college students. In certain instances duplication of these materials may be appropriate.

4. Professional literature

- a. A core collection which supports other materials in the Curriculum Materials Center collection may be acquired, or may be part of the library's general education collection.
- b. Examples include:
 - (1) Idea and activity books
 - (2) Books that include information on how to write behavioral objectives and prepare lesson plans
 - (3) Selected classroom support books
- c. Books pertaining to educational research, theory, or history are usually located in the library's general circulating stacks.

5. Reference collection

- a. Editions of reference sources that support other materials in the unit may be included in Curriculum Materials Center reference collection.
- b. Examples include:
 - (1) Test study guides for general academic and educational tests
 - (2) Kindergarten through twelfth grade encyclopedias, dictionaries, atlases, and thesauri
 - (3) Standardized test directories and review books

6. Journals: A small collection of P-12 magazines is located in the Curriculum Materials Center periodicals collection. Academic indexes and journals are held in the main library or made available electronically.

7. Non-print materials

- a. Audiovisual materials are acquired for demonstration and circulation purposes and to provide resources that students can use in lesson preparation.
- b. Examples include:
 - (1) Charts and pictures
 - (2) Study prints
 - (3) Pictorial works
 - (4) DVDs and CDs
 - (5) Multimedia kits
 - (6) Simulation games
 - (7) Transparencies
 - (8) Manipulatives, models, and realia
- c. A representative collection of exemplary computer software used in preschool through twelfth grade educational settings, and in adult education when appropriate, is acquired as part of the Curriculum Materials Center collection.

- d. Selected computer software is generally compatible with hardware generally being used in school systems or educational environments.
- e. Appropriate audiovisual hardware is also located in Curriculum Materials Center.
- f. Inclusion of new and emerging instructional technologies that impact upon educational practices will be incorporated into Curriculum Materials Center when appropriate.

8. Government documents

- a. Government publications from the federal, state, and local levels are an authoritative source of information, particularly for educational studies and reports, statistical data, curricular materials and guides, maps, and audiovisual materials.
- b. UCF Libraries is a partial federal depository that collects and integrates documents into the general collection.
- c. Few government publications are housed in Curriculum Materials Center, so that patrons are referred to the reference desk for assistance with governmental information.

9. Teaching units: Sample units are an important part of the Curriculum Materials Center because they help students develop their own teaching units; student-produced units are collected and labeled as such.

10. Standardized tests

- a. Standardized achievement tests, diagnostic tests, personality and vocational tests, and miscellaneous tests are collected that support school psychology and counseling programs and assessment units in the general teacher education curriculum.
- b. Due to circulation and review restrictions, the test collection is not shelved in open stacks.
- c. Refer to the Test Collection Policy for more information.

11. Free materials

- a. Materials are selectively solicited from governmental and professional organization outlets and publishing houses.
- b. While free materials may help supplement the collection, they are often difficult to locate and add.
- c. In particular, items from commercial organizations and industry are critically reviewed before the decision is made to add them to the collection.
- d. Historically, textbooks have been solicited for donation. While this practice will continue, donated textbooks are to be treated as supplementary to the primary collection. A percentage of the budget will be designated for textbook purchases in order to maintain the Florida textbook collection.

Priority will be given to filling incomplete series. Supplementary or ancillary materials will be purchased as budget allows.

12. Publishers catalogs

- a. Catalogs from education publishers and distributors are collected extensively.
- b. In addition to aiding in the acquisition of materials for Curriculum Materials Center, catalogs are patron accessible.
- c. Catalogs are available free in print and increasingly in electronic format.

13. The Curriculum Materials Center will purchase all necessary equipment to support materials selected for the collection, with emphasis on obtaining emerging education technologies. The center will endeavor to purchase a wide variety of equipment in order to provide students with hands-on experience with different types of equipment.

IV. Selection Criteria

A. Introduction

The selection of materials is a complex process of deciding what materials will be added to the collection. Although the Curriculum Materials Center librarian is responsible for reviewing proposed materials for inclusion in the collection, input from selectors and other individuals involved in the areas related to the mission of Curriculum Materials Center is encouraged. Reasons for choosing a specific item will be based on an evaluation of the item and its relationship to the collection. Justification for the choice will be derived from an assessment of its contribution to the fulfillment of the policies and goals of this collection development policy.

B. General Criteria

1. The potential use of materials should be considered on both a current and long-term basis.
2. Materials that are potentially useful in several subjects and grades have priority over materials for which a low or specialized use is expected.
3. Priority is given to materials that have received favorable reviews in the professional literature of a given subject field or in a standard review source.

C. Selection Criteria

1. Intellectual Content and Presentation: The basic idea or content of the material and how it is presented will be considered.

- a. Authority: Qualifications and abilities of the people responsible for creation of the work.
- b. Appropriateness of content to users: Content should be presented at the users' interest and developmental level.
- c. Scope: The overall purpose and depth of coverage. Does the scope meet the needs of the collection? Does the material fulfill its purpose?
- d. Accuracy of Information: Facts and opinions should be recognizable and impartially presented.
- e. Presentation: Style of presentation should be appropriate for the subject matter and use. The sequence and development of content should facilitate the ease with which the information can be understood.
- f. Literary merit: This criterion should apply to nonfiction as well as fiction.
- g. Information availability: The need for materials on a particular topic may at times overshadow other literary criteria.
- h. Format: Less expensive formats may be preferable to more expensive formats for materials dealing with rapidly changing subjects so replacements can be obtained more economically.
- i. Special features: That may include teachers' guides, maps, graphics, glossaries, indexes, bibliographies, etc.
- j. Value to the collection: The material should meet the need of the program and/or users. Can the item be used in a variety of ways?
- k. Other considerations: Correlation with the Florida State Curriculum.

2. Physical Format:

- a. Technical quality: Photography, sound, filming technique, color, graphics, etc., should be of good quality and appropriate for the subject matter and audience.
- b. Aesthetic quality: Preference should be given to attractively packaged and aesthetically pleasing materials.
- c. Safety and health considerations: Of particular importance when selecting realia or tactile materials.
- d. Other considerations:
 - (1) Potential number of simultaneous users
 - (2) Variety of purposes for using the material
 - (3) Variety of formats for the same work (e.g., video of a book)
 - (4) Ease of use, storage, and maintenance
 - (5) Equipment needed to utilize the media
 - (a) Ease of use, maintenance, and service

- (b) Reliability of performance
- (c) Compatibility with other equipment or software
- (6) Generally, library binding will be preferred over paperback

3. Subjects excluded:

Although no subjects are excluded from collecting per se, every effort is made to acquire materials that most directly support course work preparing students to meet requirements of education degrees and credentials. Given that materials in the Curriculum Materials Center provide instructional and professional support of teachers and students in a P-12 setting, some materials levels, such as research and academic, may not be collected. Other criteria that may negatively influence a decision to add an item is its intellectual content and presentation, appropriateness of content to users, accuracy and impartiality of information, presentation, literary merit, format, and value to the collection.

D. Reviewing Sources

1. Introduction: When it is not possible to evaluate materials personally, the Curriculum Materials Center librarian and selectors will select materials using a wide variety of evaluation sources. These resources will provide reputable, unbiased, professionally prepared evaluations of the materials in question. The location of at least two (2) positive reviews will be necessary for selection consideration of higher-priced materials.

2. The following titles are examples of sources that may be consulted when locating reviews:

- a. Professional library literature: *Booklist*, *Horn Book*, and *Bookfinder*.
- b. Professional education literature: *Instructor*, *Teaching Pre-K-9*, *Computing Teacher*, *Language Arts*, and *Social Education*.
- c. Specialized lists: *Best Books for Children*, *Notable Films and Videos for Children*, and *Only the Best*.

E. Requests

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

V. Selection Processes

A. Examination of the Item

1. The curriculum librarian and selectors should make every effort to examine firsthand the item under consideration.

2. Materials can be examined at conventions, conferences, selection workshops, examination centers, and in other curriculum materials centers.
3. Vendors may supply trials of electronic materials on an approval basis.
4. Audiovisual and computerized materials, especially, should be examined prior to acquisition.

B. Consultation of Selection Sources

1. The curriculum librarian and selectors should seek critical reviews and evaluations to support a selection decision and not rely completely on producers or authors statements.
2. There are two types of selection sources:
 - a. Selection tools: non-evaluative lists of bibliographic information used to identify titles of instructional materials.
 - b. Review sources: repositories of reputable and professional discussions that may provide background information, varying points of view, critiques, and suggestions for use within the classroom for the item in question.
3. Consider the scope of the selection source:
 - a. What is the selection policy for inclusion? Is only recommended material included?
 - b. What types or formats of material are included?
 - c. For what type of library is the material intended?
 - d. What is the frequency of publication and the speed with which current reviews appear?
 - e. What is the scope of the guide and how much information is given for each item?
 - f. How is the information arranged?
 - g. What is the authority of the contributors to the selection source?

C. Out of Print Acquisition

With the understanding that some content never goes out of date, yet materials may go out of print, the same selection criteria as applied to general purchases will be applied to materials no longer available from publishers. In the instances where selection is desired, out of print dealers will be consulted. If available, the copy in the best condition, and with the sturdiest library binding, will be purchased.

VI. Maintenance and Evaluation of Collection

A. Deselection

1. Weeding is the removal of materials from the Curriculum Materials Center collection for discard or for other locations.
2. Its primary benefit is the removal of materials that have become obsolete, are in poor condition, or are no longer relevant to the goals and objectives of the Curriculum Materials Center collection and services. A secondary benefit is space provision for newer titles.
3. Depending on the purpose, criteria which may be followed 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 or no longer operable on current equipment
 - d. Duplicate copy [multiple copies of award-winning books may be retained]
 - e. Level of circulation or usage
4. Weeding is a task that may be integrated into other collection development procedures and conducted on a regular or continuing basis.
5. Professional librarians (along with selectors) will be involved in any weeding project.
6. Pertinent faculty, student, and administrative involvement may be sought if weeding is for discard.

B. Preservation

As many items in the Curriculum Materials Center receive extremely high circulation, physical deterioration, and subsequently preservation, is an on-going concern. In-house mending will be used to repair items whenever possible. The

decision to bind or replace an item will be considered in conjunction with the level of wear, the cost and availability of the item, and its usage and circulation.

C. Replacement

1. Consideration may be given to replacing items lost from the collection, as identified by inventory taking, patron requests, or otherwise.
2. Materials that are physically damaged due to high usage will be replaced as quickly as possible.
3. Criteria that may be followed include:
 - a. Level of circulation or usage
 - b. Age
 - c. Pending release of a newer or revised edition
 - d. Relevance to the current UCF teacher education curriculum

D. Gifts

1. UCF Libraries has an overall gift policy regarding the acceptance, rejection, and handling of gifts.
2. The Curriculum Materials Center gift policy and procedures are compatible with those of the main library.
3. Some stipulations of the Curriculum Materials Center policy include:
 - a. Only gifts that meet selection criteria of the Curriculum Materials Center collection development policy will be accepted for inclusion.
 - b. Materials with multiple components may be accepted only if complete.
 - c. Older materials generally will not be accepted, but may be considered if they substantially contribute to a weak collection area.

E. Collection Evaluation

1. All collections need periodic evaluation.
2. Collection development policies also need to be regularly evaluated.
3. Regular evaluation of the collection and collection development policy may position the Curriculum Materials Center to satisfactorily respond to changes in curriculum and education trends, and to participate in cooperative collection development agreements.