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William Woods University

Dulany Library

Educational Materials Collection Development Policy

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Created: March 2003
Last Updated: August 2011
Last Reviewed: August 2011

Collection Development Policy Statement

I. Introduction

A. Objectives

1. The Educational Materials Collection supports the education curriculum of William Woods University, including undergraduate methods and practicum courses, Master of Education degree programs, and the Doctorate in Educational Leadership.

2. The Educational Materials Collection makes readily available for inspection, evaluation, and use, 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 which most directly support course work preparing students to meet teacher and administrator certification requirements.

4. The Educational Materials Collection may also provide patrons with materials relating to the teaching profession, for personal and staff development.

5. The Educational Materials Collection also includes examples of the different types of instructional materials which might be found in an average public school covering grades K-12.

B. Institutional Context

1. The Educational Materials Collection development policy is coordinated with the main library's mission of service.

2. Curriculum materials come in a variety of formats which may be different from other academic and research library materials, and they may be acquired from different sources.

3. Placement in the Educational Materials Collection allows library staff to render specialized shelving and reference services.

C. Supporting Documents

1. As part of its philosophy of collection development, the Educational Materials Collection 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 Educational Materials Collection 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 EMC'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 Educational Materials Collection contains materials suitable for children, it is part of an institution of higher education and, as such, is to be used by adults. Children must be accompanied by an adult.

C. Categories

Clientele categories are listed in no order of preference.

1. Campus-based 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.

2. Consortium patrons: Patrons who do not fall into the above categories, such as interlibrary loan borrowers, and members of MOBIUS libraries requesting materials through direct-patron borrowing via the MOBIUS system.

3. Other library card patrons:

    a. Local school teachers who do not fall under the above categories.
    b. Members of the general public with an interest in the collection.

D. Loan Restrictions

1. To borrow materials from the Educational Materials Collection, the patron must satisfy one of the following requirements:

    a. Be a registered WWU student with a valid ID card.

b. Be a current full-time, part-time or adjunct faculty member at WWU.
c. Be a currently enrolled student or faculty member at a MOBIUS institution with a valid ID or patron record.
d. Be a resident of Callaway County, Missouri (for local non-affiliated borrowers).

2. Circulation policies for each category of client may vary.

3. Excluding actual loan, the Educational Materials Collection materials and reference services are available to anyone.

III. Scope of the Materials Collected

A. General Guidelines

1. Curricular level and subject treatment

a. The Educational Materials 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 material in the collection is English, although materials used to teach foreign languages or in bilingual/multicultural environments are also included.

3. Chronology: Emphasis is on teaching materials of current significance, although some items of historical or research value may be kept.

4. Geographical Guidelines

a. Educational methods and approaches used in the United States are emphasized in the Educational Materials Collection.
b. Materials issued or published by the state education agency and area school systems are also emphasized, although much of this material is now available via the Internet.
c. Materials from other states and countries are selectively collected.

5. Cultural Diversity: Collection materials should reflect cultural diversity and promote respect for and appreciation of specific cultures and the global community.

B. Specific Guidelines

1. Textbooks

a. Textbooks in all curricular subjects, grades kindergarten through twelve, are collected selectively when requested by education faculty.

b. Emphasis in the textbook collection is on materials published within the last ten years, although some older texts may be kept for research value.

2. Curriculum guides: Preschool through twelfth-grade curriculum guides from the state, regional, and national level are collected selectively, although much of this material is now available via the Internet.

3. Juvenile literature

    a. Books appropriate for the preschool child through young adult are located in the collection.

    b. Award winners, honor books, and notable books are generally collected. Caldecott, Newbery, and Mark Twain award books have a separate location.

    c. Other examples of literature located in the collection include picture books, read-along books, folk literature, mythology, 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 focuses.

4. Professional literature

    a. A core collection which supports other materials in the Educational Materials Collection is collected and located in the TEACH section of the Educational Materials Collection.

    b. Examples include:

        1) Idea and activity books.

        2) Books which provide instruction for teacher education students on how to write behavioral objectives and prepare lesson plans.

        3) Selected classroom support books.

    c. All materials classified in the "L" classification of the Library of Congress Classification System are located in the Educational Materials Collection.

5. Reference collection: Editions of reference sources which are related to other materials in Educational Materials Collection are generally located in the main Reference Room.

6. Journals: A collection of journals on educational topics is located in the library's periodicals collection. Current issues of education journals are displayed on two separate carousels

7. Electronic Resources

    a. E-books on education topics are generally included as part of a collection acquired as such.

    b. Education databases are a high priority and the library continually evaluates the electronic resources available.

    c. ERIC documents are now available via the Internet although the library has a collection of selective documents which it retains in microform.

8. 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) Sound recordings

        (3) Multimedia kits

        (4) DVDs and videocassettes

        (5) Manipulatives

        (6) Models and realia

        (7) Toys

    c. Computer software which is selected is generally compatible with hardware generally being used in school systems or educational environments.

    d. Appropriate audiovisual hardware is located at the Circulation Desk and is available for checkout.

    e. Inclusion of new and emerging instructional technologies that impact upon educational practices will be incorporated into the Educational Materials Collection when appropriate.

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 librarians are responsible for the selection of materials to be included in the collection, input from other professionals involved in the areas related to the mission of the Educational Materials Collection is encouraged. Reasons for choosing a specific item is based on an evaluation of the item and its relationship to the collection. Justification for the choice is 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 which 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.

   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: 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: Teachers guides, maps, graphics, glossaries, indexes, bibliographies, etc.

   j. Value to 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 Missouri and national standards for specific subject areas.

2. Physical Format: Compatibility of content and 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.

D. Reviewing Sources

1. Introduction: When it is not possible to evaluate materials personally, the librarian selects materials using a wide variety of evaluation sources. These resources provide reputable, unbiased, professionally prepared evaluations of the materials in question.

2. The following titles are examples of sources which will be consulted when locating reviews:

a. Professional library literature: *Booklist* and *Book Links*.

b. Professional education literature: *Instructor, Teaching Pre-K-8, Language Arts, Teaching Tolerance,* etc.

c. Specialized lists: *Best Books for Children, Best Books for Young Adults,* and *Video Librarian.*

E. Requests

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

V. Selection Processes

A. Consultation of Selection Sources

1. The librarian 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?

VI. Maintenance and Evaluation of Collection

A. De-selection

1. Weeding is the removal of materials from the Educational Materials Collection for discard or for other locations.

2. Its primary benefit is the removal of materials which have become obsolete, are in poor condition, or are no longer relevant to the goals and objectives of the Educational Materials Collection and services.

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

    d. Duplicate copy

4. Weeding is a task which may be integrated into other collection development procedures and conducted on a regular or continuing basis.

5. Pertinent faculty, student, and administrative involvement may be sought if weeding is for discard.

B. Replacement

1. Consideration may be given to replacing items lost from the collection, as identified by inventory taking, patron requests, or otherwise.

2. Materials which are physically damaged due to high usage will be replaced as quickly as possible.

3. Criteria which 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 curriculum of WWU.

C. Gifts

1. Dulany Library has an overall gift policy regarding the acceptance, rejection, and handling of gifts.

2. The Educational Materials Collection gift policy and procedures are compatible   with those of the main library.

3. Some stipulations of the Educational Materials Collection policy includes:

      a. Only gifts which meet selection criteria of the Educational Materials Collection development policy will be accepted for inclusion.

      b. Materials with multiple components will be accepted only if complete.

      c. Older materials will be accepted if they support the education program in such areas as research into the development and evolution of curriculum materials.

D. 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 Educational Materials Collection to satisfactorily respond to changes in curriculum and education trends, and to participate in cooperative collection development agreements.

4. OCLC's WorldCat Collection Analysis is used to provide the library portion of academic program reviews in education and can also be used to examine strengths and weaknesses of specific aspects of the Library's Educational Materials Collection. Comparison with the education holdings of peer institutions through Collection Analysis can also provide lists of resources for purchase consideration.