

**COLLECTION DEVELOPMENT POLICY**  
**HNI Corporation Instructional Resources and Technology Services (IRTS)**  
**College of Education**  
**University of Northern Iowa**  
**October 2010 (revised October 2018)**

I. INTRODUCTION

A. IRTS's Mission Statement

IRTS, a unit of the UNI Rod Library, is located in the Schindler Education Center. IRTS provides representative PK-12 materials for preview, analysis and circulation, primarily to the students, faculty and Staff of UNI, and the Iowa community at large. IRTS, a service-oriented library, provides an open space for creativity and collaboration, and plays a unique and integral role in the educational process of current and future educators.

1. Objectives

- a. IRTS 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.
- b. Priority is given to materials that most directly support course work preparing students to meet requirements of education degrees and credentials.
- c. IRTS also provide patrons with materials relating to the teaching profession, and for personal and staff development.

2. Institutional Context

- a. IRTS's collection development policy is collaborated/coordinated with the [main library's mission](#) of service.
- b. IRTS's 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. Supporting Documents

- a. As part of its philosophy of collection development, IRTS supports the following statements from the American Library Association:

**1.** [Library Bill of Rights](#)

2. [Intellectual Freedom Statement](#)
3. [Freedom to Read Statement](#)

- b. 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.

#### B. IRTS's Clientele

1. The primary clientele are students, faculty, and staff within the teacher education program at UNI. Circulation policies may differ according to the category of the user.
2. Local teachers, administrators, and other N/K-12 educational personnel from Iowa? are frequent clientele. Their requests for loans of materials or other services are honored whenever they do not interfere with needs of above clientele.
3. The general public, who are adult residents of Iowa, are served also. Their requests for loan of materials or other services are honored whenever they do not interfere with needs of the above clientele.
4. N/K-12 students are not direct patrons of the UNI Curriculum Lab. They may utilize only lab resources that are loaned to one of the above groups.

#### C. Collection Priorities

1. The Curriculum Laboratory collects selected curriculum materials currently used in N/K-12 grade classrooms, mainly in Iowa but elsewhere in the United States as well. These materials will include textbooks, enrichment materials, curriculum units, activities, standardized tests, research (professional literature) resources, software, apps, graduate research papers, periodicals, and reference materials.
2. The lab is committed to developing a balanced collection of current materials of various formats on various subjects. These materials will reflect multicultural, nonsexist values and will be geared to learners of various abilities and learning styles.
3. The lab will provide examples of new and emerging instructional technologies.

#### D. Major Services

1. The lab will be open a substantial number of hours for clients to access materials and equipment, including evening and weekend hours.
2. IRTS staff will provide reference assistance to individual users and to groups and classes.
3. The lab will issue publications to provide information about materials and services. The lab will maintain and operate a reserve desk.
4. The lab will maintain and operate technology laboratories so clientele may utilize new and emerging instructional technologies

#### E. IRTS Personnel Roles and Responsibilities

1. Professional staff is directly responsible for the development, staffing, and operation of IRTS including ultimate responsibility for collection development. The professional staff needs:
  - an awareness of the informational and curricular needs of IRTS's clientele.
  - resources for staff, facilities, equipment and materials.
  - a clear and open relationship with the College of Education and Rod Library administration so needs and concerns may be adequately addressed.
2. Support staff is involved with the daily operations of the lab and need adequate training to perform their duties.
3. Student workers are involved with the daily operations of the lab and need adequate training to perform their duties.
4. College of Education faculty and administrators as well as in-service N/K-12 grade educators are encouraged to support and promote IRTS services. Their input into collection development of the lab is extremely valuable.

## II. COLLECTION DEVELOPMENT GUIDELINES

### A. Guidelines for All Materials.

1. General Guidelines
  - a. Materials must support the goals and objectives of courses within

teacher education program at UNI.

- b. Materials must contribute to a balanced collection of various formats on appropriate subjects.
- c. Materials must support new and current educational methodology and technology. Most materials will not be more than 10 years old with some exceptions.
- d. Materials will be selected on the basis of favorable reviews.

## 2. Content Guidelines

- a. Materials will be selected only if the content is accurate.
- b. Materials will be selected only if the content is appropriate for the intended level.
- c. Materials will be selected if the content fulfills the instructional objectives.
- d. Materials will be selected to foster respect for women and minority and ethnic groups and shall realistically represent our pluralistic society, along with the roles and lifestyles open both to women and men in today's world. Materials shall be designed to help students gain an awareness and understanding of the many important contributions made to our civilization by women and minority and ethnic groups.

Materials shall clarify the multiple historical and contemporary forces with their economic, political and religious dimensions which have operated to the disadvantage or advantage of women, minority groups and ethnic groups. These materials shall present and analyze intergroup tension and conflict objectively, placing emphasis upon resolving social and economic problems.

Materials which make clear the important role religion has had in

shaping every age and culture shall be included with emphasis  
on  
objectivity and balance.

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

e. Materials on controversial issues will be selected to maintain a balanced collection representing various views.

### 3. Technical/Format Guidelines

a. Materials will be selected only if the technical quality (print and nonprint) is good.

b. Materials will be selected only if the format is useful for the instructional goals.

### 4. Miscellaneous Guidelines

a. Materials will be selected only if their cost is reasonable in proportion to the budget.

b. Materials will be selected only if the lab has the necessary equipment to utilize, space to house, and staff time to process  
and  
assist clients.

c. In most cases, no more than 2 copies of any item shall be  
collected.

d. Materials selected, except those utilized to teach foreign  
languages,  
will be in English.

e. Materials will be acquired in compliance with copyright laws.

## B. Guidelines by -Type

### 1. Textbooks

- a. Scope: The Textbook Collection includes in-print texts used in N/K-12 grade classrooms in all subjects. Teacher editions, student editions, workbooks, guides, manuals, and additional supplementary materials are collected. The collection emphasizes textbooks used in Iowa schools but has some used elsewhere in the United States. As electronic textbooks are becoming more prevalent, IRTS is working to obtain funding to purchase electronic copies to include in the collection. The lab collects as many in-print N/K-12 grade texts as possible and does not screen them for quality.

Subjects include art, foreign languages, music, language arts, industrial technology, mathematics, science, business, home economics, social studies, health, physical education, and safety education. See *Appendix A* for information about level if intensity of collection for these subjects.

- b. Influencing Factors: The Textbook Collection is used by teacher education students and area teachers who need access to new and other currently in-print N/K-12 grade textbooks in all curriculum areas. Clientele use the textbooks for class assignments, tutoring and/or field experiences, and adoptions. No budget is available, so the lab's collection is determined by the generosity of textbook publishers and their representatives.
- c. Selection Plan: As all textbooks in the Curriculum Laboratory are complimentary copies, selection is done annually by contacting textbook publishers' representatives in Iowa.
- d. Retention and Weeding: Textbooks that are no longer in *El Hi* (and thus are no longer in-print) are removed from the collection annually. Superseded editions are removed when the new volumes are shelved. Since publishing companies donate texts, their suggestions on weeding titles from their companies are considered. Texts are also removed if they are damaged. In this case, lab staff may request a replacement.

Discarded textbooks are sent to resources centers on campus or are put on the lab's free materials cart for patrons to take.

## 2. Enrichment Materials

- a. Scope: The Enrichment Materials Collection is a very selective collection of supplementary materials to "enrich" lessons. It includes activity cards, games, globes, flash cards, kits, pictures, poster cards and manipulatives. Audio visuals (CD and DVDs) may be components of the kits

See *Appendix A* for information about subjects and level of intensity of collection for these subjects.

- b. **Influencing Factors**: This collection is used by teacher education students who need examples of enrichment materials for lesson development, tutoring, and field experiences.
- c. **Selection Plan**: Whenever possible, these items are previewed before purchase. If preview is not possible, reviews for enrichment materials are found in sources such as Curriculum Review, School Library Journal, and Booklist. In addition, education journals and newsletters such as Instructor, Science and Children, Science Teacher, Social Education, and Young Children contain some reviews. Enrichment materials are also selected from faculty requests or if the items are produced or distributed by companies reputed to handle quality products. Complimentary items are requested annually, and a few companies will donate materials. Some items are also available if lab staff or faculty write reviews for a journal, company, or the Iowa Department of Education.
- d. **Retention and Weeding**: Enrichment materials are kept as long as their content is accurate and educationally sound. Items over 10 years old are examined seriously to determine if they should be withdrawn. Some of these materials are removed sooner from the collection if they have missing parts or are damaged. If materials are to be withdrawn, the lab staff decides if a replacement or revision should be obtained. Materials are spot-checked for missing parts after every circulation transaction and thoroughly inventoried annually.

### 3. CUAs (Curriculum Units and Activities)

#### Resource Units

- a. **Scope**: The CUA collection includes resource units prepared by UNI teacher education students in various methods classes and samples of commercially published units.
- b. **Influencing Factors**: The resource units in IRTS are used by teacher education students for class assignments, especially those who are starting to prepare a unit themselves. In addition, practicing teachers also examine units as they search for instructional ideas.
- c. **Selection Plan**: Some of the units received by IRTS are prepared by UNI students. These units are obtained by contacting faculty who teach methods and materials courses and asking for donations from their students. Finally, reviews of and information about units is sometimes

available in periodicals such as Curriculum Review, School Library Journal and Instructor.

- d. Retention and Weeding: Resource units are kept no more than 10 years and may be withdrawn sooner if the content or format of the material is inappropriate educationally, if the guide has been revised, or if the guide has been damaged. If the guide has been damaged, lab staff will determine if a replacement should be acquired.

Discarded items will be placed on the free materials cart.

### Activities

- a. Scope: The Activity Collection includes selected idea-activity books, workbooks, game books, bulletin board books and learning center books.

See *Appendix A* for information about subjects and level of intensity of collection for these subjects.

- b. Influencing Factors: The Activity resources are used heavily by teacher education students for units, lesson plans, resource files, and field experiences. It is also widely used by area teachers who are looking for new teaching ideas.
- c. Selection Plan: Previews or reviews of materials for the Activity resources are very useful as the quality of these items varies a good deal. Publishers do not usually want to send these books out on preview; however, the University Book and Supply stock hundreds of titles that may be previewed in their stores. Curriculum Review frequently reviews activity books as does Instructor. In addition, publishers and distributors such as Good Apple, Instructor, Gryphon House and some educational organizations such as the National Council of the Social Studies, et al, consistently offer quality items which may be purchased without review or preview. Finally, most faculty recommendations are purchased if funds are available and the item fits within the scope of the collection.
- d. Retention and Weeding: Activity materials are kept no more than 10 years and may be withdrawn sooner if the content or format of the material is inappropriate educationally, if the publication has been revised, or if the item is worn or damaged. If the item has been damaged, lab staff will determine if a replacement should be acquired.



Discarded items will be placed on the free materials cart.

#### 4. PEC - Professional Education Collection (Stacks)

- a. Scope: The PEC includes selected monographs (books, articles, brochures, etc.) about curriculum developments, trends, educational research theory, and materials. Publications from various educational organizations such as the Association for Supervision and Curriculum Development, the National Council for the Social Studies, the National Science Teachers Association, the National Council of Teachers of English, the International Reading Association, etc. are often selected for this collection.

See *Appendix A* for information about subjects and level of intensity of collection for these subjects.

- b. Influencing Factors: The PEC in IRTS are used by teacher education and faculty and N/K-12 educators for background as they study and develop curriculum materials. The Library collects monographs about research, theory, history, etc. of education so the lab does not purchase materials on these topics.
- c. Selection Plan: Previews or reviews are not necessary in order to select items for the research file. Publications from ASCD come because of the IRTS's and College of Education faculty members' institutional memberships. Items from other professional education organizations are selected if the topics and costs are appropriate since the quality of these publications is consistently high. Some materials (reports, etc.) are requested because they are mentioned in Curriculum Review or the more specialized periodicals. Finally, faculty requests for research materials are purchased if funds are available and the item fits within the scope of the collection.
- d. Retention and Weeding: GEC materials are kept no more than 15 years and may be withdrawn sooner if the content or format of the material is inappropriate educationally, if the material has been revised, or if the material has been damaged. If the material has been damaged, lab staff will determine if a replacement should be acquired.

Discarded items will be sent be placed on the free materials cart.

#### 5. Standardized Tests

- a. Scope: The Standardized Test collection includes selected specimen sets of in-print tests used in N/K-12 grade educational situations. Emphasis is placed on major, general achievement batteries and some

tests for specific curriculum areas and guidance purposes.

- b. Influencing Factors: Tests must be ones legally is qualified to possess and they must be used for viewing only. Standardized tests are most frequently used by teacher education students who are evaluating them.
- c. Selection Process: Reviews of more established tests can be located through the Mental Measurement Yearbooks. However, most tests are purchased to meet faculty requests or to obtain updated versions of frequently used achievement tests such as the Iowa Tests of Basic Skills or the Metropolitan batteries. Publishers' catalogs, which are issued much more often than the MMY, are useful sources of information about test revision.
- d. Retention and Weeding: Major test titles are checked annually in publishers' catalogs and are pulled when replacements are obtained. All other tests are kept while they are included in the most recent volume of Tests in Print (which is issued very irregularly). Tests are also removed if they are damaged, worn or have missing pieces; in this case, lab staff will determine if replacements should be acquired.

Discarded items are thrown away or given to faculty.

## 6. Journals

- a. Scope: The Journal Collection is a limited selection of current publications about N/K-12 grade curriculum, teaching methods and materials, and educational technology. Academic indexes and journals are held in the main library or made available electronically.
- b. Influencing Factors: The Rod Library maintains a research-oriented journal collection with back issued and relevant indices thus IRTS prefers not to acquire journal titles held by Rod Library.
- c. Selection Process: IRTS in cooperation with the Rod Library maintains a limited collection while the Library maintains an extensive collection of education journals.
- d. Retention and Weeding: Past issues that are more than three years old are removed from the collection. Withdrawn issues will be given to the Library if the Library requests. Library requests will have priority over any other requests. Withdrawn journals also are given to other resource centers in relevant subjects such as mathematics and science.

Discarded issues not sent elsewhere will be placed on the free materials cart.

## 7. Reference Collection

- a. Scope: The Reference Collection includes standard sources useful within the N/K-12 curriculum such as encyclopedias, dictionaries, atlases, and almanacs. The collection also contains selected educational resources about N/K-12 grade education including handbooks, directories, bibliographies, and reviewing tools.
- b. Influencing Factors: This collection is used by teacher education students for assignments and by lab staff to answer questions. The Library's Youth Collection and Reference Section collect many resources; the lab only duplicates essential ones such as several dictionaries, and encyclopedias.
- c. Selection Process: Reviews are consulted for reference materials that are purchased; School Library Journal, Booklist, and Education Libraries review some reference resources. Revisions of reference materials are purchased as frequently as budget permits.
- d. Retention and Weeding: Items that are revised regularly, such as El-Hi and Guides to Free Materials, etc. are removed when new editions are received. Other reference sources are kept as long as they are in-print or their content is up to date, usually no more than five years.

Discarded items go to the Library, resource centers, or the free materials cart.

## 8. Software

- a. Scope: A representative collection of exemplary computer software and apps used in preschool through twelfth grade educational settings, and in adult education when appropriate, is acquired as part of the IRTS collection. Selected computer software is generally compatible with hardware generally being used in school systems or educational environments. Inclusion of new and emerging instructional technologies that impact upon educational practices will be incorporated into IRTS when appropriate.
- b. Influencing Factors: This collection is used by teacher education students for reviewing instructional or utility software.
- c. Selection Process: Reviews or previews of software are utilized before most packages are purchased. Reviews in professional journals or magazines are consulted frequently. Faculty recommendations also are

followed if budget permits.

- d. Retention and Weeding: Software is seldom kept more than 10 years and may be withdrawn sooner if it is no longer in-print, if the content or format is no longer educationally sound, or if it is missing or damaged. If it is missing or damaged, lab staff will determine whether or not a replacement will be obtained.

Discarded software is removed in keeping with copyright restrictions.

## 9. Graduate Research Projects

- a. Scope: The Graduate Research Project includes graduate papers written for self-selected departments with the College of Education. Currently these departments are Curriculum and Instruction, Educational Leadership and Post-Secondary Education, Educational Psychology and Foundations, and Special Education.
- b. Influencing Factors: Currently IRTS is working with the Library to digitize IRTS's existing collection of Graduate Research. Graduate papers are then accessible online via Scholar Works.
- c. Selection Process: Presently, departments submit graduate papers directly to UNI Scholar Works.
- d. Retention and Weeding: These papers are permanently retained.

## 10. Juvenile literature

IRTS acquired a collection of juvenile literature as a result of the closing of Price Laboratory school in 2012. The Literacy Program's Reading Clinic collection was also merged with IRTS in 2015. The Literacy Program coordinator is responsible for the funding, selection, acquisition, and weeding of materials for the juvenile literature collection.

- a. Books appropriate for the preschool child through young adult.
- b. Award winners, honor books, and notable books in various genre or format that is suitable for P-12 grades.
- 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 were also acquired, including biographies, autobiographies, and representative works in a variety of information areas.
- e. In certain instances, duplication of these materials may be appropriate.

C. Evaluation of the Collection

1. Circulation studies will be conducted periodically. Circulation data is available on-demand via the Library's integrated library system.
2. Syllabi from teacher education courses are reviewed regularly and the collection is then evaluated to maintain its support for assignments and topics.
3. Users surveys are conducted as needed.

III. MISCELLANEOUS

A. Gift Statement

1. Gift materials are welcomed if they enhance the quality and usefulness of the lab's collection.
2. Gift materials must meet the collection development guidelines for the relevant format.
3. Gift materials may be accepted only if there are no restrictions upon their disposition.
4. Gift materials will be discarded through regular channels if they do not meet the standards for the rest of the collection.
5. Gift materials will be acknowledged for tax purposes; however, appraisal is the responsibility of the donor.

B. Weeding Policy

1. Weeding is the permanent removal of obsolete, damaged, or missing items no longer related to the goals, objectives, and/or services of IRTS.
2. Weeding is as essential as the acquisitions of new materials to maintain a quality, timely collection.

3. All collections will be weeded by lab staff at least every two years. Lab staff will consult appropriate faculty as needed on weeding decisions.
4. Materials are removed for the following reasons:
  - a. Material is in poor physical condition. It is damaged, worn, or has missing parts.
  - b. Material has poor content. It is badly written, inaccurate or outdated.
  - c. Materials over 10 years old and superceded editions are usually removed although some items may be outdated before they are this old.
  - d. Material has poor format. It is inappropriate for instructional purposes.
  - e. The collection is over crowded and space is needed.
  - f. The material is lost and replacement not appropriate.
  - g. Only two copies of each item are retained.
5. Discarded items are sent to the Library or other resource centers. Some items are placed on the free materials cart for patrons if transfer to another location is inappropriate.

C. RECONSIDERATION PROCEDURE

1. Any requests for reconsideration will first be handled by the Director of Instructional Resources and Technology Services. An informal path toward resolution of the problem is preferred. If not resolved, the Director consult with the administration in both the College of Education and the Library. for its recommendation.

D. COOPERATION WITH LIBRARY AND OTHER RESOURCE CENTERS

1. IRTS is a unit of UNI's Rod Library and is a member of the CVLC and catalogs its resources for access via the Library system.
2. IRTS staff cooperates in referring clients to the Rod Library, other campus resources and community resources.

E. REVIEW OF CURRICULUM LABORATORY COLLECTION DEVELOPMENT POLICY

1. The Director of Instructional Resources and Technology Services is responsible for revisions of this policy.

2. The policy is reviewed and revised as necessary every 5 years.
3. All reviews, with or without revisions, are approved by the administration in both the College of Education and the Library.

**Appendix A**  
*Subject List and Intensity*

O = Not Collected

L = Low level, only acquire basics  
possible

M = Medium level

H = High level; acquire all

Subject	Texts	Enrichment Materials	Units	Pec	Activities
BUSINESS	M	L	L	L	L
HOME ECONOMICS	M	L	L	L	L
SOCIAL STUDIES	H	H	H	M	H
ADULT EDUCATION	O	O	O	L	L
CHILD DEVELOPMENT	O	O	O	L	O
COMPUTER USES IN ED	O	O	M	M	M
COOPERATIVE LEARNING	O	O	O	L	L
CREATIVITY	O	O	O	L	L
CURRICULUM	O	O	O	H	O
DISCIPLINE	O	O	O	L	O
EARLY CHILDHOOD	O	O	O	L	O
EDUCATIONAL MEDIA	O	O	O	M	O
EDUCATIONAL PSYCHOLOGY	O	O	O	L	O
EDUCATIONAL RESEARCH	O	O	O	L	O
ELEMENTARY EDUCATION	O	O	O	L	O
EXTRACURRICULAR ACTIVITIES	O	O	O	L	O
FACILITIES AND EQUIPMENT	O	O	O	L	O
FOUNDATIONS OF EDUCATION	O	O	O	M	O
GIFTED EDUCATION	O	L	M	M	M
GUIDANCE	O	H	H	M	H
HEALTH	H	H	H	M	H
HIGHER EDUCATION	O	O	O	L	O
HUMAN RELATIONS	O	H	H	M	H
INSTRUCTIONAL MATERIALS	O	O	O	M	H
INTERDISCIPLINARY	O	O	H	L	L
INTERNATIONAL EDUCATION	O	H	O	L	O
LANGUAGE ARTS	H	O	H	M	H
LEARNING	O	L	O	L	O
LIBRARY	O	O	M	M	M



MIDDLE SCHOOL/JUNIOR HIGH	O	O	O	M	O
MORAL EDUCATION	O	O	O	L	O
NON-TRADITIONAL EDUCATION	O	O	O	L	O
PDK FASTBACKS	O	O	O	H	O
PHYSICAL EDUCATION	H	L	M	M	M
RURAL EDUCATION	O	L	M	M	M
SAFETY EDUCATION	H	M	M	M	M
SCHOOL ADMINISTRATION	O	O	O	M	O
SCHOOL LAW	O	O	O	L	O
SCHOOL PARENT COMMUNITY	O	O	O	L	O
SCHOOL PUBLICATIONS	O	O	O	H	O
SCHOOL RECORDS	O	O	O	H	O
SECONDARY EDUCATION	O	O	O	L	O
SPECIAL EDUCATION	O	M	M	M	M
STUDY SKILLS	O	L	L	L	M
TEACHING METHODS	O	O	O	H	O
TEACHING PROFESSION	O	O	O	L	O
TESTING AND EVALUATION	O	O	O	L	O
THINKING SKILLS	O	L	L	L	M
ART	M	L	M	L	M
FINE ARTS	M	L	M	L	M
FOREIGN LANGUAGES	M	L	M	L	M
MUSIC	M	L	M	L	M
INDUSTRIAL TECHNOLOGY	M	L	M	L	L
MATHEMATICS	H	H	H	M	H
SCIENCE	H	H	H	M	H