DEVELOPING POLICIES FOR THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL’S CURRICULUM MATERIALS CENTER IN THE SCHOOL OF EDUCATION

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The purpose of this research is to study the literature of policymaking, both for Curriculum Materials Centers and general libraries, in order to develop a framework for a UNC-CH Curriculum Materials Center (CMC) policy manual. The following policies were selected for inclusion in the CMC policy manual: philosophy and goals, collection development, budget management, media center use, scheduling, building support, and evaluation. A process for policymaking by a committee of stakeholders was developed during the process of drafting two initial policies: the philosophy and goals statement and the collection development policy. Although the CMC currently lacks a full-time licensed librarian, the policies and the process of policy development via members of the library’s constituency will move the CMC towards a more established stance. Patrons will be able to hold the CMC to professional standards.

Headings:

Curriculum libraries

Curriculum libraries—Policy statements

Planning, Library

Libraries—Policy statements
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Most importantly, thank you to my family for emotionally and financially supporting me through 20 years of academic struggle. This paper and the work I did for it are dedicated to you and the love you have always shown me.
Introduction and Purpose

In Barbara Stein and Risa Brown's *Running a School Library Media Center*, they say, "A written policy establishes guidelines for the smooth operation of the media center even in your absence and provides authority and protection for you and your staff when problems arise."¹ In Richard Wood and Frank Hoffmann's *Library Development Policies*, they say,

"...by concentrating the positive attention of library staff, library administrators, and others on a specified plan and specific collection policies and procedures, chances are greatly improved of everyone's moving in a positive way to build a balanced collection in a deliberative and careful manner."²

Both of these sources cite the need for the creation and implementation of a firm set of policies. In the UNC-CH School of Education Curriculum Materials Center (CMC), no such standard exists.

The purposes of this research are to study the literature of policymaking, both for CMCs and general libraries, and then to use that literature to develop a framework for a UNC-CH CMC policy manual.

Problem Statement

The history of the UNC-CH CMC caused its lack of standardization. In the early 1990s, Carolyn Jones was challenged by the NCATE accreditation recommendations to renovate the CMC.
Because the School of Education could not afford a full-time librarian, Ms. Jones turned to the School of Information and Library Science (SILS) at UNC-CH to provide staff. Since 1993, two graduate students from SILS have staffed the CMC as part-time research assistants every semester.

Because the graduate students are in a two-year program, there is high turnaround for employment at the CMC. At least once a year, someone graduates and a new person takes the job. Since there is so much work to do in the CMC on the day-to-day level, there is little time to consider what the overall goals and objectives of the CMC should be.

There are many decisions the CMC staff has to make using arbitrary instinct. Many times, disagreements arise concerning how time and resources should be most efficiently used. One such decision that needs an unchanging standard is which items are appropriate to select/deselect for the CMC collection.

There needs to be a policy manual to which staff can turn when decisions need to be made. This documentation is also needed to educate the patrons of the library on matters such as donations, challenges, and materials selection. Once a framework is developed for creating and implementing a policy manual, the document itself can be created.

**Limitations**

The emphasis of this study is to develop a framework for a policy and procedures manual. Two policies, the mission statement and the collection development policy, will
be written in full as an appendix to this document. Other important policies, however, will simply be mentioned in the outline found at the beginning of the appendix. Creating a full policy manual is not within the scope of this study.

Definitions

The CMC is a resource room of curriculum materials located in the UNC-CH school of education. Its staff collects books, manipulatives, audiovisual materials, and games that can be used with children, age birth to grade 12. Anyone with a UNC One Card can check out materials, but in general, the patrons are students or faculty in the School of Education. Students can observe materials that could be used with students, borrow materials to actually use with students for student teaching, or read professional development books and journals especially designed for educators.

The distinction of the CMC as a resource room, as opposed to a library, is clearly an outcome of not having a licensed librarian in a decision-making role. The current staff, including two graduate students preparing for library science licensure and the CMC media advisory committee, are no substitute for a full-time licensed librarian. The effects of the lack of staffing are obvious: no representative for the CMC in budgeting or faculty meeting decisions, low usage of the CMC, an unattractive and poorly lit facility, and little concern for the quality of materials that are kept within the CMC. Although these issues are improving over time, the UNC-CH is a long way from becoming the educational hub of the UNC-CH SOE.
When writing policies, however, the field of library science should be looked to for guidance. The UNC-CH CMC once did have a librarian, and to achieve its maximum potential, the SOE should move towards having one again. The decision to use library science graduate students as staff has already positively affected many of the current CMC practices, such as reserve policies and the organization of the collection. The CMC strives to be what a library is supposed to be: a center of information, community collaboration, and research.

**History of CMC Policymaking Literature Review**

The literature available on policymaking for CMCs is limited. The CMC has the potential to be considered a school library, academic library, or special library. It is not really any of those, however. The CMC is a resource room connected to a school, but the term "school library" tends to refer to schools, grades K-12. The CMC is a resource room connected to a university, but the term "academic library" usually refers to libraries that collect academic/research materials, not curriculum materials. Lastly, the CMC is definitely a "special" collection with a narrow focus and patron base, but the term "special library" usually refers to law, art, music, or science libraries. The result of this division of the field into particular types of libraries is that there is a very narrow scope of research done on curriculum material centers.

The UNC-CH CMC's lack of standards is not surprising in light of the recent interest in developing curriculum material libraries. According to Dorothy Ross Carpenter, the term curriculum laboratory, an early name for a CMC, was not even
introduced until 1938. In 1915, Mary Frances Breen reports that the National Education Association and American Library Association's standards included courses in library instruction, which would require a library facility.

In 1929, the American Association of Teachers Colleges showed an interest in developing library standards for teachers colleges or normal schools. These standards became measuring devices for which schools of education either could or could not receive accreditation. These standards addressed such topics as quantity and type of materials collected, staff minimums, budgetary concerns, physical equipment, and library instruction.

Although these standards were not uniformly adopted, the need was established to have a library in a school of education that would fulfill the needs of current and future teachers. "Educators and librarians, as a group, report as one of the functions of a college educating teachers the instruction of future teachers in the use of books and libraries," Breen reports. Again, the lack of standards for CMCs was noted in a dissertation completed for University of Michigan by Donald Mac Vean: "The problems . . . would have been simplified if precise and generally accepted criteria for organizing and/or evaluating curriculum laboratories existed."

The National Council for Accreditation of Teachers Education (NCATE) published some standards for a CMC in 1957, but they still lacked detail. Finally, in 1984, subcommittees of the American Library Association (ALA) and the Association of College and Research Libraries (ACRL) published a set of standards specifically for Curriculum Materials Centers. The Curriculum Materials Center Collection Development Policy states that, "..."a clearly defined process of collection
development can be used not only to support budget requests, but will also 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 re-evaluation
process.”9 It can also be used to inform its patrons of how the CMC should be used.

Such standards help to guide the staff of the UNC-CH CMC, but the School of
Education has never officially adopted these standards. As the literature demonstrates, a
policy manual is needed to give its staff and patrons a basis with which to agree on what
a CMC is and how it should be used.

**Policymaking Literature Review**

The previous literature citations demonstrate that very little research has been
completed on Curriculum Material Centers. The term "curriculum lab" or "curriculum
center" was not even introduced in the Education Index until 1938.10 What little
literature there is called for standardization via policies. To begin writing policies for the
UNC-CH CMC, general literature on policies needs to be read and applied to the type of
organization in question: curriculum material centers.

*What are policies?*

The available literature mentions several different roles that policies fill. G.
Edward Evans stressed the importance of having policies for library staff as a starting
ground for large-scale decisions: "A written policy allows discussions of differences of
opinion based on a common document."11 Likewise, Evans says, "A policy statement
provides a framework within which individuals can exercise judgment." The definitions Evans has for policies sound strikingly similar to how Christians use the Bible or how American citizens use the U.S. Constitution. Similar to the Bible or a constitution, a policy becomes the driving force that decides how things are done. When Christians want to prove something they believe, they turn to the Bible. When the American courts need to decide if a particular action is legal, they turn to the Constitution. These documents provide a common ground upon which different individuals can argue their perspective. Without this common ground, decisions are made in a haphazard manner. Each new change in staffing means a change in procedure. Faculty may experience frustration that the rules keep changing. Evans' words emphasize that organizations like the UNC-CH CMC needs a common document with which all parties agree to follow. When it is created, all questions will refer to it in common agreement.

Evans also says that policies are plans. Policies by nature are goals for an organization. They give that organization purpose for being. Without policies, organizations stop growing and become stagnant. Eventually, its stakeholders may even forget why things are done a certain way. The fire to make the organization work may go out if the stakeholders cannot remember why they bothered to spend the university's hard earned money on it.

On the other hand, Marian Karpisek emphasized the role policies have for the library patrons: "Policies specify the services offered by the library media center and delineate day-to-day functions and responsibilities." They tell an organization's staff how they should serve their patrons. They tell its users what they can expect out of its
services. In short, policies become a contract. Policies become responsibilities that staff must fulfill. All stakeholders know what is expected and what is expected of them. Conflict and unhappiness are reduced to the occasional instance when miscommunications are unavoidable due to differences in interpretation.

When miscommunications or differences in interpretation do occur, focus groups can be formed to discuss why things are done a certain way. The need to re-word or change an existing practice may arise. The important thing is to have the policies written. If they are not written, how can anyone ever test if existing practices are the best practices?

Why do we need policies?

Policies protect people involved in the organization, and they protect the things existing in the organization. First of all, policies protect the staff of the CMC by giving their work-related activities credibility. If a patron wants to know the reason for an existing practice, the staff can point to the policy manual. Challengers of existing practices can then either accept the practices or bring their concerns to the governing body for reconsideration.

Evans stresses how important policies can be for helping new staff in quickly learning how things are done.15 As new staff work at the CMC, they will want to know what has gone before in its administration. Knowing from where the CMC has come and where it should go will help current and potential staff structure their jobs around an organized program. Staff will not have to "re-invent the wheel" every time a questions arises. As Evans states, "Without written statements, the divergence of opinion can cause
confusion." Organizations should not be run by opinion, but by a well-administered plan created and constantly evaluated by trained staff.

Evans also mentions how the lack of policies can endanger a library's collection. The collection of the CMC needs to be balanced and fitting with the mission statement. Additions to the collection should be chosen in a systematic fashion and not by random selection. Without policies regarding material selection, the collection has a potential to become irrelevant and heavily weighted in certain "popular" areas. Evans says, "Lacking a policy statement, each professor would be freed to, and sometimes would buy heavily in a particular area of personal interest." Some curriculum areas will always be more extensive than others; however, they should be extensive for a well-researched reason and not be the product of a biased selector.

Policies protect the patrons of an organization. As mentioned before, policies become a contract. They keep staff and administration from maintaining "power-hungry" practices. When practices and regulations are public knowledge, patrons have the opportunity to question those practices. When patrons know what the staff's responsibilities to them are, the staff become accountable. If patrons decide they want a particular service, the staff cannot randomly decide they no longer offer that service.

Lastly, policies protect the organization from lawsuits. An excellent example of a policy that protect in this regard is a copyright policy. When a copyright policy exists, the library's patrons know what is expected of them. They cannot say the CMC did not inform them of copyright rules. Organizations have a legal right to inform patrons, through official policies, what legal restraints exist in society that affect CMC use.
How do we make policies?

Sources: Literature by Wood and Karpisek, as well as the IMPACT guidelines, all agree on what sources should be consulted to form policies: national and state guidelines, professional literature, and published research. Karpisek also says that when a library is part of a larger organization, as it is with the CMC, the philosophies of those organizations need to be considered as well. In the case of the CMC, the mission statements of UNC-CH and the UNC-CH School of Education both should be read. Looking at these pre-existing policies can actually cut down on the work a policy writer has to do if an existing policy covers a topic of concern to an organization. The IMPACT guidelines say, "Never write a policy for an issue already covered in another policy."

Considerations: IMPACT guidelines for North Carolina Media and Technology programs stress the importance for considering the patrons needs in all policies: "All policies should clearly state how students benefit." A policy becomes a contract between the organization and its patrons. The patrons must know that their needs are being considered in decisions. IMPACT's authors were focused on school library media centers, which exist to serve the students. In the case of the CMC, it is important that policies show how the staff, faculty, and administration benefit, as well as the students. In short, all stakeholders should know how they benefit.

Other considerations depend on the organization for which the policies are written. In this case, the CMC is part of an academic university. Karpisek mentions the following considerations: age and background of the students, teaching methodology of school of education courses, accreditation requirements, community special interests, budget, space, and formats collected.
**Who?:** Much of the literature on policy writing gives the responsibility to a committee, rather than just one person. Karpisek calls this committee "an important constituency." Committee members include the library staff, administrators from the school, and several teachers from a variety of curriculum areas. Some committees may choose to include student representation. This possibility would certainly be appropriate for the CMC since its students are undergraduate and graduate students.

The benefits of having a committee, rather than one person, involved in writing the policies is obvious. Evans even goes so far as to say that not involving a larger committee is "to undermine the foundations of a free society." Evans mentions that many librarians do not believe the average patron educated enough in such matters to participate. But, if all parties are not involved from the beginning, Evans believes problems will soon follow. Writing policies is a big responsibility. If a challenge arises, it would be overwhelming to one person to bear the burden of defending his/her choices. In addition, the collaboration of several people creating policies allows an opportunity for writers to predict potential challenges. Even the members of the policy-writing committee are sure to disagree in many instances. Each member will be forced to defend his/her stance on a variety of issues. Committees are democratic in nature and reduce the chance that authoritative, unjust policies will be written.

**Procedure:** Designing the appropriate procedure for creating policies is very much subjective. Most of the differentiation occurs on who should have the most responsibility. Although most policymaking is done via committee, someone must be the leader of the committee. Who should do most of the work?
One model places most of the responsibility on the librarian. Marian Karpisek suggests that following sequence of steps:

1. Research—Librarian looks at district and school policies, existing research, and professional literature to form policies.

2. First Draft—Librarian combines research together to create a first draft. Librarian revises until draft seems coherent.

3. Committee consideration—Librarian presents a copy of the draft to each committee member for perusal. Committee members then come together to compare notes, suggest improvements, and change wordings.

4. Final draft—Librarian assimilates committee changes into the draft to create a final product.

5. Committee review—Committee convenes one more time to put stamp of approval on policy manual.

6. Administrative approval—Policy is presented to administrators for approval if administrators are not present in the committee.

7. Distribution—Policy is distributed to all faculty and communicated to the students.28

Karpisek's model seems quite organized, although it presumes a great deal of agreement among faculty members. It should be assumed that steps 2 and 4, preparing drafts, may in fact be several steps as multiple revisions are surely necessary. Also, the committee may need to meet more than two times to reach the approval rating desired.
A second model proposed by Richard Wood puts less responsibility on the librarian and more responsibility on the members of the committee and the student body. In his model, the librarian acts more as spearhead as follows:

1. Librarian appoints committee to create draft.
2. Committee meets, and as a unit, writes draft together.
3. Librarian reviews and comments on draft.
4. Committee reconvenes to revise policy.
5. Final draft is submitted to the governing board.
6. Committee sponsors a meeting open to students and non-committee faculty to share concerns and comments about the proposed policy.
7. Revisions can be made if necessary.29

Woods' model seems to divide the responsibility more evenly. The whole committee writes the drafts together, rather than simply commenting on the librarian's draft. In addition, the open house component assures that student patrons will have a say in what is approved. This component is appropriate for CMC patrons, most of who are adult-aged university students.

One critique of Wood's model is that the writing of the draft has the potential to take a lot longer. It is very difficult and time-consuming for any individuals to come to consensus on wording choices. Perhaps the chance for disagreements later on is reduced through this trial by fire in the beginning. Most of the work is done during the planning sessions, rather than during the revision sessions.
What policies should be made for a library?

The types of policies a library or library-type organization needs have changed and expanded over the years. Traditionally, policies consisted of:

1. Mission Statement and Goals: Defines the library's goals and purpose, eligible users, and philosophical statements of support.
2. Circulation: Defines who can use the collection and how long different types of materials can be taken from the facility. Also, defines practices for collecting and compensating overdue and lost materials.
3. Scheduling: Defines library hours, scope of use, and offered services.
4. Selection: Defines what the library collects and why the library collects it, broken down by subject areas. The selection policy defines who selects materials and the process for doing so. Additionally, should provide guidelines on accepting gifts and receiving challenges.
5. Budget Management: Defines budget sources, budget codes, how to order materials, how to process orders, how to keep a record of purchases, and how to evaluate the existing budget.
6. Cataloging: Defines how library collection is organized and materials are processed.
7. Inventory and Weeding: Defines how the collection is maintained and de-selection practices.
8. Staffing: Defines who is responsible for what in the library and includes job descriptions.
9. Public Relations: Defines how the library will attempt to reach out to the community through publicity, special events, and advertising.

10. Evaluation and Reporting: Defines what output measures will be kept during the year and how staff will evaluate how well the organization did in achieving its goals each year.

With the increase of technology capabilities, IMPACT authors decided it is necessary to include two additional policies: a copyright policy and an acceptable use policy (AUP). A copyright policy dictates what is appropriate for library staff and users to copy. Published research and other performances are normally protected by copyright. This legally protects the creators of original work from unauthorized use of their work. Copyright has always been an important issue, but it is even more so today with the advent of the Internet. It is so easy to use someone's words and not credit them for it since many web publishers give no author information. In effect, Internet users are mislead into believing things on the Internet are open to re-use in any circumstances.

An AUP lets patrons know what defines acceptable use of the Internet. The variety of information available on the Internet is a blessing and a curse. Information is available as it never has been before, however, users often find information they do not want to see, such as pornography. An acceptable use policy warns users of the dangers inherent in using the Internet. Those users that want the benefits of it must also be aware of the potential consequences and dangers. Library staff should not have to be watchdogs patrolling the library to make sure decency is maintained. AUPs put the responsibility on the library patron to monitor his/her own behavior.
This brief literature review on policymaking becomes a basis upon which new organizations can create policies. Knowing how others have created policies before gives this research credibility and a firm knowledge based on research. Based on this literature, the following methodology section lists how the CMC policy manual framework was written.

**Methodology**

1. **Policies Written**

   Based on the available literature, the following policies were selected for inclusion in the CMC policy manual: philosophy and goals, collection development, budget management, media center use, scheduling, building support, and evaluation. In addition, the philosophy and goals statement and the collection development policy were drafted in full (see appendix).

   Every stakeholder involved with this project agreed that these two policies were the first priority. To a large extent, every other decision and policy will depend upon the philosophy and goals statement. It would be difficult to make decisions regarding other policies without a clear idea of the purpose of the CMC. The other policy selected for immediate creation was the collection development policy. This policy was chosen because the area of greatest current contention is what items the CMC should select. Staff frequently disagree on the inclusion of a certain item, in particular gifts. The tendency is to take everything given. The collection development policy will hopefully
diminish this tendency in exchange for informed decisions regarding which items fit the set criteria.

2. Writing the Policies

The policies were written based on the Karpisek model. To summarize the Karpisek model, one librarian writes the policies, but a committee looks at drafts and makes suggestions or changes (See page 12-13 for a longer description).

The staff member in charge of the CMC policy manual looked at literature, talked with members of the SOE and the NC DPI for ideas, and read the UNC-CH and SOE mission statements. In addition, Trish Lenkowski, a representative from the Curriculum Materials Joint Committee of the Association of College and Research Libraries of the American Library Association was contacted. This committee is responsible for drafting the American Library Association’s suggested Curriculum Materials Collection Development Policy every ten years, and they were helpful in suggesting resources to consult.

After these resources were located/contacted, a policy draft was written for the philosophy and goals statement and the collection development policy. On October 10, 2001, the CMC Committee convened. The CMC Committee consists of a supervisor, two staff members, the CMC budget secretary, and one representative from each SOE content area.

Each member of the committee read the drafts and wrote comments and suggestions for improvement. A revised draft was then written, using the comments and suggestions provided. Final approval was given on November 26, 2001.
Copies were provided for SOE use, one in the dean's office, one in the supervisor's office, and one in the CMC office.

3. The Philosophy and Goals Statement

Much of the philosophy and goals statement was written by assimilating previous unofficial policies into a coherent document. Since the graduate students from SILS have staffed the CMC, various attempts have been made to create policies.

The previous CMC policies were compared to the ALA Curriculum Materials Collection Development Policy and to SOE faculty's perception of the ideal CMC. These ideals were spoken during the CMC Committee meeting.

Two points of conflict were what obligation the CMC has to non-teaching SOE students and which type of patron the CMC serves first. The CMC collects curriculum materials. The largest portion of patrons are students who are going to be future teachers and school media specialists in grades K-12. These students lack the funds they need to purchase materials for use in preservice teaching. However, the SOE also has students who are not going to be teachers or media specialists. These students study to be future school psychologists, counselors, administrators, and educational researchers. The CMC Committee wondered what obligation the CMC had to these patrons.

These students do not normally need traditional curriculum materials. A school psychologist or counselor may occasionally use a picture book or video as a path to helping a child in a difficult crisis. For instance, a child going through divorce may benefit from reading *Dear Mr. Henshaw* by Beverly Clearly. This novel records letters a boy writes to an author named Mr. Henshaw. The boy's letters record much of the pain a
child feels after his/her parents divorce. This form of bibliotheraphy could help a child unable to define his/her emotions.

However, more often than not, school administrators, psychologists, or counselors do not use curriculum materials. The CMC does have a professional collection, but it is meant to supplement the UNC academic library's collection. The CMC does not have a research collection.

It was decided that any materials purchased for future school administrators, psychologists, and counselors should be materials these groups would use while working in schools. These materials are also curriculum materials, in the sense that they are used with children. On the other hand, research materials are often written about K-12 children as opposed to for use with K-12 children.

The second area of difficulty came when deciding which group of patrons the CMC primarily serves. The two main groups the CMC serves are the students moving towards public school licensure in the SOE and faculty of the SOE. These two different groups use the CMC for different reasons. Although the faculty use curriculum materials to demonstrate curriculum concepts to their students, the CMC primarily serves students. It is the students who lack the funds to purchase these materials for their preservice teaching. The faculty are served by having better trained students who are familiar with curriculum materials. Without the availability of these materials, students would not encounter NC-adopted materials until their teaching appointments actually began.

4. Collection Development Policy

Again, writing the collection development policy was a matter of combining information in a cohesive manner, rather than writing original policies. In some cases,
policies from the ALA *Curriculum Materials Center Collection Development Policy* were re-worded for use with the CMC. This document clearly states that the policies can be adapted for use by any CMC without fear of copyright infringement. In addition, various working policy manuals were viewed and sometimes used to make decision regarding this CMC's policies.

When choosing the collection levels, the Evans model of collection levels was adapted. Different names were selected for each level: A-- exhaustively collected, B--generously collected, C-- selectively collected, D-- only the best selected, and 0-- not collected.

The following sources were used to determine which collection level each content area should have: the number of students/faculty in each program, the number of classes offered in each program, the need for curriculum materials in each program, and the areas of the collection used most often. Statistics from the SOE for the last five years were viewed to discover the numbers for each of these factors.

5. Conclusion of Methodology

The policies written were done so through careful use of the available literature on CMC policy writing. The use of the CMC committee to help write the policies gained the support of a wide constituency of the SOE. Each department head was represented and had an opportunity to show the policies to other members of that department. The next section will review the procedure that was used to write these policies so that future policies can be written in a similar fashion.
**Procedure for Future Policy Writing**

In the future, as other CMC staff write policies, they should be written in the same fashion as the attached philosophy and goals statement and collection development policy. The procedure is as follows:

- ✓ The librarian or head staff member consults current literature, as well as SOE and UNC-CH policies, to write a draft for each policy.
- ✓ The CMC Committee convenes to read the draft and make comments and suggestions for improvement.
- ✓ The librarian considers the comments to revise the draft.
- ✓ The approved draft is shown to one of the Deans of the SOE.
- ✓ Copies of the finalized policy are kept in the CMC, in the CMC supervisor's office, and in the Dean's office.
- ✓ If requested, copies of the policy can be made for each faculty member.

**Conclusions**

In conclusion, the CMC is a valuable resource for faculty and students from the School of Education. Thanks to the efforts of a dedicated supervisor, Carolyn Jones, and the continued support the School of Information and Library Science has given by offering graduate students as staff, the CMC has grown from a disorganized and random collection to an organized collection valued by a specific set of patrons. The addition of standardized policies grants the CMC even more validity. Policies naturally bring regularity. As the students and faculty notice the staff instating and following set policies, the CMC takes on the air of an established organization.
However, the CMC will never fulfill its full potential until a full-time licensed librarian is employed. With a full-time librarian, the CMC could become an educational hub of the school. Faculty would consider the librarian as an academic equal-- fully knowledgeable in areas such as curriculum and educational research. The librarian could become involved in faculty meetings, perhaps increasing the CMC budget and influence.

Until that time, however, writing and keeping standardized policies allows the CMC to take on a semblance of a library-- a center for information, learning, and exchange of ideas.
Notes

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The UNC School of Education
Curriculum Materials Center
Policy Manual

Prepared by Lindsey Dunn
With the much appreciated assistance of the
CMC Committee of 2001-2002

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- **Class Visits for Instruction**
- **Class Visits to use Space**
- **Individual Use**
- **Circulation**
- **Orientation and Tours**
- **Calendar**

**Building Support for the Program**
- **Statement of Purpose**
- **Promotional Idea File**
  - Brochures
  - Special Events
  - Outreach
  - Partnerships
  - Orientations and School-Wide Events
- **Newsletter**
- **Statistics**
- **Website**

**Evaluation and Reporting**
- **Procedures**
- **Statistics**
  - Hourly room counts
  - Reference questions
  - Class visits
  - Staff development
  - Items circulating
  - Goals accomplished
Philosophy and Goals

The Curriculum Materials Center (CMC) of UNC-CH supports the students and faculty of the School of Education as they develop their role as professionals and learn to evaluate curriculum materials critically. The CMC also supports the faculty of the School of Education by providing materials that support SOE curriculum.

Based on this philosophy, the CMC offers the following services:

1. As a first priority, the CMC collects curriculum materials for students, ages birth to grade 12, in the subject areas taught in public and private schools. These curriculum materials can be examined and evaluated against theoretical ideals or can be used by student teachers with actual students during preservice training.

2. The CMC collects a select set of professional development resources that introduce or deepen SOE students’ understanding of the relevant issues facing school counselors, psychologists, and administrators. These materials simultaneously support SOE faculty instruction and help SOE students define themselves as professional educators and education specialists.

3. The CMC staff makes dedicated efforts to be familiar with local and state standards and the newest trends in classroom practices. The staff knows where to find this information and, when possible, directs patrons to web resources, instructional materials, or government publications.

4. The CMC is a resource for its patrons, providing services that benefit the learning community of the SOE and extend beyond the walls of the resource room. These services include instruction on searching for concrete or electronic resources, searching for materials in other libraries, referring students to other organizations, and allowing student printing from the computers.

5. The CMC serves the faculty of the SOE by housing reserve readings, planning tours and bibliographic instructions sessions, and locating resources in other libraries that faculty would like to use in the classroom.
Clientele

The CMC serves the following groups of clients in priority order:

1. Students in the UNC-CH School of Education and UNC-CH SILS school media specialist program
2. SOE faculty
3. Any UNC-CH student, faculty, or staff member with a current UNC identification card
4. Graduated alumni of the UNC-CH SOE who teach in the community
5. Other potential users at the discretion of the CMC supervisor and staff

Exclusion and Additional Use Notes

1. Although the CMC collects resources suitable for children, it is part of an institution of higher education and, as such, is to be used by adults.
2. Those not on the clientele list may use CMC materials and services, excluding loan, within the CMC facility.

Statements of Support

The CMC follows the guidelines set forth by the American Library Association in the Library Bill of Rights and the Freedom to Read statement.

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person’s right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries that make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Freedom to Read Statement

http://www.ala.org/alaorg/oif/freeread.html

(Due to the length of this document, a web link has been provided for those patrons who wish to read it.)
Collection Development Policy

Goals:
1. The CMC collects a wide variety of curriculum materials for children, ages birth to grade 12, that can be examined for evaluation assignments or used during preservice teacher training.
2. In addition, the CMC houses a small collection of professional materials for educators involved in school administration, school psychology, and school counseling.
3. Lastly, the CMC stores several special collections to make them easily accessible to the patrons for whom they are intended.

Scope and Exclusions:
1. Curriculum Materials
   a. The majority of the CMC collection contains ancillary materials that supplement North Carolina adopted textbooks in the following formats:
      i. Teacher edition textbooks
      ii. Workbooks
      iii. Audiocassettes
      iv. CD-ROMS
      v. Videos
      vi. Manipulatives
      vii. Big books
   b. The CMC does not currently house student edition textbooks. All North Carolina adopted textbooks are located in Davis Library on the 6th floor, call number LT6.N6.
   c. The CMC collects some materials not used in North Carolina if they are of high quality and supplement an aspect missing in the North Carolina adopted materials (See selection criteria for details).
   d. The CMC has a wide variety of manipulatives that provide children with hands-on experience with subject areas taught in the North Carolina Standard Course of Study.
   e. The CMC collects audiovisual materials that match the curriculum taught in North Carolina.
   f. The CMC collects high quality children’s literature that can be used to teach literacy and reading skills.
   g. The CMC provides Internet access to patrons who comply with the Acceptable Use Policy.
2. Professional Development Materials
   a. The CMC focuses on professional materials designed for future school administrators, school counselors, and school psychologists. The collection is meant for students in programs leading to North Carolina school licensure who will be working in schools with children or in administrative positions.
b. The CMC is not a research library. The UNC-CH Academic Affairs Library houses a generous collection of education research materials that the CMC lacks the funds to duplicate. Therefore, the CMC does not collect items that exist in the AAL collection. For information about the research education collection on campus, contact the Social Sciences bibliographer, 962-1095.

c. Because the CMC lacks enough shelf space for a large professional collection, only the highest quality professional materials will be collected (See selection criteria for details).

d. The CMC also houses a small selection of State Board of Education documents published by the NC DPI, including NC SCOS.

3. Special Collections

a. The CMC currently houses special collections that are purchased by other organizations. The CMC does not select these items, but does provide space and security.

i. The America Reads Collection: The America Reads program is a structured literacy program that teaches grade school children to read; contact the program coordinator for details, 962-1542.

ii. The NC Teach Collection: The NC Teach Program prepares lateral-entry teachers in an intensive program; contact the NC Teach site coordinator at 962-1398.

iii. The Jazz Collection: This collection was purchased to facilitate integrating arts into the curriculum, contact Dean Madeline Grumet at the School of Education for details; 966-7000.

Collection Responsibility:
The responsibility to select and order materials for the CMC is shared by many parties.

1. Selecting Materials—The CMC Committee Chairs for each SOE department, advised by their colleagues, select and prioritize materials based on the selection criteria.

2. Checking—The CMC staff check requests against the main campus library’s collection and against CMC collection to avoid title duplications and content duplications. The CMC staff also checks requests against criteria and advises committee members of possible reasons not to order certain materials.

3. Ordering—The secretary of CMC administrations orders materials and keeps track of the CMC budget.

4. Record Keeping—Both the CMC staff and the CMC secretary keep records of items ordered and received.

Collection Levels and Criteria:
The CMC has limited shelf space and has set priorities for different sections of the collection. These collection levels aid the CMC Committee and staff in determining which areas of the collection should be larger than others and which
need to be more selectively purchased. The levels are determined by evaluating different departments in the SOE. Some determining factors are:

1. The number of students and faculty in each program.
2. The number of classes offered in each program.
3. The need for curriculum materials in each program (e.g. The Elementary Education program will need more curriculum materials than the School Counseling program.)
4. The areas of the collection that are used most often.

The collection levels are:

- A. Exhaustively collected
- B. Generously collected
- C. Selectively collected
- D. Only the best selected (Should have reviews to support)
- 0. Not collected

Juvenile Collections:

1. E—Level C: Titles should be either award winning or requested by popular demand. Illustrations should be bright, colorful, and imaginative.
2. ER—Level C: CMC collects easy reader books in a series, such as Sunshine Books. Whenever possible, CMC will collect up to five copies of titles so that preservice teachers can use them in literacy circles.
3. JF—Level C: CMC collects titles that are either award winning or are requested by popular demand. A point of emphasis is an action-filled plot. Titles that reflect fads such as series based on popular TV shows will not be collected.
4. JN—Level D: The juvenile non-fiction collection consists of only a small set of titles. Information should be current, un-biased, authoritative, clear, factual, and representative of diverse viewpoints. Whenever possible, sources should contain indexes or glossaries. Areas of particular emphasis include science, social sciences, the arts, crafts, and sports. Titles should not duplicate those found in the SILS library juvenile collection.
5. B—Level D: The juvenile biographies found here are mostly of historical value. A more diverse set of biographies can be found in the main academic library on UNC campus.
6. BK—Level D: A select set of high-quality board books is collected. Titles should be sturdy and avoid flaps or other pieces that can be easily lost.

Curriculum Materials:

1. BK—Level B: BK curriculum materials include tests/assessments, curriculum guides, resource books, and kits. Materials meant for BK children should be easy to grasp and manipulate.
2. **J 000—Level D**: A small set of reference materials will be collected. Titles should be replaced at least every five years.

3. **J 100—Level 0**: Grades K-5 do not have a curriculum area for this Dewey range.

4. **J 200—Level 0**: Grades K-5 do not have a curriculum area for this Dewey range.

5. **J 300—Level B**: Social science curriculum materials for grades K-5 include world cultures, community, and sociology. Cultures studies should coincide with the NC SCOS. Materials should be un-biased and tolerant.

6. **J 400—Level A**: English Language materials for grades K-5 include literature, grammar, spelling, and handwriting materials. Publishers used in NC schools should be exhaustively collected. Materials should focus on a variety of learning styles.

7. **J 500—Level A**: Mathematics materials for grades K-5 used in NC schools are exhaustively collected. Materials should integrate the use of worksheets, drills, projects, and manipulatives for total math saturation.

8. **J 550—Level A**: Science materials for grades K-5 used in NC schools are exhaustively collected. Materials should be most current and encourage students to be aware of how science affects the world around them. Preferential collection is given to items that integrate science into other subjects, such as language arts or mathematics.

9. **J 600—Level B**: Materials on health, technology, and agriculture should describe the most current information available. Materials should also bring difficult concepts down to level of K-5 students.

10. **J 700—Level B**: Materials on K-5 music, sports, and the arts should use games, media, culture, and styles from a wide variety of geographic locations.

11. **J 800—See J 400**: Literature materials for grades K-5 will be housed with general language arts materials.

12. **J 900—See J 300**: Since social studies is integrated in elementary school, history materials will be housed with K-5 social sciences.

13. **M 000—Level D**: A small set of reference materials will be collected. Titles should be replaced at least every five years.

14. **M 100—Level 0**: Grades 6-8 do not have a curriculum area for this Dewey range.

15. **M 200—Level 0**: Grades 6-8 do not have a curriculum area for this Dewey range.

16. **M 300—Level B**: Social science curriculum materials for grades 6-8 include cultures, excluding North and South America, and social action. Cultures studies should coincide with NC SCOS. Materials should be un-biased and tolerant. Indexes and glossaries are highly recommended.

17. **M 400—Level A**: English language materials for grades 6-8 include grammar, literature, and writing. Publishers used in NC schools should be
exhaustively collected. Materials should focus on a variety of learning styles. Indexes and glossaries are highly recommended.

18. M 500—Level A: Mathematics materials for grades 6-8 used in NC schools are exhaustively collected. Materials should integrate the use of several types of activities, such as worksheets, projects, and hands-on experience for a diversity of students.

19. M 550—Level A: Science materials for grades 6-8 used in NC schools are exhaustively collected. Materials should be the most current available. Outdated theories mentioned should be looked at through a critical lens. Indexes and glossaries are highly recommended. Writing should clearly and concisely describe concepts so that students can understand them fairly independently.

20. M 600—Level B: Materials on health, technology, and agriculture should describe the most current information available. Indexes and glossaries are highly recommended. Writing should clearly and concisely describe concepts so that grades 6-8 students can understand them fairly independently.

21. M 700—Level B: Materials on grades 6-8 music, sports, and the arts should use games, media, culture, and styles from a wide variety of geographic locations.

22. M 800—See M 400: Literature materials from grades 6-8 will be housed with general language arts materials.

23. M 900—See M 300: Since social studies is integrated in middle school, history materials will be classified and housed with 6-8 social studies.

24. H 000—Level D: A small set of reference materials will be collected. Titles should be replaced at least every five years.

25. H 100—Level C: Psychology materials for grades 9-12 should bring abstract concepts down to an understandable level for students. Research aids such as indexes, glossaries, and bibliographies are necessary.

26. H 200—Level 0: Grades 9-12 do not have a curriculum area for this Dewey range.

27. H 300—Level B: Social science curriculum materials for grades 9-12 should include economics, political science, the law, social activism, and communications. Research aids such as indexes, glossaries, and bibliographies are necessary.

28. H 400—Level A: Foreign languages curriculum materials for grades 9-12 include Spanish, French, Latin, German, Japanese, ESL, and Russian. Materials encourage students to go beyond simply memorizing vocabulary to using foreign languages in meaningful ways. Materials should also teach students about the culture that speaks this language and how they compliment and contradict American culture.

29. H 500—Level A: Mathematics curriculum materials for grades 9-12 include algebra, geometry, trigonometry, calculus, and statistics. Math curricula that integrate math into real world experiences are preferred.
30. H 550—Level A: Science curriculum materials for grades 9-12 include biology, chemistry, earth science, and physics. Materials should teach students the most current theories and view outdated theories with a critical eye. Research aids such as indexes and glossaries are necessary.

31. H 600—Level B: Curriculum materials for grades 9-12 in this Dewey range include technology, agriculture, health, family living, child development, and careers. Research aids such as indexes, glossaries, and bibliographies are necessary.

32. H 700—Level B: Curriculum materials on grades 9-12 music, sports, and the arts should use games, media, cultures, and styles from a wide variety of geographic locations.

33. H 800—Level A: English language materials for grades 9-12 include grammar, composition, and literature. As much as possible, literature should come from a wide variety of people, geographic locations and genres. Themed literature is appropriate for this age, such as poetry about sports or short stories about high school girls.

34. H 900—Level A: Grades 9-12 curriculum materials for this Dewey range include history, geography, cultures, and NC history. Materials should include research aids, such as indexes, glossaries, and bibliographies. Materials should also look at events from a wide variety of viewpoints.

Professional Development Materials

1. 000-900—Level D: A core collection that supports other materials in the CMC collection may be acquired. This is a small selection of materials that supplement the main campus library’s collection. Items selected cannot be duplicates of the main library’s collection. In addition, research-based items are not collected. Some examples of appropriate items are idea/activity books, sources about children’s/young adult literature, selected teaching methods books, and resource books regarding instructional design.1

Manipulatives

1. Level A: The CMC collects a wide variety of manipulatives that are appropriate for ages birth to grade 12. Some manipulatives are part of curriculum sets from NC publishers. Others are individually purchased. Items include puppets, games, pattern blocks, clocks, rulers, and science kits. These items should all tie to a curriculum area from the NC SCOS.

**General Selection Criteria:**

In addition to filling the guidelines set in the collection levels section, all materials in the collection should be considered to the extent to which they meet the following criteria:

1. **Authority:** Qualifications of the author and publisher considered
2. **Scope:** Overall purpose and coverage of the work considered compared with other material on the same topic
3. **Format and technical quality:** Should be appropriate for the content and up to current production standards
4. **Authenticity:** Should be valid, reliable, complete, and objective
5. **Treatment:** Content must be clearly presented, well-organized, and appropriate to audience
6. **Aesthetic consideration:** Should be appealing to the eyes and imagination
7. **Price:** Should be weighed against potential use and comparable to materials on the same subject
8. **Applicability:** Should be appropriate to CMC’s objectives, fill a hole in the current CMC collection, and fill a sufficient need for a user group
9. **Language:** Materials in the CMC collection are written primarily in the English language, although curriculum materials for ESL or various foreign languages taught in North Carolina schools are collected in a variety of languages.
10. **Chronology:** Emphasis is on teaching materials of current significance, although some older items of historical value may be kept.
11. **Geographic Emphasis:** The CMC collection collects curriculum materials used in United States classrooms, and in particular, materials used in North Carolina.
12. **Diversity:** The CMC collection strives to be diverse. In this spirit, materials should be collected that promote respect for all cultures and lead to a sense of global unity. Resources should illustrate the contributions made by various groups to our national heritage and to the world.
13. **Currency:** The CMC strives to collect the most information in each subject area. Subject areas that frequently revise knowledge, such as science or technology, may be updated more often.

**Challenges:**

In an academic library, challenges are rare. However, in the case that anyone, whether it be a staff member, faculty member, or student, believes an item should be removed, the following procedure should be followed.

- The complainant should speak informally to a staff member. The staff member will listen to the objection and inform the CMC supervisor.
- The staff member will be given three days to examine the resource and its merits or curriculum ties.
- The staff member will have another meeting with the complainant.

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supervisor present, where it is discussed why the item is in the collection.

- If, at this time, the complainant is still resolved that the resource should be removed, the complainant will be given a *Statement of Concern* form (Form A).
- The complainant should return the form to the media specialist in one week.
- The CMC committee will read, view, or listen to the materials in its entirety, carefully considering the written complaint submitted by the complainant.
- Same committee will read published reviews on the item.
- Same committee will make an informed decision on the item’s continued presence in the collection. Item will remain in the CMC until formal decision is made.
- The CMC supervisor will inform the complainant in writing about the committee’s decision.

**Gifts:**

The CMC gratefully accepts any donations of materials from faculty, students, or other outside sources. All materials donated will be considered the property of the UNC-CH CMC, to be used as the CMC staff sees fit, although donors may suggest how the items could best be used. Upon receiving a gift, the CMC committee, advised by the CMC staff will:

- Examine the item under the selection criteria used by the school.
- If deemed appropriate, the resource may be placed in the CMC.
- If deemed inappropriate, item will be discarded. Donors may request an opportunity to pick up an item that is not selected.
- Items with unusual wear and tear, which, nonetheless, contain high-quality information or multiple copies of items already found in collection, may be donated to charitable agencies.

**Weeding:**

The CMC committee will carefully examine items nominated for weeding. The committee will:

- Remove items from the shelf that do not seem to adhere to the specific and general criteria for each content area.
- Exercise caution when removing rare items, local interest items, or items containing rarely heard viewpoints in the most severe cases.
- Mark all weeded resources with a discard stamp and remove records from the Athena automated system.
- Replace weeded items with newer, current items if content area is still validly needed.
Inventory:

The CMC staff, assisted by trained volunteers will complete inventory during the summer. The CMC will remain open, but use is slower during the summer months. The inventory process involves:

- Using barcode scanners to record all items in the media center or accounted for by circulation records.
- Printing a list of items not accounted for with their latest identified borrowers.
- Making efforts to reacquire the items.
- Replacing lost items that still match the selection criteria.
Curriculum Materials Center Statement of Concern  FORM A

Author/Artist/Composer: _______________________________________________
Title:___________________________________________________________________
Publisher/Producer:_______________________________________________________
Request Initiated by:______________________________________________________
Telephone:____________________________ Address:___________________________
City:_________________________________Zip Code:__________________________

Complainant represents only him/herself  Yes   No

1. What do you believe are the themes and purpose of this item?

2. For what audience would you consider this item appropriate?

3. What do you feel might be the result of someone’s reading, viewing, or listening to this item?

4. To what in the item do you object? Please be specific.

5. Can you provide any published reviews that would support your objective?

6. Is there anything good about this item?

7.

8. Did you view, read, or listen to the whole item? If not, what parts did you read, view, or listen to?

9. What would you like the CMC to do with this item?

10. In its place, what item of equal educational quality would you recommend the CMC purchase that conveys as valuable a concept?

___________________   ____________________________________
(Date)      (Signature of Complainant)