

## **Library Collection Development Policy**

### **Department of Human Development and Family Studies**

#### **I. General Purpose**

To support teaching and research through the doctoral level in Human Development and Family Studies, with concentrations in early development, care and education; life-span development; family policy; marriage and family therapy, and undergraduate majors in early childhood education; child, adult and family services; and family finance, housing and policy. Basic library materials will be provided on the practical aspects of these subjects for the entire university community and specialized materials for department scholarship and teaching. The Department of Human Development and Family Studies offers minors in child, adult, and family services and family finance, housing and policy. The department also participates in an interdepartmental minor in gerontology. While concern for these fields is centered in the College of Human Sciences, the library resources are of interest to the faculty and students in a number of other areas, including architecture, art, biology, business, education, sociology and psychology. The HDFS department mission is to improve the quality of life for individuals and families through teaching, research, and extension efforts with particular concern for those who may be constrained by economic, social, and/or developmental circumstances. Outstanding, applied experiences for students are provided by our clinics for marriage and family therapy and financial counseling, the child development laboratory school, and the child welfare project of the Center for Family Policy. <http://www.hdfs.hs.iastate.edu/>

#### **II. History**

- ◆ 1905 – 1<sup>st</sup> home management course– topics include “food as an economic factor”
- ◆ 1916 - 1<sup>st</sup> Home Management House – Dean MacKay
- ◆ 1916-17 – Three Departments are Domestic Arts, Domestic Sciences, and Physical Culture.
- ◆ 1914 – Child development added
- ◆ 1919 – Household Management and Child Development first listed as a Departments
- ◆ 1924 – First nursery school opened as lab for course in child care and training
- ◆ 1967 – Household Management Department becomes Family Environment
- ◆ 1989 - Family Environment and Child Development merge to become Human Development and Family Studies.
- ◆ 2000 – Palmer Building and Lab School opens
- ◆ 2005 – HDFS becomes part of the College of Human Sciences

#### **III. Iowa State University Program**

Iowa State University and the College are uniquely situated to meet the challenges of public policy evaluation for families in an era of fiscal reform. An important goal of our Strategic Plan is strengthening initiatives to stimulate economic development, with an emphasis on enhancing human resources and the quality of life. Iowa is one of a few states that have already implemented needed reforms and innovative approaches to supporting families and individuals while simultaneously conducting serious, scientific evaluations of those efforts. The department's comprehensive approach to family studies includes behaviors that influence the need for public intervention, and its faculty regularly receives state funds to conduct evaluations of state policies that affect families. ISU's Extension to Families programs are nationally recognized for their innovative and entrepreneurial efforts to keep pace with changing realities, and for their effective integration with departmental research and teaching programs.

The College of Human Sciences supports a variety of centers and clinics including a new **Center for Family Policy**. The mission of the Center is to evaluate public policies that affect the well-being of families and the communities in which they live. Recent fiscal reforms have altered major public programs, and will continue to require new approaches to the provision of services to families and communities. As Iowa and other States receive more flexibility in devising public policies affecting families, their need for assistance in formulating, implementing, and evaluating new or revised policies will increase. Similarly Iowa families will need new information and guidance to adjust and plan effectively. The Center will organize and enhance the University's ability to respond by promoting collaborations across departments to work closely with other universities, government agencies, and private foundations. The historical foundation for the Center involves collaboration with the Iowa Department of Human Services and the department of Human Development and Family Studies. Since 1988 that collaboration has included 64 contracts for training and evaluation of intervention services, for a total contract amount of \$35 million; current contracts and grants support 104 full-time staff, and nine graduate students.

The main purpose of the Center is to address public policy issues affecting infants, children, adolescents, adults, the elderly and their families and communities, particularly those whose quality of life is constrained by economic, social, and/or developmental circumstances. The primary objectives of the Center are research and evaluation, training, and information exchange through interdisciplinary and collaborative efforts involving Extension, other universities and educational institutions, local, State and federal governmental agencies, and private agencies and foundations.

The **Child Development Laboratory School** is located on Osborn Drive, in the Palmer HDFS Building on the Iowa State University campus. The facility includes four classrooms, the Children's Library, administrative offices, research room, laundry, and kitchen. These programs are sponsored by the College of Human Sciences with one program offered collaboratively with the local public schools. The Child Development Laboratory School is licensed by the Iowa Department of Human Services and is accredited by the National Academy of Early Childhood Programs.

The mission of the Child Development Lab School in the Department is to provide students with a hands-on experience working with and observing young children while serving as a model of exemplary practices when dealing with young children and their families.

The laboratory school offers daily programs for preschoolers, kindergartners and school-age children during the school year and summer school. The exemplary demonstration programs are provided to offer observation and participatory experiences for Iowa State students preparing to be early childhood teachers and administrators, and child and family specialists. It, also, serves as a research center for the college and university.

Three multiage preschool programs are available daily. The two half-day, multiage programs serve 3- to 4 1/2-year-old children; one program is offered in the mornings and the other is offered afternoons. The groups are balanced by age and sex of children; selection is by lottery. A Morning Preschool is available mornings daily for 4-year-old boys and girls. There are fifteen children in each preschool program. All programs include children with special needs. All-Day kindergarten is available daily for 22 children residing in the Ames Community School District in collaboration with the Ames Community School District. The Older Children's Laboratory (OCL) is available daily, following an adjusted Iowa State University calendar, for children enrolled in kindergarten through fifth grade to groups balanced by age and sex of children.

The Iowa State **Financial Counseling Clinic** is a HUD-approved, non-profit organization dedicated to improving the financial well-being of individuals through education and counseling in areas of homeownership, personal finance and credit. This mission is accomplished through the following objectives:

- ✚ Offering nonbiased financial information
- ✚ Training and providing highly trained accredited financial counselors\*
- ✚ Providing affordable services
- ✚ Educating clients – managing debt setting up and working with spending plans/budgets.
- ✚ Exploring options/alternatives for solving financial problems.

Accredited Financial Counselors have certified skills at assist individuals and families in the complex process of financial decision making, including the ability to:

- ✚ Educate clients in sound financial principles
- ✚ Assist clients in the process of overcoming their financial problems
- ✚ Help clients identify and modify ineffective money management behaviors
- ✚ Guide clients to develop successful strategies to meet their financial goals
- ✚ Support clients as they work through the financial challenges
- ✚ Assist clients to develop new perspectives on the dynamics of money.

The **Marriage and Family Therapy Clinic** is dedicated to helping families, couples, and individuals deal more effectively with their concerns. It provides a safe environment for people to explore and work through troubling issues. In addition to providing clinical services, the clinic provides consultation and assistance for therapists in the community and serves as a training facility in systemic family therapies.

The Marriage and Family Therapy Clinic offers assistance to families, couples, and individuals. As a training center, therapy services are provided by graduate students specializing in Marriage and Family Therapy. The students are closely supervised by faculty with Clinical Membership and Approved Supervisor Status from the American Association for Marriage and Family Therapy (AAMFT). Services include: relationship issues, premarital counseling, marital/couple therapy, therapy for divorcing people, sex therapy, family therapy, and marital and family enrichment. Other issues and problems dealt with at the clinic include: parenting and child discipline, family violence, remarriage and building step-families, school problems, eating disorders, depression, single-parent families, marital and family communication, and caring for elderly parents. The clinic has recently received funding for a new treatment program for adolescents who have attempted suicide or who have symptoms of depression or anxiety.

#### **IV. Subject Boundaries**

Certain specialized areas of interest to Human Development and Family Studies are mentioned in other subject statements: child development in Education and Psychology; personal finance in Business; and teacher education in Education. Emphasis is on current research and development.

#### **V. General Collection Guidelines**

##### **A. Linguistic.**

English is the primary language of collection. Materials in the major European languages are acquired selectively, and in the original only if no translation is available. There is no limitation of language, however, when illustrative matter is more important than text.

##### **B. Geographical Areas.**

No region is excluded but the primary focus of interest is the Western Hemisphere

### **C. Types of Materials Collected.**

Materials such as encyclopedias, dictionaries, handbooks, government publications, and the proceedings and transactions of conferences, congresses and symposia are acquired. Some specialized newspapers are also purchased. Theses and dissertations are not acquired on a regular basis. Upper division textbooks are purchased selectively; lower division textbooks, laboratory manuals and introductory works very selectively. Books on technique are acquired in areas such as family budgeting. Materials of a popular nature are acquired very selectively.

### **D. Format of Materials Collected**

Emphasis is on materials published within the last ten years. Retrospective purchases will be made as needed, but with no preference of format, i.e., original, reprint or microform. Journals subscriptions are being converted to electronic as resources and the availability permit. Journals subscriptions are normally not duplicated in print and electronic formats. Electronic Databases such as: *Child Abuse, Child Welfare, & Adoption Database, Child Development and Adolescent Studies, Dissertation Abstracts (Proquest), Education Abstracts, ERIC - Educational Resources Information Center, Expanded Academic ASAP, PAIS International – (Public Affairs Information Services), PsychINFO (Psychological Abstracts), Sociological Abstracts, Contemporary Women's Issues, and Women's Studies International*, and numerous others are available for use by students and faculty and staff generally both on campus and by distance education students.

## **VI. Specific Collection Guidelines**

The Library will maintain a strong reference collection. The Bibliographer for the College of Family and Consumer Sciences will be available to assist researchers in accessing materials for their research. Research materials will include directories, handbooks, methods, indexes, abstracts, legal materials, etc. in the most appropriate format. It will be the responsibility of the HDFS Department, its Department Head, curriculum committee and library liaison to communicate forthcoming changes in the curriculum to the FCS/HDFS Bibliographer so that changes to this policy may keep pace with the changing research demands of the department members and students.

## **VII. Detailed Subject Areas**

### **Child, Adult, and Family Services**

The Child and Family Services curriculum is designed for those students who want to become employed in broadly defined community programs or in the helping services with employment opportunities in public and private agencies. Students may choose between two options within this curriculum: child services or family services. The child services option leads to careers in community programs for infants, children and parents; child life programs; child care resource and referral; Y programs; prevention education. The family services option leads to career opportunities in services to the elderly, youth, families; community action; health services management; crisis intervention. (Youth employment opportunities include Scouts, Boys & Girls Clubs, 4-H.)

### **Early Childhood Education**

The Department of Human Development and Family Studies in the College of Family and Consumer Sciences and the Department of Curriculum and Instruction in the College of Education jointly administer the curriculum in Early Childhood Education (ECE). The ECE curriculum requires a strong foundation in child and family development in addition to coursework in both preprimary and primary education curricula. Students complete a student teaching experience in both preschool and primary

(kindergarten through third grade) classroom settings. Successful completion of the program enables students to seek an Iowa teaching license for pre-kindergarten - third grade. Students in the Early Childhood Education curriculum must be admitted to the University Teacher Education. Children's Literature is a strong component of the preschool and elementary teacher education programs and the course is offered in HDFS.

### **Family, Finance, Housing, & Policy**

The Family, Finance, Housing & Policy curriculums focus on the behavior of families as they allocate and manage their resources and how they function as consumers. This program leads to employment opportunities with agencies and organizations that are concerned with family financial management, financial counseling, consumer economics and analysis and implementation of public policies that affect family resource management. Students may select an option in family financial counseling which will lead to career opportunities in consumer credit counseling as well as financial aid counseling. The curriculum in Housing promotes housing as an environment, a service, and a process. Students may focus on housing needs, issues and trends, such as housing alternatives for the elderly and persons with disabilities. Housing graduates have employment opportunities with housing authorities, housing management, appliance manufacturers, lending institutions, energy conservation firms, utility companies, real estate buying, retail sales, kitchen designers and home furnishings consultants.

### **Gerontology**

The mission of the Gerontology program at Iowa State is to provide instruction, promote interdisciplinary research and provide services that advance an understanding of gerontology. The program offers undergraduate and graduate minor degrees and seeks to attract and educate students who will become leaders in both academic and applied settings in order to improve the quality of life for older individuals and their families in Iowa, the nation and the world. The gerontology program initiates and facilitates interdisciplinary research on aging. A strong connection to extension assures that aging-related knowledge is disseminated to communities in Iowa.

The Gerontology Program's primary goal is to facilitate the interaction of gerontology students, researchers and service providers with elderly persons. The program strives to:

- ✚ Provide educational learning programs to prepare students for professional roles involving aspects of aging.
- ✚ Promote interdisciplinary research
- ✚ Provide services that influence the quality of life for older persons.

The gerontology minor is designed for students interested in specializing in areas of aging and preparing them to work with older adults. Students take core courses developed to study specific topic related to aging as well as courses that deal with aging population groups as part of broader topical concern. Iowa State University is the only educational institution in Iowa that offers a graduate minor in gerontology.

## **VIII. Other Resources Available**

### Web Sites [Examples]

National Clearinghouse on Child Abuse and Neglect Information  
Consumer World  
National Institute for Consumer Education  
Society for Human Resource Management  
Children, Youth, and Families Information Network

Children, Youth, and Family Consortium  
Children's Health Council  
College and University Work/Family Association

**IX. Cross-references to other Collection Policies**

- ✓ ISU Library General Collection Development Policy
- ✓ ISU Library Gift Policy
- ✓ ISU Special Collections Department Collection Development Library
- ✓ ISU Library Electronic Resources Policy
- ✓ ISU Reference Collection Development Policy
- ✓ ISU Library Approval Plans
- ✓ International Exchange agreements; if any exist
- ✓ HRIM Strategic Plan and Curriculum Guide
- ✓ Library Bill of Rights
- ✓ State, Federal, and International Document Profiles

**X. Creation Date**

September 2000

**XI. Revision History**

To be reexamined every five years  
Revised 2005

**XII. LC Class(es), if applicable**

HQ  
BF  
HQ  
PN1009 Children's Literature  
Juvenile Literature across all disciplines  
TX

**XIII. Bibliographer Name**

Diana D. Shonrock

10/27/2006 Diana D. Shonrock, Bibliographer; Dr. Maurice MacDonald, Department Chair; and Colleen Jolly, Department Liaison