

MIDDLE GRADES EDUCATION COLLECTION DEVELOPMENT POLICY STATEMENT

I. PURPOSE AND PROGRAM DESCRIPTION

A. Library Collection Development Objective

The Library seeks to support the curriculum, research, and lifelong learning in all areas of middle, grades education, including pedagogy, content areas, and best practices.

B. Description of User Groups Supported

User groups supported are students at the undergraduate and graduate levels, candidates for M.Ed. and Ed.S. degrees, and faculty.

C. New and Expanding Areas of Interest

New and expanding areas of interest include: qualitative research, best practices in rural schools, and charters schools.

D. Areas of Established Specialization

Areas of established specialization include curriculum, pedagogy, teaching methods in mathematics, science, language arts, and social studies.

II. TREATMENT OF SUBJECT DEPTH

A. Treatment of Subject Depth

To support the Middle Grades Education Program, the library will collect materials in the following subject areas at the Advanced Study or Instructional Support Level (3C).

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
Language Arts Curriculum	3C
Science Curriculum	3C
Mathematics Curriculum	3C
Social Studies Curriculum	3C
Teaching Methods	3C
Qualitative Research	3C
Multicultural Education	3C

Charter Schools	3C
Rural Schools	3C

B. Specific Delimitations

Formats collected: Audio-visual materials, electronic resources, monographs, reference tools, and periodicals extensively; dissertations, maps, and microformat collections selectively.

Imprint dates collected: Current and 20th century publications extensively; 19th century and earlier excluded.

Chronological focus: Current and 20th century extensively; 19th century and earlier excluded.

Languages collected: English language, extensively.

Places of publication: North American extensively; Australian and British selectively.

SECONDARY EDUCATION COLLECTION DEVELOPMENT POLICY STATEMENT

I. PURPOSE AND PROGRAM DESCRIPTION

A. Library Collection Development Objective

The Library seeks to support the curriculum, research, and lifelong learning in all areas of secondary education, including pedagogy, content areas, and best practices.

B. Description of User Groups Supported

User groups supported included undergraduate students, postgraduate students at the M.Ed. and Ed.S. levels, and faculty.

C. New and Expanding Areas of Interest

New and expanding areas of interest are exemplified by: interdisciplinary teaching and learning communities.

D. Areas of Established Specialization

Areas of established specialization include curriculum, pedagogy, teaching methods in English, mathematics, biology, chemistry, earth sciences, physics, history, and political science.

II. TREATMENT OF SUBJECT DEPTH

A. Treatment of Subject Depth

To support the Secondary Education Program, the library will collect materials in the following subject areas at the Advanced Study or Instructional Support Level (3C) and the Research Level (4).

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
Education-Curricula	4
Curriculum Planning	4
Education, Secondary	3C
English Language — Study and Teaching - Secondary	3C
Mathematics – Study and Teaching (Secondary)	3C
Science – Study and Teaching (Secondary)	3C
Social Studies – Study and Teaching (Secondary)	3C

B. Specific Delimitations

Formats collected: Monographs and periodicals extensively; annuals, audiovisuals, dissertations, CDs, and other electronic tools, reference materials, and textbooks selectively.

Imprint dates collected: Current extensively; 20th century selectively.

Chronological focus: Current information is collected extensively; older 20th century data is collected selectively.

Languages collected: English language, extensively.

Places of publication: North America and Western Europe extensively; Pacific Rim selectively.

READING EDUCATION COLLECTION DEVELOPMENT POLICY STATEMENT

I. PURPOSE AND PROGRAM DESCRIPTION

A. Library Collection Development Objective

The library seeks to support the research and curriculum in all areas of reading education and literacy.

B. Description of User Groups Supported

The user groups supported are graduate students, candidates for Ed.S. degrees, and faculty. The following changes have in user population have been observed: increased enrollment in undergraduate programs, significant increase in the number of faculty and certified teachers returning to school for add on certification or a higher level degree.

The HEROES Program, which certified teachers are eligible to be admitted to the master's degree programs or the educational specialist degree program (HEROES) by application through the graduate school. A fifth year program for middle grades and secondary education candidates to earn teaching certification is available at the master's degree level with two options. Each program is a cohort program beginning in June of every year.

The Alternative Certification for Teachers (ACT) program is designed for career changers and those who are currently teaching. It is designed as a two year program; at the end of the first year a candidate may be recommended for initial renewable certification (T-4) and at the end of the second year a candidate may earn a master's degree (M.ED) with a T-5 certification.

C. New and Expanding Areas of Interest

New and expanding areas of interest include: diversity and multicultural issues; using technology in the classroom; evaluating software programs; informal assessment; multicultural literature for children; literature based programming; multiple intelligences; and learning styles.

D. Areas of Established Specialization

Areas of established specialization are literacy and reading, including clinical diagnostics and remedial reading.

II. TREATMENT OF SUBJECT DEPTH

A. Treatment of Subject Depth

To support the Department of Reading Education, the library will collect materials in the following subject areas at the Advanced Study or Instructional Support Level (3C).

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
Basal Reading Instruction	3C
Books and Reading	3C
Child Development	3C
Children's Literature	3C
Cloze Procedure	3C
Computers in Education	3C
Content Area Reading	3C
Diction	3C
Elocution	3C
Evaluation of Computer Software	3C
Expression	3C
Group Reading	3C
Guided Reading	3C
Individualized Reading Instruction	3C
Informal Assessment	3C
Literacy	3C
Literacy	3C
Literature-based programming	3C
Miscue Analysis	3C
Multicultural Children's Literature	3C
Multiple Intelligences	3C
Oral Interpretation	3C
Oral Reading	3C
Proofreading	3C
Readability (Literary Style)	3C
Reader Response Criticism	3C
Reading	3C
Reading Comprehension	3C

Reading Disability	3C
Silent Reading	3C
Speed Reading	3C
Supplemental Reading	3C

B. Specific Delimitations

Formats collected: Audiovisual materials, electronic resources, microformat collections, monographs, and periodicals extensively; dissertations, maps, reference tools, and textbooks selectively.

Imprint dates collected: Current and 20th century publications extensively.

Chronological focus: Current topics collected extensively; earlier topics selectively.

Languages collected: English extensively; Spanish selectively.

Places of publication: North American, extensively; Australian, New Zealand, British and Italian selectively.

DEAF EDUCATION COLLECTION DEVELOPMENT POLICY STATEMENT

I. PURPOSE AND PROGRAM DESCRIPTION

A. Library Collection Development Objective

The library seeks to support curricular and research in all areas of Deaf and Hard of Hearing education and American Sign Language/Interpretation.

B. Description of User Groups Supported

The user groups supported are undergraduate students, graduate students, and faculty.

C. New and Expanding Areas of Interest

New and expanding areas of interest include Deaf Education, Audiology and Means of Communication for the Deaf.

D. Areas of Established Specialization

Areas of established specialization are American Sign Language and Interpreters/Translators.

II. TREATMENT OF SUBJECT DEPTH

A. Treatment of Subject Depth

To support the Deaf Education Program at VSU, the library will collect materials in the following subject areas at the Intermediate Study or Instructional Support Level (3B).

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
American Sign Language	3B
Audiology	3B
Audiometry	3B
Closed Captioning	3B
Deaf	3B
Deaf Children	3B

Deaf Education	3B
Deaf, Means of Communication	3B
Fingerspelling	3B
Hearing Ear Dogs	3B
Hearing Impaired	3B
Hearing Impaired Children	3B
Hearing Loss	3B
Interpreters for the Deaf	3B
Lip Reading	3B
Telecommunication Devices for the Deaf	3B
Translating and Interpreting	3B

B. Specific Delimitations

Formats collected: electronic resources, microformat collections, monographs, and periodicals extensively; audiovisual materials, dissertations, maps, reference tools, and textbooks selectively.

Imprint dates collected: Current and 20th century publications extensively.

Chronological focus: Current topics collected extensively; earlier topics selectively.

Languages collected: English extensively;

Places of publication: North American, extensively; Australian, New Zealand, British and selectively.