

INITIAL TEACHER PREPARATION SERVICES COLLECTION DEVELOPMENT POLICY STATEMENT

I. PURPOSE AND PROGRAM DESCRIPTION

A. Library Collection Development Objective

The library seeks to support the curriculum, instruction, and research needs in all areas of deaf education, elementary education, middle grades education and secondary education, including pedagogy and content areas/disciplines.

B. Description of User Groups Supported

User groups supported include undergraduates, master's students, and faculty. Most undergraduates and full-time faculty are on campus. Most master's students take courses online.

Changes in user population for most recent five years include an increase in online graduate students, and new, online undergraduate ASL/Interpreting students.

C. New and Expanding Areas of Interest

Family involvement, social/emotional learning, growth mindset, cultural diversity, assessment (of and for) learning, differentiated instruction, personalized learning, flipped classroom, blended learning, critical thinking, instructional strategies, complex text, close reading, disciplinary literacy, academic language/discourse, technology tools (teaching and learning), STEM, maker learning, project-based learning, teacher recruitment and retention, teacher leadership, instructional coaching, online teaching.

D. Areas of Established Specialization

Areas of established specialization are theories in child and adolescent development; curriculum; pedagogy/methods (grades: K through 12); content areas/disciplines: reading, writing, English/language arts, mathematics, science (biology, chemistry, earth/space, physics), social studies, history (including Georgia history), political science, and geography, creative arts; special education (deaf and hard of hearing), American sign language.

II. TREATMENT OF SUBJECT DEPTH

A. Treatment of Depth

Deaf & Hard of Hearing Education

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
American Sign Language	5
Audiology	3
Deaf	
—Education	5
—Education—Cross cultural studies	4
—History	4
—Legal status, laws, etc	4
—Means of communication	5
Deaf children	5
Deaf culture	4
Deaf studies	3
Deafness	5
Hearing disorders	3
Hearing impaired children	5
Hearing loss	3
Interpreters for the deaf	5
Mainstreaming in education	4
Telecommunication devices for the deaf	4

Elementary Education & Middle Grades

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
Art—Study and teaching (Elementary)	3
Child development	5
Children's literature	4
Cognitive styles in children	4
Early childhood education	
—Curricula	4
—Law and legislation	2
Educational tests and measurements	4
Education, Elementary	5
Education, Secondary	5
English Language — Study and teaching - Secondary	4

Evaluation of Computer Software	2
Grading and marking (Students)	3
Individualized instruction	4
Language arts—Elementary education	4
Language arts—Secondary education	4
Lesson planning	3
Mathematics—Study and teaching (Elementary)	4
Mathematics—Study and teaching (Secondary)	4
Multicultural education	4
Multiple intelligences	2
Play	4
Reading (Elementary)	4
Reading (Secondary)	4
Science—Study and teaching (Elementary)	4
Science—Study and teaching (Secondary)	4
Social Sciences—Study and teaching (Elementary)	4
Social Sciences—Study and teaching (Secondary)	4

Reading

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
Basal reading instruction	2
Children—Books and reading	3
Children's literature	3
Content area reading *Disciplinary Literacy	4
Group reading	4
Individualized reading instruction	3
Literacy	5
Multiple Intelligences	2
Oral Reading	3
Reading	
—Ability testing	3
—Phonetic method	3
—Remedial teaching	4
—Research	5
—Whole word method	3
Reading (Elementary)	4
Reading (Middle school)	4
Reading (Secondary)	4

Reading comprehension	4
Reading disability	3
Reading, Psychology of	3
Reading readiness	4
Silent reading	2

Secondary Education

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
Curriculum Planning	3
Education, Secondary	4
—Curricula	
English Language — Study and teaching - Secondary	4
Grading and marking (Students)	3
Language arts (Secondary)	4
Mathematics – Study and teaching (Secondary)	4
Science – Study and teaching (Secondary)	4
Social Sciences – Study and teaching (Secondary)	4

B. Specific Delimitations

Formats collected: Journals, Media, Monographs, and Reference tools: extensively. Maps, Microformat Collections, and Proceedings: selectively.

Imprint dates collected: Current and 20th century: extensively. 19th century and Earlier: selectively.

Chronological focus: Current and 20th century: extensively. 19th century and Earlier: selectively.

Languages collected: English: extensively. Spanish: selectively.

Place of Publication: United States: extensively. Elsewhere: selectively.

Significant Publishers/Organizations:

Association for Middle Level Educators (AMLE – previously NCTE)

Association for Supervision and Curriculum Development (ASCD)

Council for Exceptional Children (CEC)

International Literacy Association (ILA)

National Association for the Education of Young Children (NAEYC)

National Council for the Social Studies (NCSS)

National Council of Teachers of English (NCTE)

National Council of Teachers of Mathematics (NCTM)
National Science Teachers Association (NSTA)
American Educational Research Association (AERA)
Pearson
Heinemann
McGraw Hill