



# Wichita State University Libraries

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## Collection Development Policies

### Counseling, Educational & School Psychology

#### A. Purpose of Collection

##### 1. Program Information

The Department of Counseling, Educational & School Psychology (CESP) offers graduate programs only, with two degrees at the Masters level and one Specialist degree beyond the Master's level. One post-masters certificate program is also offered. Students completing these programs typically pursue careers as school counselors, community counselors, educational psychologists, or school psychologists. Programs of study include:

- **Master of Education in Counseling (MEd)**

Students who wish to become licensed School Counselors in Kansas must have valid professional teaching licenses as well as the MEd in counseling. Students in this program may also choose to become Licensed Professional Counselors, and work within the community. The course of study includes the following subject areas: psychological foundations; statistics and research methods; human development; assessment; ethics; and individual and group counseling theory and techniques.

- **Master of Education in Educational Psychology (MEd)**

This program focuses on "how people learn from instruction, and with developing educational materials, programs and techniques that enhance learning" (CESP webpage). Students of all stages of development are of interest, from infants to the elderly, both in school and in other settings (corporate, military, etc.). Assessment is a key component of the program.

- **Specialist in Education in School Psychology (EdS)**

Students in this program must have completed a masters degree in educational psychology, counseling, or a directly related area to apply for admission to this program. An additional 39 credit hours of study are required to earn the Specialist degree. The program of study includes courses in counseling theory, counseling techniques, psychopathology, ethics, multicultural issues, intelligence

testing, diagnostic testing, school-based interventions, personality assessment, and mild exceptionalities.

- **Post-Masters Certificate in Play Therapy**

This certificate is offered through the Counseling program. Five courses are offered, including Fundamentals of Play Therapy, Play Therapy with Young Children, Child Psychopathology in Play Therapy, Advanced Techniques in Child and Play Therapy, and a 100-hour Practicum in Play Therapy.

## 2. Collection Description

*Monographs:* The Library's monograph collection currently contains nearly 7,000 titles in the core Library of Congress call number areas relevant to Counseling, Educational & School Psychology (portions of LB and LC—see *Appendix A*). Materials in these call number areas circulated (were checked out) over 3,000 times in 2008, showing that this is a heavily used part of the Library's collection. The number shown above for materials most closely related to Counseling, Educational & School Psychology does not include the thousands of additional titles held in related disciplines such as Psychology, Sociology, Social Work, Pediatrics, etc., that are also used by students and faculty in this department.

*Journals:*

The Library maintains subscriptions to twenty-five journals directly related to Counseling, Educational, & School Psychology (Please see Appendix C). In most cases, both print and online access are available, but a few titles are only available electronically, and several others are available in print format only. This core collection of journals is supported by a large number of additional titles which are available electronically through numerous databases to which the library subscribes (see *Databases* section just below). A substantial number of additional paper and full text electronic subscriptions are maintained in related subject areas such as psychology, sociology, social work, child development, and psychotherapy.

*Databases:*

Students and faculty have both on-campus and off-campus access to a number of abstracting and indexing databases to the journal literature in this subject area. *ERIC* and *PsycINFO* are the most important databases, followed by *Education Full Text*, *Mental Measurements Yearbook*, *MEDLINE*, *Sociological Abstracts*, *Social Work Abstracts*, and *Dissertation Abstracts*. *Google Scholar* and *JSTOR* were also noted by faculty in the department as being useful.

### 3. Anticipated Trends

Counseling, Educational & School Psychology Faculty listed the following as emerging trends or subjects in their areas of specialization:

- Accountability, diversity
- Epistemological beliefs, cultural sensitivity, play therapy, school psychology, technology in education
- Post modern constructivist approach to counseling, standards based assessment, globalization-international perspectives, technology applications
- Interdisciplinary research
- Mental health diagnosis, and interventions and treatment plans for specific populations

## B. Scope of Coverage

### 1. Chronological Focus

Emphasis will be placed on works dealing with contemporary issues and practice.

### 2. Geographic Focus

Works related to Counseling, Educational & School Psychology as they are practiced in the United States will be the primary focus of the collection. Materials on practice in other countries or on a global basis are also of high value, and will be collected on a somewhat more selective basis.

### 3. Formats and Materials Collected

Department faculty listed (in order of importance) journals (especially electronic journals), monographs, internet sources, reference works (including indexes to periodicals, encyclopedias, handbooks, etc.), statistical sources, dissertations, conference proceedings, and government publications as useful formats for the collection. Both paper and electronic formats will be collected, with an emphasis on electronic formats for journals, when possible. Videos will be collected at the request of faculty.

### 4. Formats and Materials Not Collected

Materials in micro format (microfilm, microfiche) will be collected only when that is the sole format available. Textbooks are not normally acquired, but may be purchased occasionally to provide broad overviews for foundational areas.

#### 5. Publication/Imprints Dates

An emphasis will be placed on recently published materials; older materials will be collected very selectively.

#### 6. Place of Publication

Primary focus will be placed on materials published in the United States. Materials published in other countries are also valued, and will be collected on a more selective basis.

#### 7. Languages Collected

English-language materials will be collected. Materials in other languages will be collected at the request of faculty.

### C. Summary of Subjects Collected and Collecting Levels (See Appendix A for Details)

#### D. Subjects Excluded

None

#### E. Related Collections and Cooperative Efforts

The WSU Libraries' collection in this subject area is supplemented by the collections of other Regents University libraries in the state which offer programs in School Counseling or Educational Psychology, including the University of Kansas, Emporia State University, Fort Hays State University, and Pittsburg State University. Materials owned by these libraries are available to WSU students through the statewide cooperative interlibrary loan service.

#### F. Related Collection Development Policies

Collection Development policies related to the following subject areas would have an impact on the Library's research collection for Counseling, Educational & School Psychology: Curriculum & Instruction; Psychology; Social Work; and Sociology.

G. Related Collection Evaluations

Curriculum & Instruction

Psychology

Social Work

H. Other Factors

None

Subject Librarian: Janet Dagenais Brown, Education & Social Sciences Librarian  
Date: October 26, 2009

## APPENDIX A – SPECIFIC SUBJECTS COLLECTED (with Collecting Levels)

### Counseling, Educational & School Psychology

Materials that support teaching and research for this subject area fall within numerous areas of the Library of Congress Classification system, making it somewhat difficult to narrow the areas of primary interest into a few broad call number areas. Care has been taken to ensure that subject areas noted by departmental faculty to be of primary interest are reflected in the call number areas below. Those subject areas include: school counseling, educational psychology, learning, memory, epistemological beliefs (ways of knowing), career development and counseling, reading comprehension, program evaluation, research design, statistics, counseling at-risk populations, self-mutilation, animal-assisted therapy, play therapy, loss and grief, group counseling, child abuse, multicultural counseling, social and cognitive development, and technology in education.

LC Class	Divisions, Categories & Subjects	CL	GL
LB	Theory and practice of education		
LB 1027.5 – 1027.55	School counseling and guidance	C1	C1
LB 1028.3 – 1028.8	Educational technology and e-learning, instructional design	C1	C1
LB 1050 – 1050.6	Reading	C1	C1
LB 1050.9 – 1091	Educational psychology	C1	C1
LB 1101 - 1139	Child study	C1	C1
LB 3013.6	Ethics for School Psychologists	C1	C1
LB 3050 – 3060.87	Educational tests, measurements, evaluations and examinations	C1	C1
LC	Special aspects of education		
LC 189 – 214.53	Educational sociology	C1	C1
LC 225 – 226.7	Home and school	C1	C1
LC 1037 – 1037.8	Career education	C1	C1

BD 143 – 237	Epistemology. Theory of knowledge	C2	C1
BF 176 – 176.5	Psychological tests and testing	C1	C1
BF 309 - 499	Consciousness. Cognition (including learning, attention, comprehension, memory, intelligence, etc.)	C1	C1
BF 636 - 637	Applied psychology (including counseling, diversity issues)	C1	C1
BF 712 – 724	Developmental psychology (including infant psychology, child psychology, adolescence, cognitive development, and play)	C1	C1
HF 5381	Career and occupational guidance	C2	C1
HQ 767.8 – 799.2	Children. Child development (including child life, play, socialization, children's rights)	C1	C1
HV 697 - 4959	Social service. Protection, assistance and relief		
HV 713 - 741	Children (child welfare and child abuse)	C1	C1
HV 888 - 907	Children with disabilities	C1	C1
HV 1421 - 1441	Young adults, youth, teenagers	C1	C1
HV 1551 - 3024	People with disabilities	C1	C1
RC 475 - 489	Psychiatry. Psychotherapy (including types of therapy such as individual, group, family, crisis, play, animal assisted, multicultural aspects)	C1	C1
RJ 499 - 507	Pediatrics. Diseases of children and adolescents. Child psychiatry (including play therapy)	C1	C1
RM 931	Rehabilitation therapy (including animal assisted therapy)	C2	C1

## APPENDIX B – EXPLANATION OF COLLECTING LEVELS AND CODES

### 1. COLLECTING LEVELS\*

Current Collection (CL) -- existing strength of collection (required)

Collection Goal (GL) -- desired or target collecting goal (required)

Acquisitions Commitment (AC) -- current collecting level or growth rate (optional)

Preservation Commitment (PA) – commitment to physical and/or content preservation (optional)

### 2. COLLECTING LEVEL CODES\*

Each collecting level is assigned one of the following codes:

A	Comprehensive Level
B	Research Level (doctoral)
C1	Advanced Study Level (advanced undergraduate, masters)
C2	Basic Study Level (undergraduate)
D	Basic Information Level
E	Minimal Level
NC	Not Collected

The following is a detailed definition of each code:

- A Comprehensive Level.** A collection in which a library endeavors, so far as is reasonably possible, to include all significant works of recorded knowledge (publications, manuscripts, other forms) for a necessarily defined field. This level of collecting intensity is that which maintains a “special collection”; the aim, if not the achievement, is exhaustiveness.
- B Research Level.** A collection includes the major published source materials required for dissertations and independent research including materials containing research reporting, new findings, scientific experimental results, and other information useful to researchers. It also includes all important reference works and a wide selection of specialized monographs, an extensive collection of journals and major indexing and abstracting services -- including electronic resources-- in the field. Supports doctoral and other original research.
- C1 Advanced Study Level.** A collection which is adequate to support the course work of advanced undergraduate and master’s degree, or sustained independent study; that is, which is adequate to maintain knowledge of a subject required for limited or generalized purposes, of less than research intensity. It includes a wide range of basic monographs both current and retrospective, complete collections of the works of more important writers, selections from the works of secondary writers, a selection of representative journals, and the print and electronic reference tools and fundamental bibliographical apparatus pertaining to the subject.
- C2 Basic Study Level.** A collection which is adequate to support undergraduate courses. It includes a judicious selection from currently published basic monographs (as represented by Choice selections) supported by seminal retrospective monographs (as represented by Books for College Libraries); a broad selection of works of more important writers; a selection of the major review journals; and current editions of the most significant print and electronic reference tools and bibliographies pertaining to the subject. Not adequate to support master’s degree programs.
- D Basic Information Level.** A highly selective collection which serves to introduce and define the subject and indicates the variety of information available elsewhere. It includes major dictionaries and encyclopedias, selected editions of important works and bibliographies, historical surveys, a few major periodicals in the field, and a limited collection of basic electronic resources.
- E Minimal Level.** A subject area in which few selections are made beyond very basic works.
- NC Not Collected.** A subject area in which no selections are made, i.e. out of scope.

\* The collecting levels and codes assigned to each LC Class are derived from the WLN Conspectus.

**APPENDIX C – CURRENT PRINT & ONLINE JOURNAL SUBSCRIPTIONS – CESP\***

<b><i>Title</i></b>	<b><i>Print</i></b>	<b><i>Online</i></b>
British Journal of Educational Psychology	Yes	Yes
Career Development for Exceptional Individuals	Yes	Yes
Career Development Quarterly	Yes	Yes
Counselor Education & Supervision	Yes	Yes (up to 18 months ago--moving wall of access)
Educational Considerations (career education)	Yes	Yes
Educational Psychologist	Yes	Yes
Educational Psychology	Yes	Yes
Educational Psychology in Practice	Yes	Yes
Educational Psychology Review	Yes	Yes
International Journal of Rehabilitation Research	Yes	No
Journal of Career Assessment	No	Yes
Journal of Career Development	No	Yes
Journal of Educational Psychology	No	Yes
Journal of Employment Counseling	Yes	Yes (up to 18 months ago--moving wall of access)
Journal of Instructional Psychology	Yes	Yes
Journal of Multicultural Counseling & Development	Yes	Yes (up to 18 months ago--moving wall of access)
Journal of Psychoeducational Assessment	No	Yes
Journal of Rehabilitation (vocational rehabilitation)	Yes	Yes

Journal of School Psychology	No	Yes
Measurement & Evaluation in Counseling & Development	Yes	Yes (up to 18 months ago--moving wall of access)
Professional School Counseling	Yes	Yes
Psychology in the Schools	Yes	Yes
Rehabilitation Counseling Bulletin	No	Yes
School Psychology Quarterly	Yes	Yes
School Psychology Review	Yes	Yes

\*List up-to-date as of 8/11/09