



Wichita State University Libraries

Collection Development Policies

Curriculum & Instruction

A. Purpose of Collection

1. Program Information

The Department of Curriculum & Instruction offers degrees at both the Bachelors and Masters levels for both pre-service and in-service teachers. It also provides several licensure, endorsement and certificate programs. Programs of study include:

- **Undergraduate Teacher Education Program**
Includes early childhood unified (birth through grade 3), elementary education (grades K-6), middle school (grades 5-8), and secondary school (grades 6-12).
- **Advanced Endorsement Programs**
Includes Special Education endorsements in adaptive (mild to moderate disabilities), functional (severe and multiple disabilities), gifted (advanced) and early childhood unified (birth through grade 3) education; reading specialist; library media specialist; and TESOL (Teaching English to Speakers of Other Languages).
- **Alternative Certification**
Also called "Transition to Teaching," this program allows students with majors in content areas where there are teacher shortages at the middle and high school levels to be employed while they complete teacher certification requirements.
- **Masters of Education in Curriculum and Instruction (M.Ed.)**
Includes a thesis or portfolio requirement. Emphasis is on reflective inquiry, with each student selecting a specific subject area for specialization. This program is offered both on-campus and at several distance sites in Kansas each year.
- **Masters in Special Education (M.Ed.)**
Includes emphases in adaptive, functional, gifted, and early childhood unified education. A thesis or portfolio is required.
- **Graduate Certificates**
Certificates are available in the following areas: *Educational Technology* (includes coursework on the use of computers in education, the integration of technology in the classroom, and the use of technology as a communication tool); *Literacy*; and *National Board for Professional Teaching Standards (NBPTS)*.

- **Professional Development Schools**

A collaboration between WSU and the Wichita Public Schools, this program allows students to gain extensive, multi-semester, field experiences in schools at the elementary, middle and secondary levels.

- **Online Courses**

Numerous C & I courses are currently offered completely online. In March of 2007, the Department received approval from the Higher Learning Commission to pursue an online Masters degree in Curriculum & Instruction. They also approved a future online Master of Arts in Teaching degree.

- **Programs in Development**

An *Urban Teacher Education Program* will be piloted in Fall 2007. A cooperative program in *Rural Education* is in process with Cowley County Community College.

2. Collection Description

Monographs: The Library's monograph collection currently contains over 47,000 titles in the core Library of Congress call number area for Education -- "L." The majority of these titles fall within the LB (Theory and Practice of Education) and the LC (Special Aspects of Education) call number areas, with LB holding the highest number of titles (over 25,000), followed by LC (over 17,000). Thousands of additional relevant titles are held in other parts of the Library collection, in subject areas such as Psychology, Sociology, Social Work, Pediatrics, Communication Sciences & Disorders, Juvenile and Young Adult Literature, and Library Science, as well as in the many subject areas that are taught by our teachers, such as geography, chemistry, literature, languages, history, art, music, etc. The Library provides access to over 800 electronic books in various areas of education.

Journals: The Library maintains print subscriptions to over 160 journals related to Curriculum & Instruction, and access to over 600 education journals in full text through direct subscriptions, database subscriptions, and those freely available through the Internet. A substantial number of additional paper and full text electronic subscriptions are maintained in related subject areas. Faculty have indicated that increased access to electronic journals in this subject area is very important.

Databases: Students and faculty have both on-campus and off-campus access to indexes to the journal literature in this subject area. The *ERIC* database is the primary index to research in Curriculum & Instruction. Departmental faculty have indicated that *ERIC* is the most important index for their teaching needs. Researchers can also use databases such as *Education Full Text*, *PsycINFO*, *MEDLINE*, *Sociological Abstracts*, *Social Sciences Abstracts*, *Social Work Abstracts*, *Mental Measurements Yearbook*, *Health and Wellness Resource Center*, and *Dissertation Abstracts*. Faculty have indicated that *ERIC*, *PsycINFO*, and the *Social Sciences Abstracts* are the most important databases for their research needs.

3. Anticipated Trends

Faculty in the Curriculum & Instruction Department have identified numerous emerging trends in their fields of teaching and research. Those trends centered around the needs

of exceptional students, classroom management techniques, and literacy. Specific topics included: poverty in the schools; mainstream classrooms; inclusion; accommodation of diverse students; differentiated instruction; gifted and special needs students; English language learners (ELL) and ESOL; cultural diversity; cultural proficiency of teachers, positive behavior supports; phonological awareness; fluency; vocabulary development; professional development schools; urban and rural education; educational technology; and global learning.

Faculty also indicated that current and electronic journals were of utmost importance to both their teaching and research needs. In light of the upcoming development of the online Masters degree in Curriculum & Instruction and the Master of Arts in Teaching degree, electronic access to both journals and books in Curriculum & Instruction will be increasingly important.

B. Scope of Coverage

1. Chronological Focus

Emphasis is placed on works dealing with contemporary issues and practice. However, materials that provide information on the history of education and educational reform movements (especially in the United States) are also of value, and will be collected selectively.

2. Geographic Focus

Works related to Curriculum & Instruction as they are practiced in the United States will be the primary focus of the collection. As the educational systems in other countries are quite different from the United States, materials from these countries will be collected when they are deemed to add to the overall understanding of the subject area. Materials on Global Education are an important aspect of the collection.

3. Formats and Materials Collected

Collecting emphasis is placed on journals, monographs, reference works (including indexes to periodicals, encyclopedias, handbooks, etc.), and government publications. Both paper and electronic formats will be collected, with electronic formats becoming increasingly important, especially for journals. Videos and DVD's will be collected at the request of faculty. Proceedings and conference papers will be collected selectively.

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 from time to time to provide broad overviews of some subject areas.

5. Publication/Imprint Dates

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

6. Place of Publication

Primary focus will be placed on materials published in the United States. Materials published in other countries will be collected selectively.

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)

While a broad range of subjects is collected, special emphasis is placed on the following subject areas: principles and practice of teaching (pedagogy); learning theory; education research; reading, language arts, and literacy; classroom management; diversity and multicultural education; discrimination in education; special education; learning disabilities; all educational levels (early childhood, elementary, intermediate, and secondary); higher education; education reform; and assessment.

D. Subjects Excluded

Classroom textbooks and textbook series (such as Follett or McGraw-Hill Education).

E. Related Collections and Cooperative Efforts

The Wichita Public Schools Library Resource Center (Joyce Focht Instructional Support Center) is open to the public, and “supports the curriculum of the district with books, professional and reference materials.” WebCat, the online catalog of the Wichita Public School Libraries, is available for searching. Students also have access to the collections of the Wichita Public Library, and may have access to materials in the libraries of the schools at which they are student teaching.

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 Curriculum & Development: Juvenile and Young Adult Literature; Psychology; Sociology; Social Work; Pediatrics; Communication Sciences and Disorders; Library Science; Music; Art; Literature; Foreign Languages; Mathematics; Biology; Geology; Chemistry; Physics; Geography; Kinesiology & Sport Studies; Women's Studies; and History.

G. Related Collection Evaluations

Kinesiology & Sport Studies (for Physical Education)

H. Other Factors

None

Appendix A – Specific Subjects Collected (with Collecting Levels)

Appendix B – Explanation of Collecting Levels and Codes

Subject Librarian: Janet Dagenais Brown, Education & Social Sciences Librarian

Created [5/1/07] / Revised [5/29/07]

APPENDIX A – SPECIFIC SUBJECTS COLLECTED (WITH COLLECTING LEVELS)

Curriculum & Instruction

LC Class	Divisions, Categories & Subjects	CL	GL
L 7 - 991	Education (General)	C1	C1
LA 5 - 2396	History of education	C1	C1
LA 173 - 186	Higher Education	C1	C1
LA 201 – 398	United States	C1	C1
LB 5 - 3640	Theory and practice of education	C1	C1
LB 5 – 45	General	C1	C1
LB 51 – 885	Systems of individual educators	C2	C1
LB 1025 – 1050.75	Teaching (Principles and practice)	C1	C1
LB 1028.3	Educational Technology	C1	C1
LB 1049.9 – 1050.75	Reading	C1	C1
LB 1050.9 – 1091	Educational psychology (Collected under the Counseling, Educational, and School Psychology CD Policy)	NC	NC
LB 1101 - 1139	Child study (Collected under the Counseling, Educational, and School Psychology CD policy)	NC	NC
LB 1139.2 – 1602	Early childhood, Kindergarten, and Elementary education	C1	C1
LB 1567	Rural Education (see also LC 5146-5148)		
LB 1603 – 1696.6	Secondary education, High schools	C2	C1
LB 1705 – 2286	Education & training of teachers & administrators	C2	C2
LB 2300 - 2430	Higher education	C1	C1
LB 2799 – 2799.3	Educational consultants & consulting	NC	NC
LB 2801 – 3095	School administration & organization (Collected under the Educational Leadership CD policy)	NC	NC

LB 3201 – 3640	Facilities, hygiene, school life	E	E
LC 8 – 6691	Special aspects of education	C1	C1
LC 8 - 59	Forms of education (home, private, public, etc.)	C2	C2
LC 59	Public school education	C1	C1
LC 65 - 245	Social aspects of education	C1	C1
LC 129 – 139	Compulsory education	C1	C1
LC 142 – 148.5	Attendance, dropouts	C1	C1
LC 149 – 161	Literacy, illiteracy	C1	C1
LC 215 – 238.4	Community and the school	C2	C1
LC 251 – 951	Moral and religious education	E	E
LC 980 – 1099.5	Types of education (Liberal, career, cooperative, multicultural, etc.)	C1	C1
LC 1090	Global Education	C1	C1
LC 1200 – 1203	Inclusive education	C1	C1
LC 1390 – 5160.3	Education of special classes of persons	C1	C1
LC 2630 – 2638	Asian Americans	C2	C1
LC 2667 – 2698	Hispanic Americans	C1	C1
LC 2699 – 2913	African Americans	C1	C1
LC 3701 – 3740	Bilingual education (Materials for English language learners - ELL- are primarily classified in PE 1128 .A2)	C2	C1
LC 3950 – 4806.5	Exceptional children and youth, special education	C1	C1
LC 3991 – 400	Gifted children and youth	C1	C1
LC 4001 – 4806.5	Children and youth with disabilities, learning disabled	C1	C1
LC 5101 -- 5141	Urban Education	C1	C1
LC 5146 – 5148	Rural Education (see also LB 1567)	C2	C1
LC 5161 – 5163	Fundamental education	C1	C1

LC 5201 – 6660.4	Adult education	C1	C1
LC 6681	Education and travel	D	D
LC 6691	Traveling educational exhibits	E	E
LD 13 – 7501	Individual institutions – United States (WSU theses and dissertations are classed here)	D	D
LE 3 – 78	Individual institutions – America (except US)	E	E
LF 14 – 5627	Individual institutions – Europe	E	E
LG 21 – 961	Individual institutions – Asia, Africa, Indian Ocean Islands, Australia, New Zealand, Pacific Islands	E	E
LH 1-9	College and school magazines & newspapers	D	D
LJ 3 – 165	Student fraternities and societies, US	D	D
LT 6 – 501	Textbooks	E	E
KF 4102.5 - 4243	Education Law	E	D
PZ 5 - 6	Juvenile Literature (Collected under the Juvenile and Young Adult Literature CD Policy)	NC	NC

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.