FOUNDATIONS, TECHNOLOGY & SECONDARY EDUCATION COLLECTION GUIDELINES

I.  Purpose and Program Description

## A.  Library's Collection Development Objectives

The primary purpose of the collection is to support teaching and research studies up through the educational specialist area.  The interdisciplinary nature of education requires that students and faculty consult related collections in the library.

## B. Curricular Program Description

 The Foundations, Technology & Secondary Education curriculum focuses upon training teachers to facilitate learning.  Apart from a focus upon secondary education, instruction emphasizes instruction utilizing technology and the basic foundations of educational instruction which covers instruction regardless of area.

## C. New and Expanding Areas of Interest

1. Educational Technology
2. Multicultural Education


## D. Areas of Specialization

1. Secondary Education
2. Educational Foundations
3. Educational Technology

## E.  Overlap with Other Academic Disciplines and Library Collections

Biology, Chemistry, Child Development, Computer Technology, Digital Media, Literature, Mathematics, Physical Education, Psychology, Sociology, and Young Adult Literature.

II. General Selection Guidelines

**A.  Languages:**  English is the primary language collected.  Works in other languages may be acquired selectively and usually in English translation.

**B. Chronological Coverage:**  Emphasis is upon current materials, but no period is excluded from consideration for the collection.

**C.  Geographical Coverage**:  Primarily emphasis is upon education, child development, and reading.

**D.  Types of Materials**:  Includes encyclopedias, handbooks, directories, dictionaries, field guides, periodicals, bibliographies, biographies, statistical works, analytical research reports, government documents, monographs, and journals.   As a regional depository, all items issued by the Superintendent of Documents are acquired.

**E. Imprint Date:** Current-imprint publications receive priority. Selective retrospective publications are purchased in available formats as funding permits.

**F. Physical Format**: Hardback, paperback, pop-up books, electronic formats, serials, audiovisuals and computer software are collected.

**G. Treatment of Subject**: Publications encompassing education and the training of teachers, child development, and reading.

**H. Place of Publication**: Primarily the United States. Imprints from other countries will be considered, however, primary emphasis will be placed on English language publications.

**I. Acquisition Plans Affecting English / English Literature:**

**1.) Standing Orders**: Due to budget reductions in the mid-1990s, all standing orders in all fields were cancelled.

**2.) Approval Plans**: None.

**J. Major Assessment / Selection Tools:** *Books for College Libraries*; *MLA*; Sheehy, Eugene P. *Guide to Reference Books*; Katz, Bill *Magazines for College Libraries*; *Choice Magazine*; *Booklist*; GOBI New Title Announcement Slips.

Assessments are conducted doing a comparison of the library holdings with those of the following peer institutions: Austin Peay State University (TPA), Columbus State University (GCO), Jacksonville State University (AJB), McNeese State University (LHA), University of Houston-Clear Lake, University of Louisiana-Monroe (LNE),  University of North Alabama (ANO).

**K. Weeding / Replacement:** A major weeding was conducted in 2011 to remove damaged, superseded, out of date items, and those items which did not reflect the institutional curriculum. Following this, weeding has been kept to a minimum except to replace superseded or damaged items, or those items which are dated in terms of information on techniques and theory. For damaged items, efforts will be made to replace those materials. Discussions between the library liaison for the area and the department will take place to determine if an electronic copy of the title will be an acceptable replacement.

**L. Classifications That Define the Scope of the Collection:**


**Library Liaison:**  Best                                    **Subject:** Foundations, Technology
                                                                                            & Secondary Education


COLLECTION DEVELOPMENT POLICY STATEMENT: CLASSED ANALYSIS

| LC Class | Descriptor | Existing Strength | Desired Strength |
|---|---|---|---|
| LA 5-2396 | History of Education | 3b | 3b |
| LB 5-45 | Theory & Practice of | 3a | 3b |

| | Education-General | | |
|---|---|---|---|
| LB 51-885 | Systems of Individual Educators and Writers | 3b | 3b |
| LB 1025-1050.75 | Teaching. Principles & Practice | 3b | 3b |
| LB 1050.9-1091 | Educational Psychology | 3a | 3b |
| LB 1101-1139 | Child Study | 2a | 3a |
| LB 1603-1696.6 | Secondary Education. High Schools. | 3a | 3b |
| LB 1705-2286 | Education & Training of Teachers & Administrators | 3b | 3b |
| LB 3011-3095 | School Administration & Discipline | 3b | 3b |
| LC 8-59 | Forms of Education | 3b | 3b |
| LC 129-139 | Compulsory Education | 2b | 3a |
| LC 149- 161 | Literacy. Illiteracy. | 3b | 3b |
| LC 189-214.53 | Educational Sociology | 2a | 3a |
| LC 215-238.4 | Community & the School | 2b | 3a |
| LC 251-951 | Moral & Religious Education | 3b | 3b |
| LC 1001-1024 | Humanistic Education. Liberal Education | 2a | 3a |
| LC 1022-1022.5 | Computer-assisted Education | 3b | 3b |
| LC 1035 – 1035.8 | Basic Education. Basic Skills. | 2a | 2b |
| LC 1099 – 1099.5 | Multicultural Education | 3b | 3b |
| LC 1390 | Education. Men. Boys | 3a | 3b |
| LC 1401-2572 | Education. Women. Girls. | 3b | 3b |
| LC 2630-2638 | Asian Americans | 3a | 3b |
| LC 2667-2698 | Hispanic Americans | 3b | 3b |
| LC 2699-2913 | African Americans | 2b | 3b |
| LC 3701-3740 | Immigrants or Ethnic / Linguistic Minorities | 3b | 3b |
| LC 5161-5163 | Fundamental Education | 2b | 3a |