

Sabbatical Report

A Comparison Study of the College and University Curriculum Resource Centers in the State of Michigan

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Executive Summary

General

- ✚ Curriculum resource centers provide unique collections and educational equipment to education students and faculty.
- ✚ To be fully prepared and ready to compete in the job market, education students need to be familiar with not only textbooks and other media (puppets, manipulatives, videos, etc.), but also with the various education machines and equipment found at many schools or support facilities (Regional Education Media Centers/Intermediate School Districts).
- ✚ There are 24 curriculum resource centers either operating or being planned at Michigan colleges or universities.
- ✚ There were 2,822 undergraduate education students enrolled in the fall 2005 semester.
 - 1,597 on the Allendale campus only
 - 230 on the Pew campus only
 - 834 on both the Allendale and Pew campuses
 - 161 located off-campus

Accreditations

- ✚ North Central Association of Teacher Education recognizes the need and actually encourages the development of curriculum centers.
- ✚ Association of College & Research Libraries Guidelines states that such facilities are “essential” for education students and faculty.
- ✚ The Higher Learning Commission of the North Central Association of Colleges and Schools places libraries under Standard 6 when visiting of colleges and universities during the accreditation process.

Strengths

- ✚ The K-12 Curriculum Resource Center (KCRC), located at Grand Valley State University, is one of only four centers that actually hold all types of materials available to students, including juvenile books as part of curriculum sets.
- ✚ The KCRC has most of the educational equipment found at the 24 centers in the Michigan colleges and universities.
- ✚ The KCRC receives the highest funding (\$32,000) for collection development out of the 24 curriculum resource centers.
- ✚ The KCRC librarian is one of only three directors holding a master degree in library science, a teaching certification and a K-12 library certification. The KCRC librarian also holds a master’s degree in education, emphasis in adult/higher education.
- ✚ The KCRC meets 77% of the ACRL Guidelines.

Weaknesses

- ✚ The KCRC is ranked 12th out of the 15 centers in terms of square footage dedicated to providing access to curriculum materials and educational services. Curriculum materials are located in the libraries or in a faculty office at nine other institutions. Currently, the KCRC has 1,768 sq. ft.
- ✚ The KCRC meets only four of the 22 facility guideline (18%) is set by the ACRL Guidelines. Two areas meet minimum guidelines. Three areas are at inadequate levels. The facility deficits affect numerous other services.
 - Instructions are currently limited to tours or individual consultations.
 - Education professors and library staff are not able to provide class instructions on the use of the resources due to the lack of space.
 - There is no staff work area.
 - There is little student work area forcing students to sit on the floor to complete projects. There are only 3 tables and 17 chairs in the main area.
- ✚ The KCRC, located in AuSable Hall on the Allendale Campus, is 12 miles away from the College of Education faculty and students located on the Pew Campus.
- ✚ The content area classes are taught on the Allendale Campus by discipline-specific faculty.
- ✚ Pick up and delivery of certain KCRC items may be cumbersome due to the dimensions and weight of some of the materials.
- ✚ The lack of accessibility to the materials for both student and faculty could result in both inferior process and product.
- ✚ The moving of all KCRC materials to the Pew Campus will alter the teaching of such courses as TESOL, the Teaching of Social Studies, the Introduction of Art Education and the teaching of language arts classes in the English Department.

Recommendations

- ✚ The removal of the educational software programs and computers is recommended due to the lack of space. The elimination of this service to the education students is not ideal since a preliminary analysis of a student survey in ED205 (Computers in Education) reveals that 80% of the students use the software programs and computers to fulfill the course requirements.
- ✚ The KCRC-Allendale should be 1,768 sq. ft. The current facility should continue until a new KCRC can be included in the new library on the Allendale campus.
- ✚ The KCRC-Pew should be 3,400 sq. ft. and located in the Eberhard Center to house the curriculum materials and education equipment.
- ✚ The development of two KCRCs:
 - A KCRC-Allendale to serve the content area students and faculty and other students and faculty who might visit.
 - A KCRC-Pew to serve the education students and faculty and other students and faculty who might visit.
- ✚ Recognizing that undergraduate education students take courses on the Allendale campus, the College of Education should provide a portion of their \$24,000 towards their students and faculty who will use a KCRC-Allendale facility.

- ✚ The College of Liberal Arts & Science should provide an adequate amount towards their students and faculty who use a KCRC-Allendale facility.
- ✚ The University Libraries should continue to support both KCRCs with staffing, operational and collection support.

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Sabbatical Report

Summer/Fall 2005

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Title of the Sabbatical Project

A Comparison Study of the College and University Curriculum Resource Centers in the State of Michigan

Goals and Objectives

The major goal of the sabbatical was to compare the K-12 Curriculum Resource Center (KCRC) at Grand Valley State University to the other 23 curriculum resource centers (CRC) in the State of Michigan. Areas studied included, but not limited to, the placements of the facilities, the conditions of the collections, the services provided, the management of the facilities, the budgets and the personnel. The original sabbatical request included the study of four CRCs located in Ohio and Indiana for comparison purposes. Due to the increase in the price of gas during the sabbatical leave, this portion of the sabbatical was limited to the two visited prior to the undertaking of the sabbatical.

Objectives included:

- To develop a list of CRCs in Michigan, Ohio, and Indiana
- To compare who is the responsible unit for CRCs
- To compare policies of and procedures at CRCs
- To compare facilities (layout, footage, computer labs, security, etc.) of CRCs
- To compare collections (books, textbooks, juvenile collections, manipulatives, videos, DVDs, CDs, software, etc.) of CRCs
- To compare computer labs (software and hardware) found at CRCs
- To compare budgets of CRCs
- To compare circulation, classification, and cataloging systems of CRCs
- To compare web pages of CRCs
- To compare mission statements of CRCs
- To compare if the CRCs are in compliance with the ACRL Guidelines for Curriculum Materials Centers
- To bring GVSU's KCRC into compliance with the ACRL Guidelines for Curriculum Materials Centers

Sabbatical Narrative

Curriculum Resource Centers (CRCs), also referred to as curriculum materials centers, are special libraries or facilities providing resources and/or services for those college or university students wishing to become elementary or secondary teachers. The resources found in CRCs assist the pre-service teachers in understanding the full scope of what is necessary to become an exemplary teacher. Teacher education departments have received support from CRCs since the 1880s (Church as quoted in Toifel, 1992). Ball State University in Muncie, Indiana has been in existence since 1937. There has been a curriculum collection at Grand Valley State University since 1965. The importance of CRCs to the education and professional development of pre-service teachers was indicated in Toifel's study. At that time, there were 525 CRCs located in teacher education institutions accredited by NCATE (North Central Association of Teacher Education) (Toifel, 1992).

The level and the quality of support for the pre-service teachers vary within the 32 education departments located at higher institutions in the State of Michigan. Some students find nothing available. Some students find only minimal support (juvenile collections). Some students find a wide variety of elementary and secondary materials available. Some students find a wide variety of curriculum materials, education equipment, and media services.

In January 2003, the Association of College and Research Libraries (ACRL) of the American Library Association approved the guidelines recommended by the Education and Behavioral Sciences (EBSS) section. The initial EBSS 1999 report stated that no state education agencies or accrediting bodies provided guidelines regarding CRCs (ACRL, 2003).

This research noted that CRCs are not addressed directly in the NCATE accreditation standards. CRCs offer college and university education programs, faculties, and students the support and the resources necessary to ensure that the pre-service teachers meet NCATE standards. Standard 6, under "Unit Capacity," states that "the unit has the leadership, authority, *budget*, personnel, *facilities*, and *resources including information technology resources* (emphasis added by the author), for the preparation of

candidates to meet professional, state, and institutional standards.” (North Central Association for Teacher Education, 2002, p. 38)

While not implicit, CRCs fall within three areas of concern of Standard 6: a) Unit Budget, b) Unit Facilities and c) Unit Resources including Information Technology Resources. The Unit Budget allows “service[s] that extends beyond the unit to P-12 (preschool to 12 grades) education and other programs in the institution...and supports high-quality work within the unit and its school partners” (NCATE, 38). The Unit Facilities offer “outstanding facilities [such CRCs] on campus with the partner schools to support candidates in meeting standards” (NCATE, 39). The Unit Resources include access “to exemplary library [including CRCs], curricular and electronic information resources that not only serve the unit, but also a broader constituency” (NCATE, 40).

North Central Association of Colleges and Schools (NCACS) of the Higher Learning Commission is responsible for the accreditation of colleges and universities. Education programs, as part of its accreditation, are responsible for the quality of all programs within the institutions that relate to the preparation of professional educators (NCATE, 40). Criterion Three (specifically 3c and 3d) and Criterion Five are the areas where academic libraries are reviewed (Higher Learning Commission, 2003; R. Appleton, personal communication, October 6, 2004).

With guidelines and standards set by ACRL, NCATE and NCACS, the importance of having a quality CRC becomes significant for any college or university having a department, school or college of education. This sabbatical report of a six-month study of CRCs in the State of Michigan analyzes the condition of these centers or collections. Three PowerPoints included with the narrative contain images and data of the 24 Michigan curriculum resource centers.

Findings

Facilities

There are 24 curriculum resource centers located in academic institutions in the State of Michigan (Appendix A). One problem was how to separate those institutions holding curriculum and/or juvenile collections as part of the library holdings from those

institutions having designated areas holding a variety of curriculum materials available to education faculty and pre-service students. Also, some centers offer media production services in or near the facilities. This became crucial because it altered the expectations and the understanding of what makes up a center. The ACRL Guidelines define curriculum materials as those “educational resources that provide curriculum and instructional experiences” for students in preschool through twelfth (P-12) grades (ACRL, 2003).

A curriculum resource center, referred to as a curriculum materials center by the ACRL Guidelines, is where education faculty and students find the P-12 curriculum materials. The collection may be in a campus library, a separate building, or an education building (ACRL, 2003).

Textbooks are the common components for all the collections, except one. Other items found in curriculum materials collections are juvenile books, education videos, DVDs, CDs, education and media production equipment, and technology, such as digital cameras, computer labs and education software. Many collections consist of any combination of these materials, making it hard to readily analyze the holdings.

Eight institutions place the P-12 curriculum collections within the libraries’ confines, but usually set apart from the other library holdings. One institution’s curriculum materials collection is housed in a faculty office located in the education department. Two institutions are currently planning their centers or collections. One plans to have the center located in the education building. The second institution plans to have the center within the library, but has not yet decided upon the final configuration or whether to have joint responsible between the library or education department.

Thirteen institutions have well-defined locations for the collections distinct enough to be classified as centers. My main interest was with these 13 centers since they were more similar to the KCRC at Grand Valley State University.

Fourteen collections are located in religious affiliated institutions and ten collections in public institutions. Fourteen are found within the libraries. Eight are located in the education building, while two are located in different buildings from the library or

education facilities. Nine teach in or in near proximity to the centers. Seventeen offer tours.

The responsible unit for the CRCs varies among the 24 institutions. Fifteen libraries are the responsible units for 63% of the collections. Seven education (29%) departments are responsible for the collections. One is under construction, and it has not been decided who the responsible unit (4%). The instructional media department at one institution is the responsible unit for the final center (4%).

Square footage is of special interest because of the limited space at the KCRC. The largest center is 9,700 square feet and the smallest is 561 square feet (Appendix B). The KCRC currently has 1,768 sq. ft. Two new centers opened within the last four years and find themselves already with a serious shortage of space. One opened in 2002, with 6,189 sq. ft. but now must withdraw 1,000 books every year for every 1,000 books added to the shelves. The second center opened 2004, but the shelves are full and seriously limit future growth of the collection.

Kalamazoo College recently gave most of its collection away because of plans to close its Department of Education. The remaining collection now resides in the office of an education faculty member in a section of her bookcase. Kalamazoo College is in negotiations with the Colleges of Education at the University of Michigan and Michigan State University to provide classes for the education students. Plans to rebuild the curriculum collection have not been discussed at this time. Alma College recently deselected (weeded) their P-12 textbook collection. The Alma College librarian in charge of the curriculum collection is in collaboration with the education department to rebuild the collection.

Four centers do not have a security system. The directors stated that the replacement cost for any item does not justify purchasing and installation of a security system. Fifteen libraries or centers use 3M Security. Three centers or libraries use different security systems (Checkpoint, Gaylord, ID Systems). The two centers under construction have not decided about any security system.

All but one center has adequate space for students to work on projects or assignments. While the KCRC has almost all the equipment and a large variety of

teaching materials available, it has the smallest student work area with students seen working on the floor to complete projects. A second variable affecting student work area is the type of services and equipment available for the student use. A third variable is the type of collection available at the CRCs. These two variables will be discussed further in the report.

Central Michigan's Instructional Materials Center, the largest of the Michigan CRCs, has numerous work areas for students, a large circulation area and a director's office. The staff and storage areas, however, were limited in size. Saginaw Valley State University's Regional Education Resource Center, the second largest CRC with 7,370 sq. ft., has numerous student work areas and a director's office also, but unfortunately, does not have storage areas. The staff work area is part of the circulation area. Oakland University's Educational Resource Laboratory (ERL), at 6,189 sq. ft., has sufficient student work space, a large circulation area, two staff work areas, storage area and office space for the director.

Eight directors have their offices in the centers. Eleven directors have offices a floor or two away from the facilities. Two directors are located in separate buildings from the centers. One director is an education faculty who visits the center once a week. The locations for two directors are yet to be determined.

As would be expected, all centers and collections use regular shelving or deep shelving to hold large, oversized items. Compact shelving is not used at any center, though one library did place their older, infrequently used curriculum items into storage with easy retrieve.

Numerous outlets are necessary at CRCs because of the various educational machines used by the education students. Both wall and floor outlets are found in the centers. Fourteen facilities have only wall outlets, and five facilities have floor outlets. Two directors would like to have floor outlets installed. Eight directors felt they have an adequate number of outlets, but seven said they needed more.

All provide access to copy machines. Six have color copy access. Eleven require the use of copy cards and five require coins. Six allow for the use of coins and cards at

the same machines. Four facilities offer free copying or are reimbursed through student education course fees. One facility bills the students' accounts.

Total mean number of hours of services or access to the collections is 61.8 hours. Total mean number of weekend hours of services is 5.42 hours. The total mean number of weekday hours is 11.76 hours, with 8.9 hours of service on Friday. A detailed breakdown of hours may be found in Appendix C.

Staffing

The ACRL Guidelines recommend that the primary responsibility for the CRC be a librarian. Seventeen (71%) of the Michigan curriculum collections or centers directors hold master's degrees in library science. Seven (29%) have a non-librarian faculty member or clerical person responsible for the collections or facilities. Three of the directors have K-12 library certifications with seven holding teaching certifications. One has a doctorate in education, and one is close to finishing a doctorate. One holds a bachelor's degree and two have master's degrees in education. The KCRC director has master's degrees in library science and education and K-12 library and teacher certifications.

Only three librarians are employed full time at the center. One librarian is employed half time at the college's library. The remaining 15 librarians have responsibilities that pull them away from center or collection. Seven centers are managed by coordinators, one an education faculty member. Further analysis of staffing reveals that the centers often share personnel with the academic libraries or instructional technology departments. The KCRC is fortunate in that its coordinator, while not holding a teacher certificate, has over ten years experience as a paraprofessional in the public schools.

Cataloging was the most challenging to analyze. Fourteen centers (58%) used the library's cataloging department. Four center librarians (17%) are the primary catalogers for their collections. Two centers (8%) split the responsibility for cataloging between the coordinators and cataloging departments. The coordinators use an in-house system for specific items, leaving the libraries' cataloging departments to process those materials

having records. One center (4%) employs two part time catalogers who are responsible for cataloging their collection. One collection (4%) does not require cataloging due to its size and location. Two centers have yet to determine who is to catalog the collections (8%).

Eleven centers make use of the library circulation staffs (46%). Ten facilities share the responsibility for circulation with directors, paraprofessionals, or student workers (42%). One of the ten facilities has its own circulation desk, but students may also use the library circulation. One facility (4%) has a designated staff member responsible for circulation matters. Two centers (8%) have yet to determine circulation procedures. At the KCRC all workers share in the responsibilities for circulation. Patrons may have materials sent to any of the four the Grand Valley State University libraries for check out and pick up. Patrons may also return any items to any of the libraries. Distance learning students have their requests mailed to their homes and return the items to the University Zumberge Library at their own expense.

Two centers employ clerical staff. Three centers share their technical personnel either with the library, education or technology departments. One facility employs two part time technicians.

Calvin College is the only center that employs a part time collection development specialist.

Fifteen centers employ student workers. Eleven employ undergraduate students. One center employs up to 15 undergraduate students and three graduate students. One facility employs up to 17 undergraduate students in a semester. One center employs only graduate students. The two centers under construction have not addressed this issue.

A summary of staffing is as follows:

- Out of 17 directors, only 3 work full time at the Curriculum Centers.
- Two professionals work part time at one facility.
- Nine paraprofessionals work full time.
- Four paraprofessionals work part time at one facility.
- Eighteen centers use the personnel at the libraries or education departments for some of its functions.
- Mean number of student workers is 8.75.

Professional development is available to all but one librarian. This one institution does not offer professional development to any librarian due to financial constraints. Five out of the seven coordinators have the opportunity for professional development. Since many centers share their cataloging, clerical, or technical staff, the opportunities for professional development was not applicable. Four allow their student workers to attend appropriate workshops. Monies for professional development vary from \$50 to \$1,000. Grants are available. Many said, while a fixed amount is not set aside for professional development, they need only to ask and funding is usually provided (See Appendix D for detailed listing of professional development opportunities.).

Patron counts cannot be reported because many facilities allow patrons access to the collections and the equipment at all hours.

Budgets and Collections

Not enough information was available to perform a salary budget analysis. Also, a comparison of the facility budgets was impossible because of the complex nature of the funding. Library, education or other departments provide either full or partial financial support. Some centers' expenses or collections are paid by student fees. Some centers retain any overdue fees. At some centers, students pay for the services or the supplies, while at others the services and the supplies are free because the centers receive education student fees. A common financial arrangement is that one budget covers all expenses (textbooks, equipment, consumables, etc.).

Media production is the responsibility of ten centers (42%). Production services may also be found in close proximity to CRCs but managed by another department or private companies located on the campuses. Video/DVD collections may be found in some centers but is often located at the main library or is the responsibility of another department. Some institutions provided access to technology through the technology departments.

Most centers either do not have a budget or purchase resources from a general resource collection budget. Three collections are developed entirely by gifts from publishers or professors. Ferris University has an extensive early childhood manipulative collection given to them by the College of Education but does not plan to add to the

collection. It was not unusual to hear that curriculum materials are purchased as needed or if a request was made to the libraries, education, or content discipline departments which then purchased the materials. Endowments were also a source of funding for curriculum materials.

Only the KCRC has its budget broken down to purchase different types of materials (textbooks, videos/DVDs, manipulatives, etc.). The KCRC receives a major portion of the materials budget from the College of Education. The Library also purchases curriculum materials, supplies and other expenses such as salaries and facility/operational expenses.

Collections consist of textbooks in 91% of the collections. Five centers rely solely on gifts from vendors or faculty for the inclusion of textbooks in their collections. Manipulative kits or hands-on materials are found in 14 collections (58%). Fourteen (46%) of the collections include posters. Maps, puppets, and videos are found in ten collections (42%). Education software is found at nine of the centers (38%) (See Appendix E for a complete list of types of materials found at CRCs.).

Fifteen CRCs (63%) use the Library of Congress Classification System, one for the professional materials only. Seven (29%) use the Dewey Classification System. Four use Dewey for their juvenile collections only. The common reason for the use of the Dewey system was because it is used in the school systems. Education students could, therefore, become familiar with the system they will find in K-12 schools. Four centers use a special in-house system. Two are under construction. One will be located in the library and will probably use Library of Congress. The second center has not made a decision.

Eighteen collections of the 22 functioning collections are accessed through the libraries' online catalogs. One center uses the college's library catalog to provide access to the juvenile collection and an in-house system for all other materials. At a second center, the library provides access to the professional materials, and the center uses an in-house system for the rest of its collection. Eight have the holdings available through the Michigan Electronic Library Catalog (MEL Cat) system. Two collections are in the planning stage and decisions regarding access have not been made at this time.

Of the 24 collections, eleven centers interlibrary loan the textbooks to other libraries. Six centers allow its videos to circulate by interlibrary loan. Manipulative kits are circulated at four of the centers. Posters, puppets and maps are circulated by interlibrary loan at three CRCs. Software programs were not allowed to be checked out by other libraries at any of the centers.

Nine centers (38%) have collection policies in place. Eight (33%) do not. Since four centers (17%) are a part of these institutions' libraries, the policies are incorporated with the libraries' policies. One (4%) is currently developing policies. Two (8%) have not yet determined policies.

Ten (42%) have procedural policies for those working at the centers. Since six centers (25%) are a part of its institutions' libraries, the procedures policies are incorporated with the libraries' policies. Six (25%) do not have procedure policies. Two (8%) have not determined procedural policies.

Sixteen (67%) were not aware of the ACRL Guidelines, while seven (29%) were aware of the ACRL Guidelines. Two directors believe their curriculum centers are in compliance. Because of the unique nature of the collection, one (4%) did not believe the guidelines were applicable.

Western Michigan University has the only education specific library, holding not only the curriculum textbooks and juvenile collections but all of the education specific materials, including the ERIC microfiche collection.

Magazines for preschool through twelfth grade students are also found in 13 of the 24 collections (Appendix F). Three CRCs allow the magazines to be checked out by their patrons. Eight keep back issues of these materials but five discard the magazines after a year. Back issues may also be kept for two, three, or five years. The majority of the centers do not have professional education journals. Five do have education professional journals, although some are gifts from faculty members. Professional journals are usually found at the libraries. The largest magazine collection was found at Calvin College with a total of 71 juvenile magazines, trade magazines, and journals.

Eleven centers house unique, special collections. Most of these special collections are juvenile books (Appendix G). Oakland University's Educational Resources Laboratory (ERL) has a Children's Trade Book Examination Center. Jane Bingham, an education

professor in the 1970s, arranged with publishers to have their new titles previewed by the education students and the community at large. A second special collection of award-winning juvenile books (Caldecott, Coretta Scott King, or Newbery winners, for example) is located in a separate room. They also have a collection of juvenile graphic novels.

Wayne State has the largest collections of juvenile books found during the sabbatical visits. Collections include the Mildred Jeffrey Collection of Peace & Conflict Resolution, the Millicent A. Wills Collection of Urban Ethnic Materials for Young People, the William Alfred Boyce Storytelling Collection and over 14,000 juvenile books in the Ramsey Collection of Children's Literature.

Professional tests, such as the Peabody Intelligence Test, are located at five of the centers while two collections are found at the main libraries. The KCRC has such a collection of professional tests. Only faculty are allowed to check out these materials, and then only for use in the classroom. Students may preview the tests at the facilities but cannot copy any materials. Similar arrangements were found at the other centers or libraries. One center has only older editions of the tests and allows students to check them out. Educational Testing Services (ETS) Tests in Microfiche (TM) is found at two institutions. Many are education related instruments. The TM collection is located in the education library at one institution which houses the P-12 curriculum materials. The other TM collection is located at the main library at the second institution, close to the ERIC microfiche collection.

Because of overcrowding of the shelves at the KCRC, one area of special concern was if the collections include the undergraduate education capstones and graduate education masters projects/theses. Only one facility has the senior, education capstones. Eight other centers or libraries hold the graduate projects/theses. The KCRC has started the process of moving the projects/theses into the retrieval system located at the Steelcase Library. The Steelcase Library is close to the College of Education building and will be more convenient for the education faculty and students to check out.

The cataloging of the capstones or masters projects/theses can be a time consuming process. The catalog departments at the main libraries handle the cataloging for six of the centers. Two directors of the centers catalog and process the projects/theses.

One director is responsible for the cataloging, but the final processing is performed at the main library.

Library of Congress subject headings are used in cataloging the projects/theses at six centers. Sears subject headings are used at one center. One center will soon begin cataloging its projects/theses. At the time of the research, they have not decided on which subject headings to use. Only Grand Valley State University's KCRC uses ERIC database subject headings. The ERIC descriptors are used because, in theory, the education graduate students are familiar with the ERIC database and these descriptors.

Videos and DVDs have become standard materials in teaching. Two different types of visual materials may be found in curriculum materials centers: materials faculty use for professional development of education students and materials education students use to develop lesson plans for P-12 students. Eleven centers (46%) have these types of items available for students and faculty. Seven (29%) have the education videos/DVDs located at the libraries. Two institutions (4%) have education videos/DVDs available from different departments. On one campus, there is a designated Video Center to manage all videos/DVDs for the entire campus. The education technology center at another institution is responsible for all education videos or DVDs. Two (4%) do not have videos/DVDs available. Two (4%) have not decided where education videos/DVDs will be placed as yet. Two colleges view their video/DVD collections as a service for the entire campus and community.

Not one center has a separate budget line for the purchase of videos or DVDs. The purchase of visual materials comes out of the whole collection budget or as part of the student fees allocations. Because the cost of many videos/DVDs (One video may cost \$600.), multiple copies are not always possible. Curriculum centers often use grants to purchase videos/DVDs. Three centers accept videos or DVDs as gifts from faculty or vendors. The KCRC has a separate media budget, but manipulatives and puppets are also purchased out of the media budget.

Many centers have gone to a reservation system that allows professors and students to reserve a video for certain days. The KCRC has such a system, but it is a multi-step procedure. Three other centers have in-house, manual reservation systems. Six are able to use online programs connected to their catalogs to perform this procedure.

One uses both a manual and electronic system. Sixteen centers or libraries allow viewing of videos or DVDs at the facilities.

Equipment and Media Services

Education equipment is defined as equipment that may be used to assist in lesson planning. This service may or may not be available at the centers depending on a variety of factors. The lack of space is the primary reason. The training of staff and the maintaining of the equipment are other factors. Laminators and Ellison Die Cuts were the most common pieces of equipment found in media services (See Appendix I for a complete list of equipment.).

Often referred to as media services, twelve centers (50%) offer some form of media production equipment to their patrons. Four libraries (17%) offer media services, but not as part of the curriculum centers. Two institutions (8%) have media services somewhere on campus either through another department or a private company. Four CRCs (17%) do not have media production services available on their premises. Two (8%) have not decided if they will offer media services.

If one looks at just the 12 centers and four libraries that offer this type of service to its patrons, four centers allow only the education faculty and students to use the facilities. Twelve allow any faculty, staff or student at the college or university to access the media services equipment. One center permits any patron, public or academic, to use the education equipment. One center does not permit a non-university affiliated patron to use the education equipment located on their premises.

Other limitations include who operates the machines. Staff at one facility operates all of the machines. Two limit the use of the laminator to staff personnel to ensure proper use of the machine. All other media services encourage all patrons to learn the proper use of the machines. Staff demonstrates/trains the patrons on the use of the machines and expects the patrons to run the machines afterwards.

Budgeting for education equipment or media service equipment was very similar to that of video/DVD budgeting. Equipment is purchased from the general budget as a whole or purchased as needed. Student fees and grants are also sources for equipment purchases or maintenance. Maintenance costs of the equipment and the purchasing of

new equipment are also funded through the charges for the use of machines. Purchasing materials to use on the machines is also a source of funding.

Technology

Technology is a major focus at curriculum resource centers. Kent State University in Kent, Ohio has recently weeded many of its hard copies of K-12 textbooks and other items such as teacher guides or supplement materials. They have decided to focus on the technical area of education instead. Their CRC is located in the education building. Their classrooms do not have computer stations as such. Instead, all education faculty have their own wireless laptops. They were trained on how to hook up their laptops to the various technology equipment (projector, 3D overhead, etc.) located in each classroom. There are three wireless carts available for use by the faculty in their courses filled with either MAC or PC computers. Students are taught from earliest education courses to use the variety of education programs such as portfolio and PowerPoints programs.

Electronic textbooks are a part of the collection at the University of Detroit-Mercy curriculum collection. Sue Homant, the librarian responsible for the K-12 collection, has an agreement with publisher Holt, Rinehart, and Winston for the UD-Mercy education students and faculty to access its K-12 textbooks.

The use of iPods, handheld devices, and other technologies are taught by Russ Barneveld at Grand Valley State University's College of Education. The CRCs must take a lead in providing the education faculty and students access as these technologies become the norm in the P-12 environment.

As with other budgetary items, technology needs are often purchased out of the general budgets. Directors or coordinators may also request from the administration unit responsible for the CRCs funding to purchase new technical equipment. Student fees and grants also were means of funding.

There is a wide variety of technology equipment available at many of the CRCs. Tape recorders/players (14) are by far the most common items available for use by the patrons, followed closely by digital cameras (12) and slide projectors (11). Students, staff, or faculty could check out digital cameras from three other departments. Eleven centers have scanners available for use but none are allowed for check out. Tripods are

available at nine of the centers to use with video cameras, digital cameras, or digital camcorders. A CD player was found at only one curriculum center for use by patrons. It is not available for check out but is used to preview of music CDs at the facility. One surprise find was the availability of Polaroid cameras at Andrews University. They have six of these cameras. At the time of the visit, two were checked out.

Only six out of 22 curriculum centers offer portfolio or other education programs, such as Inspiration and Kidspiration. Four have education programs installed on the computers, specifically for software review. Only one computer lab is dedicated to software review, prohibiting all other computer functions. Nine centers allow students to use the computers for general use (emailing, writing papers, Internet access, etc.). Six allow access to the databases and other research functions. Two have not decided on what type of computer technology to offer, though one is already has computers set up at its temporary facility. One computer lab is used for instruction by education faculty. Four have education computer labs close by or within the buildings, thereby relieving the center of offering these services.

Excluding the collections located in libraries where computers are standard equipment, 13 centers have computers available either for use within their areas. Eight have separate computer labs located in the centers. Six have separate computer classrooms near the center or in the education building.

Twelve centers have PC computers; eight have MACs. Eight provide both platforms. Seventeen centers have their computers networked. Fifteen centers or libraries are located in wireless buildings.

Only four centers have education software available for the students. All four use the software for reviews or to assist the students in lesson planning. One center recently decided to eliminate its software collection because of decreased usage. A second center is also considering no longer providing this service. Students in computer education classes are encouraged to access software publishers' web sites and sign up for free 30 days access to software programs. The difficulty of loading and troubleshooting program problems is one reason for removing this media from the collection.

Software purchases are made from the general budget, student fees allocations or from grants. Software may also be purchased as needed if requested from the administrative unit responsible for the curriculum center.

Fourteen curriculum centers have web sites (Appendix J). The web sites range from one page informational screens to elaborate, multiple screens with numerous links. Ten out of the current 22 curriculum centers have mission statements located on their web sites. All describe their purpose which is to provide education students with access to curriculum materials or equipment.

New and Closed

Two centers are in the process of being built at the time of the research study. Their collections were either in closets or in storage. Albion College's Ferguson Technology Resource Center has computers available for the education students until the new center is completed. University of Michigan – Flint is in the preliminary planning stages with their materials in storage. Two other institutions have expressed an interest in this report because they would like to open discussions with their administrations about developing curriculum centers. One institution, University of Michigan – Ann Arbor, closed its facilities just before the beginning of the research due to financial constraints. Its collection is in storage at this time.

Conclusions

Why have curriculum resource centers anyway? The needs of the education students are unique. To be fully prepared and ready to compete in the job market, an education student needs to be familiar with not only textbooks and other media (puppets, manipulatives, videos, etc.), but also with the various education machines found at many schools or support facilities (Regional Education Media Centers/Intermediate School Districts). NCATE recognizes this need and actually encourages the development of curriculum centers. ACRL Guidelines states that such facilities are “essential” for education students and faculty. Of the 22 active Michigan curriculum centers, 63% are managed by academic libraries. The Higher Learning Commission of the North Central

Association of Colleges and Schools looks at the library when visiting of colleges and universities during the accreditation process.

Many of the collections and services are used not only by education students and faculty, but also by others affiliated with the institutions. Depending on the size of the institution, its location, and its mission, non-affiliated patrons use the curriculum centers/collections and equipment. Limits may be placed on non-affiliated patrons, from the number of items allowed to be checked out to the renewal opportunities to the use of the equipment. Restrictions may be found for non-education affiliated students, faculty, and public patrons when the education student fees that finance either part or the entire curriculum center budget.

The surprise was the variety of items found at CRCs. All have P-12 textbooks (some have Advanced Placement textbooks). While it was customary for the juvenile collections to be located at the main libraries close to the curriculum collections, juvenile books may be found in the centers as part of curriculum sets. If one did not count the special items such as audiocassettes, vertical files, tests, guides, or special collections unique to the institutions, only four centers actually hold all of the types of materials available to students. The KCRC is one of the four centers.

The KCRC has a variety of equipment available to develop lesson plans, to fulfill class assignments and for presentations. The equipment provided at the KCRC is necessary for the success of the education students in preparing for their course work. For this service to continue, the need for adequate student work areas must be increased. At the present time, students are forced to work on the floors.

Of special interest to the study is the holding of software programs. Nine centers (36%) currently purchase software programs. Three will accept software programs as gifts from professors or education software companies. Hope College is eliminating this item from the collection due to low use. Due to a serious lack of space and the difficulty of loading and troubleshooting the programs, removal of computers and the software programs has been recommended at the KCRC. A recent survey of the ED205 students on either the Pew or Allendale campuses reveals that 86% use the KCRC computers to complete the software evaluation segment of the course. When ED205 students were asked if they could download a 30-day trial version, 53% replied that they could not do

so. Seventy percent responded that they could not use other computer labs on campus to fulfill this requirement. Fifty-one percent stated they could have visited a public library to check out or evaluate education software instead of KCRC.

By eliminating software and computers at the KCRC, the opportunities for many of the education students has been reduced. The KCRC has now compromised its mission and drastically altered its services, thereby forcing the education technology (ED205) professors to reevaluate their education courses.

Where will be the best location for a curriculum collection? The KCRC is currently a part of the library but is located in AuSable Hall on the Allendale Campus. At one time the College of Education was located next to the KCRC, but the majority of the education faculty was moved to the Eberhard Center on the Pew Campus (Grand Rapids). By fall of 2007, the College of Education will be fully located in the Eberhard Center. This presents an opportunity to place the KCRC near its intended users.

The only problem is that the content classes are taught by other departments on the Allendale Campus 12 miles away. How can the collection serve all users on two distinct campuses? Are two KCRCs needed? Should the collection be split? Some items are very cumbersome (i.e. - U.S.A. Floor Map, Fosse science units, genetic boards), and it is extremely unlikely that a student would consider taking it back to campus by bus. Pick up of the aforementioned materials at the DeVos Center, where the Steelcase Library is located, is also not effective due to parking restrictions.

While more feasible, difficulties will remain if the KCRC is moved to the DeVos Building instead of the Eberhard Center. It would place the KCRC closer to the Steelcase Library at DeVos. The non-KCRC education materials could be moved to Steelcase Library making allowing better services to the education faculty and students.

It is the opinion of the KCRC librarian that it is not in the best interest of the content education students or faculty for all the KCRC materials to be moved to the Pew Campus. A study of the 2,822 undergraduate education students enrolled at Grand Valley State University reveals that in fall 2005, while there were 230 undergraduate students enrolled taking classes at the Pew Campus, there were 1,597 undergraduate education students enrolled on the Allendale Campus. There were 834 undergraduate students enrolled at both the Pew and Allendale Campus for the same semester. Of the 2,822

undergraduate education students, 24% lived either on the Allendale Campus or within the Allendale zip code (P. Batty, personal communication, April 26, 2006).

An analysis of a survey of the users at the current KCRC during fall 2005 semester substantiates the number of Allendale undergraduate education students during the same time period provided by Philip Batty of Institutional Analysis. The user survey revealed that 373 undergraduate or graduate students, faculty or staff visited the KCRC to complete an assignment for a class held on the Allendale campus; 148 for a class on the Grand Rapids campus; ten for a class held on the Holland campus; six for a class held on the Muskegon campus; four for an off-campus class. Twenty did not identify where the course was held. The breakdown by courses revealed that 388 (69%) were in the College of Liberal Arts and Science were either education students or faculty; 156 (28%) were in the College of Education; 17 (3%) were in other colleges or not identified.

The students and content professors on the Allendale Campus would be poorly served if the KCRC is completely moved to the Pew Campus. As long as education students are living on the Allendale Campus, they need to have not only some lesson planning materials (textbooks, supplements, videos, etc.) but also the media production equipment. The Teaching of Social Studies, the Introduction to Art Education, the teaching of the language arts courses, and TESOL courses are only a few examples of content classes making extensive use of the KCRC. Without access to a facility on the Allendale Campus, these students will have a difficult time to complete their course work. Considering these constraints, most language arts faculty would need to revise their syllabi. Students on the Allendale Campus are not likely to go to a KCRC-Pew in the evenings or weekends to complete assignments. The lack of accessibility to the materials for both student and faculty could result in both inferior process and product (i.e., tutorial experience) (J. Warren, personal communication, April 1, 2006).

Recognizing the needs of education students and faculty located on two campuses, Ashland University in Ashland and Cleveland, Ohio has two curriculum resource centers. Before a final decision is made regarding the feasibility, placement and possible dividing of the materials in the KCRC, it is recommended that a visit be made to Ashland University to investigate the benefits and the consequences of two curriculum centers for one department.

If a new facility is possible for the KCRC, what would be the ideal square footage? The current square footage (1,768 sq. ft.) places the KCRC in the lower third of those centers with a designated space for the collection and the services (Appendix B.). It is recommended that the KCRC should be at the minimum of 3,400 square feet. This would place the KCRC in the middle third of curriculum centers located in Michigan colleges and universities.

The continuation of a smaller but content area emphasis KCRC is recommended for the Allendale Campus. The square footage should be approximately 1,768 sq. ft., the size of the present facility. A 1,768 sq. ft. curriculum center for the content area KCRC allows for the duplication of equipment and space for the growth of the collection until a new library is built on the Allendale Campus. At that time, it is recommended that the KCRC be incorporated into the building plans for a new Allendale library.

If there is a KCRC-Allendale, a small portion of the present College of Education allocation should be designated for the Allendale facility. Financial support should come from the College of Liberal Arts & Sciences to support their content area students. The University Libraries will continue to be the responsible unit for the KCRC because its expertise in managing such a facility.

It is a major concern of the author that moving the KCRC for the convenience of the College of Education, without the consideration of growth of its collection, will result in a repeat of the experiences of Cornerstone University and Oakland University: nice and even dream facilities, but no space to grow. Discarding materials to address the lack of space is an option that not only will alter the vision, the mission and the goals of the KCRC, but also those of the College of Education. Limited space will lead to the likelihood of the diminishing quality of services and collection. No matter how large the funding, without the area to grow, the KCRC will be forced to rethink its purpose. In the final analysis, it is the students and their needs that should be the focus of a curriculum resource center.

ACRL Guidelines

One purpose of the research was to study how well the KCRC is complies with the ACRL Guidelines. The sabbatical report will be used to start the evaluation process

(See Appendix K for a complete analysis of the KCRC compliance with the ACRL Guidelines.).

The analysis reveals that the current the KCRC is not in compliance in a few sections covered by the ARCL Guidelines. The largest discrepancy is in regard to the facility and that it provide for “effective use of its resources” (ACRL, 2003). Specifically, the public work area is inadequate at the KCRC. Many students are not able to complete activities on tables and use the floor to assembly their projects. The computer lab area will be removed by fall of 2006 to provide work area for students use of the equipment currently located in the same area of the KCRC. The loss of this service provided by the KCRC will be a major inconvenience for the education students. The College of Education will have to address the software requirement for the numerous ED205 classes. The removal of the software programs and computers in the interest in space forces the KCRC to alter its mission, goals, and policies.

The ACRL Guidelines recommend a variety of seating areas, including a lounge area. The lounge seating at the KCRC was removed in 2000 to make room for shelving. To make the best use of the limited space, the shelving ranges extended all the way to the walls. While functional for the collection, this arrangement does meet the Americans with Disabilities Act requirements. Any person in a wheelchair must back out of the ranges. Space between ranges is also set at the minimum recommended by the ADA.

Security and safety of the staff and patrons is also questionable. The KCRC is open until 9:00 P.M. Mondays through Thursdays and 1-5 P.M. Sundays. Our student worker is one of the last to leave AuSable Hall where the KCRC is located during the week. On Sundays, the student worker is often alone in the building. While a walkie-talkie is available for emergency contact to the Zumberge Library circulation staff person, this is not an ideal situation.

The lack of classroom facilities at the KCRC has hampered the quality of instruction available at the KCRC not only for the director, but also for professors who wish to make use of the collection and equipment during class times. The KCRC currently cannot sufficiently collaborate with education faculty in developing an instruction program regarding the use of curriculum-related resources until adequate space is available.

One area of concern for the College of Education, the content-area professors and the Library will be if the entire KCRC is moved to the Pew Campus. The ACRL Guidelines states under the section referred to as Collection: General Characteristics that “the size of the collection should be sufficient to meet the needs of its users” (ACRL, 2003). The content area student users at the Allendale Campus need to have access to a collection, even if it is a smaller collection.

Dissemination

How do you plan to use what you have learned and accomplished during your sabbatical in your future teaching and/or scholarship agenda?

The sabbatical study will be used to formulate recommendations for the placement of a KCRC either on the Allendale or Grand Rapids campuses - or both.

The three Power Points and narrative will be forwarded to directors/coordinators of the sites visited during the research, to the Dean of the University Libraries, to the Dean of the College of Education, to University Archives, to Provost Gayle Davis, and to President Mark Murray. A copy will also be sent the Pew Faculty, Teaching and Learning Center as required for receipt of a Teaching Development and Renewal Grant - Category B.

Two education departments at colleges and universities located in Michigan are interested in my study and have requested copies to help lay the groundwork work for such centers for their education students and faculty.

A presentation of the findings is set for the Michigan Library Association Conference, October 2006, sponsored by the Education & Curriculum Interest Group of the Academic and Research Library Division. I will also submit a proposal to the Association of College & Research Libraries to present my finds at their next conference to be held in 2007. This would be a very important presentation, if accepted, because my study will be the first study of curriculum materials centers since the 2003 approval of the ACRL Guidelines. The American Association of Colleges for Teacher Education would especially be interested in the study because the last such study of curriculum centers that support the education department was done in 1992.

Presentations at state and national library or education conferences would hopefully encourage others curriculum resource directors to perform study of state

curriculum materials centers. A national study of curriculum centers has not been done since Toifel's 1992 dissertation. My study is the first that provides a look at the current conditions of curriculum centers.

Financial Remuneration

I received a Teaching Development and Renewal Grant – Category B from the Pew Faculty Teaching and Learning Center. The grant of \$982.32 was used to cover the mileage costs and the purchase of a phone card. The University Libraries provided \$700 to assist in mileage costs. All but \$11 was spent. I greatly appreciate the support of the FTLC and University Libraries, for without their financial support, I would not have been able to complete the research that required extensive traveling.

Works Cited

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- National Council for Accreditation of Teacher Education (2002). *Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education*. Retrieved September 7, 2004 from http://www.ncate.org/documents/unit_stnds_2002.pdf
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Appendices

Appendix A

Curriculum Resource Centers/Collections in Academic Institutions in the State of Michigan

Adrian College
110 S. Madison St.
Adrian 49221

Educational Curriculum Center
Contact: Cynthia Opelt
517.265.5161

Albion College
611 E. Porter St
Albion 49224

Ferguson Technology Resource Center
Under Construction
Contact: Deborah Roose
517.629.0320

Alma College
Library
614 West Superior St.
Alma 48801

Curriculum & Juvenile Collections
Contact: Steven Vest
989.463.7344

Andrews University
James White Library
Berrien Springs 49104

Mary Jane Mitchell Multimedia Center
Contact: Steve Sowder
269.471.6242

Aquinas College
Woodhouse Library
1607 Robinson Road
Grand Rapids 49506

Curriculum & Juvenile Collections
Contact: Francine Paolini
616.632.2131

Calvin College
3201 Burton SE
Grand Rapids 49546

Curriculum Center
Contact: Lois Dye
616.526.6301

Central Michigan University
109 Ronan Hall
Mt. Pleasant 48859

Instructional Materials Center
Contact: Cynthia Whitaker
989.774.6455

Concordia University
University Library
4090 Geddes Road
Ann Arbor 48195

Curriculum & Juvenile Collections
Contact: Keith Upton
734.995.4678

Cornerstone University
Miller Library
1001 E. Beltline NE
Grand Rapids 49525

Curriculum Center
Contact: Gina Bolger
616.949.5300

Eastern Michigan University
310 Porter Building
Ypsilanti 48197

Education Resource Center
Contact: Anne Bednar
734.487.7157

Ferris State University
Kendall Library
1349 Cramer Circle
Big Rapids 49307

Early Childhood Manipulative Collection
Contact: Vacant

Grand Valley State University
1136 AuSable Hall
Allendale 49401

K-12 Curriculum Resource Center
Contact: Rita Kohrman
616.331.2622

Hope College
Van Wylen Library
53 Graves Place
Holland 49423

Curriculum Center
Contact: Jan Zessin
616.395.7797

Kalamazoo College
1200 Academy Street
Kalamazoo 49006

Curriculum Collection
Contact: Farn Cochran
269.337.7033

Marygrove College
Library
8425 West McNichols
Detroit 48221

Curriculum & Juvenile Collections
Contact: Jeff Zachwieja
313.927.1347

Oakland University
350 Pawley Hall
Rochester 48309

Educational Resources Laboratory
Contact: Adelaide Phelps
248.370.4877

Saginaw Valley State University
7400 Bay Road
University Center 48604

Teacher Resources Center
Contact: Laura Peil
989.964.4100

Siena Heights University
University Library
1247 E. Siena Heights Dr.
Adrian 49221

Farver Curriculum Center
Contact: Melissa Sisson
517.263.0731

Spring Arbor University
White Library
106 East Main
Spring Arbor 49283

Teacher Education Resources Services
Contact: Stephanie Davis
517.750.6435

University of Detroit-Mercy
McNichols Campus Library
4001 W. McNichols Road
Detroit 49221

Curriculum & Juvenile Collections
Contact: Sue Homant
313.993.1071

University of Michigan-Dearborn
Fairlane Center
19000 Hubbard Drive
Dearborn 48128

Curriculum Laboratories and
Materials Preparation Center
Contact: Nydid Tarrant
313.593.5329

University of Michigan-Flint
Thompson Library
303 E. Kearsley Street
Flint 48502

Under Construction
Contact: Eric Worth
810.762.3260

Wayne State University
Purdy/Kresge Library
Detroit 48202

Curriculum & Juvenile Collections
Contact: Veronica Bielat
313.577.4217

Western Michigan University
Education Library
1903 West Michigan Ave.
Kalamazoo 49008

Curriculum & Juvenile Collections
Contact: Brad Dennis
269.387.5223

Appendix B

Square Footage of Curriculum Resource Centers

9700 – Central Michigan
7370 – Saginaw Valley State University
6189 – Oakland University
5760 – Calvin College
5746 – Andrews University
3590 – Hope College
2645 – Spring Arbor University
2500 – University of Michigan – Flint (under construction)
2472 – University of Michigan – Dearborn (Preparation Materials Center only)
2137 – Eastern Michigan University
1909 – Siena Heights University
1768 – Grand Valley State University
1400 – Cornerstone University
864 – Marygrove College
561 – Adrian College

Curriculum and juvenile collections held at the following institution libraries:

Alma College
Aquinas College
Concordia University
University of Detroit – Mercy
Wayne State University
Western Michigan University

Ferris State University has an Early Childhood Manipulative Collection located at the library.

Kalamazoo College has its curriculum collection in a bookcase in an office of an education faculty.

Albion College has not decided what will be in its collection.

Appendix C

Hours

Total Mean Number of Hours of Service or Access to the Collection - 61.18 hours

Sunday:	5.36 hours
Monday:	12.64 hours
Tuesday:	12.46 hours
Wednesday:	12.45 hours
Thursday:	12.37 hours
Friday:	8.9 hours
Saturday:	5.47 hours

Total Mean Number of Hours of Service or Access Per Week

Mean weekday hours 11.76 hours
Mean weekend hours 5.42 hours

Appendix D

Centers Offering Professional Development at Conferences

- 17 - Michigan Library Association (MLA)
- 4 - Michigan Association for Computer Users in Learning (MACUL)
- 2 - Michigan Association for Media in Education (MAME)
- 8 - American Library Association (ALA)
- 6 - Association of College and Research Libraries (ACRL)
- 1 - American Association of Colleges for Teacher Education (AACTE)
- 1 - Association of Supervision and Curriculum Development (ASCD)
- Other – LOEX (Library Orientation Exchange)
 - Michigan Reading Association
 - International Reading Association
 - Association of Christian Librarians
 - Association of Education
 - Communications & Technology
 - MLA Education & Curriculum Interest Group

Appendix E

Centers and Available Materials

22 – Textbooks/Teacher Activities Resources (5 rely on gifts)

14 – Manipulatives (Hands-On Kits)

11 – Posters

10 – Maps

10 – Videos

9 – Software

4 – Juvenile

Other:

2 – Audiocassettes for University Programs

3 – Vertical Files

2 – Professional Tests

2 – Curriculum Guides

11 – Special Collections

2 – To Be Determined

Appendix F

Some of the P-12 Magazines

Baby Bug
Calliope
Children's Playmate
Cicada
Click
Cobblestone
Connected Newsletter (formerly Connected Classroom)
Cricket
Discovery
Faces
Happy Times
Highlights
Instructor
Mailbox series
Mailbox Bookbag
Michigan History for Kids
Muse
National Geographic for Kids
New Moon
Odyssey
Ranger Rick
Skipping Stone
Stone Soup
Sweet 16
Time for Kids
Wall Street Classroom
Zoobook

Appendix G

Special Collections

Albion College: Cambios Juvenile Collection (Spanish Language)

Andrews University: University's Cassette Tape Collection, Map Collection, Vertical & Story File Collections

Calvin College: Vertical File

Central Michigan: Michigan Textbook Collection, Michigan Schools in the Middle Collection

Hope College: College's Cassette Tape Collection

Marygrove College: Education Peace Center

Oakland University: Collection of Award Winning Juvenile Books, Graphic Novel Collection, Children's Tradebook Examination Center

Saginaw Valley State University: TESOL Collection, Center for Economic Education, Michigan Special Education Archives

Siena Heights University: Art Collection

Spring Arbor University: Chart and Picture File Collection

Wayne State University: Mildred Jeffrey Collection of Peace & Conflict Resolution, Millicent A. Wills Collection of Urban Ethnic Materials, Ramsey Collection of Children's Literature

Appendix H

Centers and Available Technologies

Centers Allowing Check Out of Technologies

Centers / Equipment

13 – Tape Recorder/Player

13 – Computers

11 – Digital Camera

11 – Scanner

11 – Slide Projector

9 – Tripod

8 – Video Camera

6 – Digital Camcorder

1 – Polaroid Camera

Centers Allowing Check Out

14 – Digital Camera

12 – Tape Recorder

11 – Tripod

11 – Slide Projector

10 – Video Camera

8 – Digital Camcorder

4 – Computers

1 – Polaroid Camera

Appendix I

Centers and Types of Available Equipment

10 - Binding Machine

Color Printer

3 - Two-Colors

3 - Full Color Printer

Die Cutter

2 - Accucut

12 - Ellison

5 - Labeling Machine

12 - Laminator

Other:

1 - Hot Press

2 - Opaque Projector

1 - Tacking Iron

2 - Typewriter

Appendix J

Web Sites

Andrews University	http://www.andrews.edu/library/screens/media/tmc.html
Calvin College	http://www.calvin.edu/admin/irc/cc/
Central Michigan University	http://www.ehs.cmich.edu/imc/
Cornerstone University	http://www.cornerstone.edu/library/services/curriculum_center/
Eastern Michigan University	http://www.emunix.emich.edu/%7Eabednar/erc/
Grand Valley State University	http://www.gvsu.edu/liblibrary/kcrc
Hope College	http://www.hope.edu/lib/services/curr_res.html
Oakland University	http://www2.oakland.edu/oakland/ouportal/index.asp?site=47
Saginaw Valley State University	http://www.svsu.edu/coe/lerc/
Siena Heights University	http://www.sienahts.edu/~edu/curriculum_center.html
Spring Arbor University	http://campus.arbor.edu/whitelibrary/teached.html
University of Michigan – Dearborn	http://www.soe.umd.umich.edu/soeweb/services/cl.htm
Wayne State University	http://www.lib.wayne.edu/resources/special_collections/index.php
Western Michigan University	http://www.wmich.edu/library/education/collections.php