COLLECTION DEVELOPMENT POLICY STATEMENT

EDUCATIONAL LEADERSHIP

DATE: MAY 1992  
SUBJECT SPECIALIST: SCOTT STEBELMAN

1. PURPOSE

The purpose of this collection policy is to support the curricular and research needs of the Department of Educational Leadership. The Department is administratively located in the School of Education and Human Development. Although it offers undergraduate level courses, the Department does not offer an undergraduate degree. The Department offers M.A. degrees in the following programs: Higher Education, Administration of College Student Development Services, Educational Administration, Supervision and Human Relations, Museum Education, Educational Policy Studies, International Education, and Educational Technology Leadership. These programs are all designed to prepare students for entry level positions.

The two programs in higher education prepare students for both college and university work, as well as community colleges. Administration and supervision prepare students to be public school principals, or supervisors. Museum Education prepares students to develop and coordinate educational programs in museums, art galleries, zoos, etc. (The kind of positions these people take has been largely defined by the program and its graduates). Policy studies has no defined job market. The program itself has elements of policy formulation and policy analysis, and its graduates enter a variety of jobs in government and professional associations. Education Technology Administration is a new program designed in cooperation with Prince Georges County Public Schools with teachers in mind as the primary clients. However, the program is for users and teachers are not the only market. The course work consists not only of hardware courses, but of courses such as policy and leadership which will help graduates make decisions about use of technology in various educational settings.

The Department has Ed.D. programs in: Higher Education, Human Development, School Administration, and Policy Studies. The program in school administration is most clearly focused: its graduates expect to work as assistant superintendents, or superintendents. Higher Education is limited to administration at this level. Many program graduates have gone on to work in community colleges. Policy Studies continues to prepare people for a self-defined job market. It retains its focus on both
policy analysis and policy formulation, but the expectation is that graduates will assume leadership positions in the area of education policy.

The Department has non-degree programs in: Human Development, Social Foundation of Education, Research Methodology (Quantitative and Qualitative), Bi-lingual Education, and Sign Language. With the exception of Bi-lingual Education and Sign Language, these programs are a service to other departments as well as serving the needs of the Educational Leadership Department. Sign Language attracts students not only from the rest of the university, but from the Washington Community. A modest library collection is needed to support this coursework.

Faculty research interests within the Department include Educational Technology, Human Development, Social Foundations, and History and Philosophy of Education.

Presently the Director of the ERIC Clearinghouse on Higher Education is a member of the faculty, so the Department has a close relationship with his organization.

II. AREA RESOURCES

In addition to the Washington Research Library Consortium (WRLC), Washington is the home for many educational associations and agency libraries. Included among these are the National Center for Higher Education, the Council for Exceptional Children, the Child Care Information Service, the Center for Applied Linguistics, the U. S. Department of Education's Educational Research Library, the International Technology Education Association, and the National Institute of Education Library. For a more complete list of area resources, see Educational Resource Directory of Metropolitan Washington.

III. GENERAL COLLECTION GUIDELINES

A. Language
   English is the primary language of selected materials. Titles published in French, German, and Spanish will be acquired selectively; those in other foreign languages will be acquired very selectively.

B. Chronological
   The period with the highest priority is the twentieth century. Within the twentieth century, the most current materials (e.g., latest 10 years) have the greatest importance. Beyond the twentieth century, the later periods have higher priority than the earlier ones.

C. Geographical
   United States imprints have the highest priority. British imprints will be acquired selectively.

D. Treatment
   Books that are theoretical and research-oriented will have a higher priority than
practical, or "how-to" books. Histories of individual colleges and universities will be acquired very selectively.

IV. SPECIAL CONSIDERATIONS

Printed materials, especially those from university presses, have the highest priority. However, the ERIC microfiche collection is very important and will be maintained. Educational/psychological tests will be acquired as funds permit. Non-print materials will be acquired selectively. Gelman does not acquire computer software.

A list of professional associations which publish materials relevant to Departmental research will be kept by the library. These associations will be prioritized and their publications acquired as funds permit. The serials listed in Education Index, Current Index to Journals in Education, and Higher Education Abstracts have high research value. Every attempt will be made to add these titles to the collection.

Non-bibliographic datasets will be selected based on programmatic needs and costs.

V. DUPLICATION

Only works in high demand will be duplicated.

VI. Selection Plan

A. Selection of new materials generally occurs through several sources.

1. Approval plan through Blackwell North America. This Plan is monitored on a regular basis to ensure the profile meets our needs. Any changes in the curriculum, as indicated by library impact statements, are examined against possible changes in the approval profile. Books sent on approval are evaluated weekly for inclusion in the collection.

2. Firm orders are initiated by the subject specialist. Firm order requests from faculty and students are reviewed and approved by the subject specialist.

3. Standing orders, memberships and serial requests are initiated by the subject specialist.

4. Gifts are accepted under the same guidelines as other acquisitions. They must fit the criteria spelled out in this collection development policy.

5. Government documents will be acquired selectively.

B. Deselection

Works will be de-selected from the collection if: (1) they no longer have teaching or
research value, or (2) they physically have deteriorated and cannot be preserved. For works which are still, attempts will be made to order replacement copies, either in print or microformat.

VII. Library of Congress Classification

L 7-991 Education (General)

LA 5-239 History of Education

LB 51-885 Systems of individual educators and writers
   1050.9-1091 Educational Psychology
   2300-2430 Higher Education
   2801-3095 School Administration and Organization

LC 8-6691 Special Aspects of Education
   8-59 Forms of Education
   65-245 Social Aspects of Education
      (including education and the state, schools, compulsory education, illiteracy, educational sociology, community and the school, endowments).
   251-951 Moral and Religious Education, Education Under Church Control
   1001-1099.5 Types of Education
      (including humanistic, vocational, and professional education)
   1390-5158 Education of Special Classes of Persons, (Including women, Blacks, gifted and handicapped children, orphans, middle class)
   5201-6691 Education Extension, Adult Education Individual Institutions: universities, colleges, and schools.

LD 13-7501 United States

LE 3-78 America, except United States

LF 14-5477 Europe

LG 21-961 Asia, Africa, Oceania

LH 1-9 College and School Magazines and Papers

LJ 3-75 Student Fraternities and Sororities