The Catholic University of America Libraries
Collection Development Policy

Subject
Education

Mission
Education materials are acquired and maintained by the Library to support the research, teaching and learning of the Department of Education. Materials also support programs in psychology, library and information science, nursing, and chemistry.

History
The Catholic University of America’s Department of Education was founded in 1908, making it one of the oldest programs on campus. The Department was a separate School from 1965 to 1985, when it returned to the School of Arts and Sciences. From its beginnings, the Department’s mission is “to contribute to the local, regional, and national educational environment.” The Department uses a “reflective practitioner model, rooted in Catholic social justice teaching and contemporary cognitive science…” In addition, the Department has a “tradition of service to urban and Catholic education.” (see the Department’s home page)

Graduates of the program pursue careers as teachers, school and diocesan administrators, educational psychologists, policy makers, and researchers.

Clientele
Clientele served by education materials in the Library include:

- Students enrolled in undergraduate, masters and doctoral degree programs offered by the Department of Education and those enrolled in Professional Development Workshops and Institutes.
- Faculty of the Department.
- Other University faculty, students, and staff.
- Faculty, students, and staff of other WRLC institutions and other local consortia.
- Other researchers who need to consult materials not available to them in the libraries which ordinarily support their study.
- Any other clientele served by the subject area collections.
Degree Offerings (Quoted material taken from the Departmental website)

B.A.

*Teacher Education* “The emphasis in teacher education is on providing the candidate with the professional education coursework needed for state licensure in early childhood, elementary or secondary education.” Students in the secondary education specialization major in art, drama, English, math or modern languages. Additionally, the Chemistry Department offers a *B.A. in Chemistry & Secondary Education* jointly administered with the Department of Education.

*Education Studies* “Are you interested in being involved in education, but not interested in being a classroom teacher? Do the requirements for obtaining a teaching certificate seem too confining for your interests?” Graduates of this program work in non-classroom educational settings.

M.A.

*Catholic Educational Leadership* “This specialty prepares practitioners to assume administrative and/or leadership positions specifically in Catholic elementary and secondary schools.”

*Secondary Education* “The emphasis in this area is on providing the student with the professional education coursework needed for state licensure in Secondary Education.” Additionally, the Chemistry Department offers an *M.S. in Chemical Education* which requires 10 credits in education.

*Special Education* “currently emphasizes preparation for consultative and teaching roles in public and private early childhood, elementary or middle/intermediate/junior high school educational settings.”

*Literacy Education* for those “seeking certification, additional teaching endorsements as literacy professionals and/or those professionals seeking state licensure as a Reading Specialist.”

Graduate Teacher Certification Program

Designed for those who hold a bachelor’s degree and seek certification in special education or secondary education.

Advanced Graduate Certificate

*Catholic Diocesan Leadership* “This program is intended for Catholic school teachers or principals who have an MA and seek preparation for diocesan leadership. The program is tailored to meet a student's past academic history and future employment plans. The certificate program offers summer classroom instruction over two consecutive summers with a field experience during the intervening year.”

Ph.D.

*Educational Psychology* “broadly concerned with the areas of learning, instruction and evaluation of different aged populations….An emphasis is placed on preparing competent researchers.”

*Catholic Education Leadership* “available for students who focus on Catholic education leadership. Culminating a three-tier program in Catholic leadership, the doctoral program builds upon the content of the Advanced Graduate Certificate program and the Catholic School Leadership program.”
The Chemistry department administers a Ph.D. in Chemical Education which includes course work in chemistry and education.

**Faculty Research Interests**

Students with special needs, including early intervention and working with families
Reading and writing instruction/literacy
Culturally responsive instruction
Technology-rich learning environments
Catholic schools, including parental choice
Public policy in education
Critical race theory
Counselor education
Child care and parenting
Reflective practice in leadership
Innovation and school change
Teacher professional development/career development in the workplace
Service learning
Children’s and young adults’ literature
Content area literacy
Authentic uses of technology

**Geographical**

Currently, the focus of collecting is on education in the United States, with more limited materials on the Americas and Western Europe. The majority of materials are published in North America and Europe. Historically, there was more emphasis on international and comparative education, with materials covering the globe. Those materials are retained (off site) but are not a focus of current collecting.

**Language**

The majority of materials are in English. A few historical materials are in Western European languages (primarily German, French and Italian).

**Publication Dates**

The emphasis is on collecting current materials (i.e. published within the last 3 to 5 years). Occasionally (usually at the request of faculty), older material may be purchased to fill in a hole or replace a critical title that has been lost.

**Formats**

Monographs are generally purchased in print. If there is a significant price differential, paperbound may be purchased rather than hard cover, with binding before shelving considered on a case-by-case basis. Reference titles are purchased in electronic format when available as
“one time” purchases. Journals are purchased in electronic format whenever possible, as are indexing/abstracting services. New periodicals and other subscriptions are extremely rare due to ongoing budget restraints. Videos in DVD format are purchased at the request of faculty. Tests are collected in anthologies. Test preparation materials are generally not collected, nor are textbooks.

Subjects and Collecting Levels*

<table>
<thead>
<tr>
<th>LC Class</th>
<th>Description</th>
<th>Collecting level</th>
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</thead>
<tbody>
<tr>
<td>L</td>
<td>General education</td>
<td>Instructional support (primarily periodicals and historical materials)</td>
</tr>
<tr>
<td>LA</td>
<td>History of education, Comparative education</td>
<td>Instructional support (historically a Research level collection, but Department no longer offers degree in “Foundations of education”)</td>
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<tr>
<td>LB</td>
<td>Theory &amp; practice of education, including Teacher education</td>
<td>Research (for Counseling and Educational psychology, see also related BF and RC; for teaching of subject areas, see also appropriate subject call numbers)</td>
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<tr>
<td>LB 2300-2799</td>
<td>Higher education</td>
<td>Instructional support (historically a Research level collection, but Department has suspended the degree in higher education administration)</td>
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<tr>
<td>LB 2801-3640</td>
<td>School administration</td>
<td>Research, particularly strong in Catholic/private school administration/leadership</td>
</tr>
<tr>
<td>LC 1401-5148</td>
<td>Special aspects</td>
<td>Research, particularly strong in Catholic and moral education</td>
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<tr>
<td>LC 5201-6691</td>
<td>Education of specific populations</td>
<td>Instructional support, with Research level for education of minority populations, particularly in urban schools</td>
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<tr>
<td>LC 5201-6691</td>
<td>Adult &amp; continuing education</td>
<td>Basic</td>
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<tr>
<td>LD-LG</td>
<td>Individual institutions</td>
<td>Basic for US and Catholic, Minimal for others (strong historical, particularly for Catholic)</td>
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<tr>
<td>LH</td>
<td>College &amp; school magazines &amp; newspapers</td>
<td>Minimal</td>
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<tr>
<td>LJ</td>
<td>Student fraternities &amp; sororities</td>
<td>Basic (mostly older materials)</td>
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<tr>
<td>LT</td>
<td>Textbooks</td>
<td>Minimal</td>
</tr>
<tr>
<td>LT</td>
<td>Tests &amp; assessment instruments</td>
<td>Research (but dated) collection of instruments in collections. Research collection of materials about testing and instruments</td>
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<tr>
<td></td>
<td>Children’s &amp; YA books</td>
<td>Basic; strong historical collection from Library Science</td>
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General

Very limited materials supporting science education programs. Older materials that are no longer relevant to the programs offered by the Department have been relocated to the WRLC shared facility, with rapid delivery upon request. No “Comprehensive” areas of collection.
**Definition of Collecting Levels**

In developing guidelines for specific subject areas for levels of collection acquisition appropriate for the Libraries, the following categories are used (as partially adapted from *Guidelines for Collection Development*, David L. Perkins, ed. Chicago: American Library Association, 1979).

Minimal: only a few items purchased beyond very basic works.

Basic: highly selective collection that introduces and defines the subject and indicates the varieties of information available elsewhere.

Instructional support: collection supports undergraduate or graduate-level coursework and sustained independent study.

Research: collection contains materials necessary for dissertations and independent research.

Comprehensive: collection is exhaustive.

As appropriate: interdisciplinary collecting that is carried out in areas not primarily dedicated to subject-specific research as it is usually conducted at The Catholic University of America, but which is important for the instructional and research requirements of users.