

# ***ERIC Selection Policy***

## ***General Information***

This document establishes the standard and criteria for selecting materials for the ERIC database from three sources: 1) journals to be comprehensively (cover to cover) indexed; 2) individual journal articles from journals not comprehensively indexed; and 3) non-journal materials. ERIC Content Experts use the selection standards to recommend journals for indexing in ERIC. Curators apply these standards in selecting individual journal articles and non-journal materials for inclusion in ERIC.

The audience for these materials includes schools, institutions of higher education, educators (including early childhood educators), parents, administrators, policymakers, researchers, public and private entities (including providers of early childhood services), entities responsible for carrying out technical assistance through the Department, and the general public. Both journal and non-journal materials are selected to meet the following needs of ERIC users: understanding and implementing education practices; understanding and evaluating education policies; and expanding knowledge and understanding of education research.

## ***Selection Standard and Criteria***

As described below, the selection standard and criteria are applied in building the collection of ERIC materials. Table 1 summarizes their application to each of three sources considered for acquisitions (comprehensively indexed journals, individual journal articles, and non-journal materials). For comprehensively indexed journals, the categories are not applied to individual articles. Rather, they are used to qualify journals for routine, comprehensive indexing.

### **Relevance to Education**

All materials included in ERIC must meet the selection standard of being directly related to the field of education. The collection scope spans early childhood education through higher education, vocational education, and special education; including teaching and teacher education, education administration, assessment and evaluation, counseling, information and technology, and the academic areas of reading, mathematics, science, and environmental education, languages, and social studies. Beyond these topical domains, the collection includes materials addressing one of the three objectives detailed in Section 172 of the *Education Sciences Reform Act*: 1) closing the achievement gap, 2) educational practices that improve academic achievement, or 3) education research.

## **Quality Criteria**

Materials considered for inclusion in ERIC are subject to the following basic quality criteria:

- **Completeness**: The material must be complete and usable as it is presented.
- **Integrity**: The material must be sufficiently protected from unauthorized modifications or falsifications.
- **Objectivity**: The objectivity of the material has been verified at some point in its development by a review process.
- **Substantive Merit**: The materials must address scope areas in a professional and/or definitive way.
- **Utility/Importance**: The material must be relevant to current priorities in education and be of interest to the broad education community.

## **Sponsorship Criteria**

Sponsorship by professional societies and organizations (national or international), and state or federal government agencies is also considered in the selection process. Preference for inclusion in ERIC is given to resources with such sponsorship identified. The following information is considered in evaluating institutions and organizations:

- Governance structure, composition, and credentials of the governing body
- History of the organization
- Membership of the organization, in size and credentials
- Organizational activities and associated review policies for products and services produced by the organization
- Publication programs and associated editorial policies

## **Editorial / Peer-Review Criteria (Comprehensively Indexed Journals only)**

In addition to the above criteria, journals considered for comprehensive indexing are also subject to review of their editorial and peer-review policies and processes. Specific considerations addressed in designating journals for comprehensive indexing include the following:

- Adherence to ethical guidelines
- Fidelity to editorial conventions
- Methods of article selection; anonymous or masked peer-review employing at least two reviewers per article is the preferred method
- Opportunity for comments and dissenting opinions
- Procedures for explicit and responsible retractions, as appropriate
- Publication history

- Reprint availability
- Scholarly affiliation of review-board members
- Selectivity, as indicated by acceptance rates for submitted articles

### ***Types of Non-Journal Materials to be Selected***

The following list provides examples of the types of non-journal materials to be considered for inclusion in ERIC:

- Books
- Conference proceedings and selected presentations, including keynote speeches
- Literature reviews and bibliographies from established research and policy organizations
- Congressional hearings/reports
- Reports on federal/state standards, testing, and regulations
- Research reports
- U.S. Department of Education and contractor reports (e.g. What Works Clearinghouse, National Center for Education Statistics)
- Working papers from established research and policy organizations

Non-text materials, such as audio and video recordings, and other digitized education-related materials may be considered for inclusion in ERIC.

The ERIC collection will not include lesson plans, blogs, or individual Web pages.

**Table 1: Application of Selection Standard and Criteria**

Selection Standard and Criteria	Non-Journal Materials	Selectively Indexed Journal Articles	Comprehensively Indexed Journals
1. Relevance to education	✓	✓	✓
2. Quality guidelines: <ul style="list-style-type: none"> <li>• Completeness</li> <li>• Integrity</li> <li>• Objectivity</li> <li>• Substantive Merit</li> <li>• Utility/Importance</li> </ul>	✓	✓	✓
3. Sponsorship by professional societies and organizations (national or international), and state or federal government agencies	✓	✓	✓
4. Editorial / Peer-review processes: <ul style="list-style-type: none"> <li>• Adherence to ethical guidelines</li> <li>• Fidelity to editorial conventions</li> <li>• Methods of selection</li> <li>• Procedure for retractions</li> <li>• Opportunity for comments/opinions</li> <li>• Publication history</li> <li>• Reprint availability</li> <li>• Scholarly review board</li> <li>• Selectivity</li> </ul>			✓