

# **COLLEGE OF EDUCATION**

# ADULT AND CAREER EDUCATION COLLECTION DEVELOPMENT POLICY STATEMENT

## I. PURPOSE AND PROGRAM DESCRIPTION

### A. Library Collection Development Objective

The library acquires materials in the areas of vocational education, business education and technical studies, administrative services and trade and industrial education to support the course work of the student body and the research need of the faculty members in these subject areas.

### B. Description of User Groups Supported

The Department of vocational Education offers the following degrees: A.A.S. Information Processing, A.A.S. in Technical Studies, B.A.S. in Technical Studies, a B.S. in Administrative Studies, a B.S.Ed. in Business Education, a B.S.Ed. in Technical Trade, and Industrial Education, a B.S.Ed. in Business Education and Vocational Education, a Ed.S. in Business Education, and Ed.D in Adult and Vocational Education. The library supports the curricular needs of these programs for students and faculty.

The business education program is structured to provide a sound foundation in teaching methodology and knowledge of business education content which will lead to success in teaching business education subjects at the secondary and post-secondary levels. The ultimate goal of the major program of study is to meet the professional licensing requirements in business education.

The technical, trade and industrial education program is designed for students with strong backgrounds in technical areas as in the crafts and trades with a background which will allow extensive credit to be awarded, based on occupational expertise. Course work is geared primarily toward training and development in an industrial or military setting, post secondary technical teaching or meeting the requirements for secondary and Trade and Industry teaching certification.

The purpose of the degree in Administrative Services is to equip students with the technical, communications, and human relations skills needed for success in office careers. The curriculum of this program prepares students not only for entry level office administrative positions, but also

provides a broad base of business-related courses which may serve as the foundation for career advancement into office management positions.

The A.A.S. cooperative programs with Valdosta Technical Institute is offered to provide an articulated program of study to individuals who have diplomas, certificates, or degrees from technical institutes and culminates in an associate degree.

The Vocational Education curriculum as a whole is designed to foster an intellectual climate that encourages critical and independent thinking among the undergraduate and graduate students. At the masters, specialist, and doctoral levels it is important that all of the programs enable students to improve upon teaching methodology and to provide training in vocational leadership and administration.

C. New and Expanding Areas of Interest

The Ed.D. in Adult and Vocational Education is new. Distance Learning is also a new and expanding area.

D. Areas of Established Specialization

Areas of established specialization are business education and adult and vocational education.

**II. TREATMENT OF SUBJECT DEPTH**

A. Treatment of Subject Depth

The library collects materials in the following subject areas primarily at the Basic Study or Instructional Support Level (3A), but also at the Research Level (4).

<b>SUBJECT SUBDIVISIONS</b>	<b>COLLECTING LEVEL</b>
Business Education	4
Vocational Education	4
Administrative Services	3A
Technical Studies	3A
Technical, Trade, and Industrial Education	3A

B. Specific Delimitations

**Formats collected:** Annuals, serials, audiovisuals, dissertations, microformat, monographs, periodicals, reference tools, and textbooks will be collected extensively. Electronic resources are collected selectively, and maps are excluded.

**Imprint dates collected:** Current extensively; 20<sup>th</sup> century selectively.

**Chronological focus:** Emphasis on current research.

**Languages collected:** English extensively; All other languages selectively.

**Places of publication:** North America extensively; Some purchased materials may focus on business etiquette in foreign countries.

# CURRICULUM, LEADERSHIP, & TECHNOLOGY COLLECTION DEVELOPMENT POLICY STATEMENT

## I. Purpose and Program Description

### A. Library Collection Development Objective

The Library seeks to support graduate education courses and research in the areas of curriculum, educational leadership, instructional technology, and higher education.

### B. Description of User Groups Supported

Graduate programs supported include:

- Curriculum and Instruction at the doctoral level (Ed.D.)
- Educational Leadership at the doctoral, specialist, and master's levels (Ed.D., Ed.S. & M.Ed.)
- Instructional Technology at the specialist and master's levels (Ed.S. & M.Ed.)
- A variety of certifications and endorsement programs are also available

### C. Changes in user population for most recent five years

Increase in numbers of Ed.S. Instructional Technology students; Decrease in numbers of traditional Educational Leadership students (based on changes in state certification rules, resulting in more in-place administrators as % of program); Less emphasis on performance teaching and instructional design in business and industry.

### D. New and expanding areas of interest

Online teaching and learning; performance-based evaluation of P-12 administrators.

### E. Areas of established specialization

General P-12 curriculum; higher education curriculum, operations, policy & administration; policy in P-12 schools; instructional design; educational technology; school libraries; distance education; educational research; change management; performance technology.

## II. TREATMENT OF SUBJECT DEPTH

### A. Treatment of subject depth

To support the Curriculum and Instruction Program, the library will collect materials in the following subject areas at the Advanced Research and Instructional Support Level (3C) and the Research Level (4).

#### Curriculum and Instruction

Subject Subdivision	Collecting Level
Curriculum	4
Curriculum and Methods in Education	4
Curriculum Change	4
Curriculum Consultants	4
Curriculum Enrichment	4
Curriculum Evaluation	4
Curriculum Planning	4
Education Curricula	4
Education, Primary Curricula	4
Education, Secondary Curricula	4
Higher Education Curriculum	3C
School Librarian participation in Curriculum planning	3C

To support the Educational Leadership Program, the library will collect materials in the following subject areas at the Advanced Research and Instructional Support Level (3C) and the Research Level (4).

#### Educational Leadership

Subject Subdivision	Collecting Level
Change Management	3B
College Presidents	4
Education Administration	4
Education, Higher Administration	3C
Educational Law and Legislation	4
Educational Leadership	4
Educational Planning	4
Educational Research	4
Elementary School Administration	4

High Schools Administration	4
Higher Education Policy	4
Junior High and Middle School Administration	4
School Administrators	4
School Management & Organization	4
School Principal	4
School Principals	4
School Superintendants	4
School Supervision	4
Universities and College Administration	4

To support the Instructional Technology Program, the library will collect materials in the following subject areas at the Advanced Research and Instructional Support Level (3C).

### Instructional Technology

Subject Subdivision	Collecting Level
Instructional Design	3C
Educational Technology	3C
School Libraries	3C
Distance Education	3C
Performance Technology	3A
Libraries and Schools	3C
School Librarians	3C
School Libraries	3C
Instructional Materials Centers	3C
Instructional Systems Design	3C
Media Programs	3C

#### B. Specific Delimitations

**Formats collected:** Annuals and other serials, Audiovisual, Dissertations, Electronic, Monographs (Books), Periodicals (Journals, Magazines, Newspapers), and Reference Tools selectively; Maps, Textbooks, and Microformat collections are excluded.

**Note:** I disagree with the formats selected by the Department. Monographs (Books), Periodicals (Journals, Magazines, Newspapers), and Reference Tools should be collected extensively to build an appropriate collection to support their program.

**Tamiko Lawrence**

**Imprint dates collected:** Current and 20<sup>th</sup> Century are selective; 19<sup>th</sup> Century and Earlier are excluded.

**Language collected:** English extensively.

**Place of Publication:** North American extensively and Western Europe selectively.

# EARLY CHILDHOOD AND SPECIAL EDUCATION COLLECTION DEVELOPMENT POLICY STATEMENT

## I. PURPOSE AND PROGRAM DESCRIPTION

### A. Library Collection Development Objective

The library seeks to support the curricular, evaluation, teaching, and research needs in all areas of early childhood and special education, and in related issues including child development, children with special needs, multicultural education and diversity, parent-teacher relationships, and professionalism.

### B. Description of User Groups Supported

The user groups supported are undergraduate and graduate students (candidates for B.S.Ed., M.Ed., and Ed.S. degrees in Early Childhood Education, M.Ed. degree in Special Education General Curriculum/Early Childhood, B.S.Ed. in Special Education, and M.Ed. in Special Education) and faculty.

The following changes in user population have been observed: increased enrollment in undergraduate programs, increase in the number of faculty; more students writing theses; faculty producing increasing numbers of publications and grant requests.

### C. New and Expanding Areas of Interest

Diversity and multicultural issues; using technology in the classroom; evaluating software programs; informal assessment; multicultural children's literature; literature-based programming; multiple intelligences and learning styles; early intervention in Special Education.

### D. Areas of Established Specialization

Areas of established specialization are theories of early child development; curriculum in science, mathematics, social studies, language arts and creative arts; literacy and reading, including clinical diagnostics and remedial reading; and special education.

## II. TREATMENT OF SUBJECT DEPTH

### A. Treatment of Subject Depth

To support the Early Childhood Education and Special Education Programs, the library will collect materials at the Advanced Research and Instructional Support Level (3C).

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
Behavior Disorders in Children	3C
Child Development	3C
Children's Literature	3C
Computers in Education	3C
Creative Arts Curriculum	3C
Disabled Children – Education	3C
Evaluation of Computer Software	3C
Gifted Children – Education	3C
Informal Assessment	3C
Language Arts Curriculum	3C
Learning Disabilities	3C
Literacy	3C
Literature-based programming	3C
Mathematics Curriculum	3C
Mentally Disabled Children - Education	3C
Multicultural Children's Literature	3C
Multiple Intelligences	3C
Science Curriculum	3C
Social Studies Curriculum	3C
Special Education	3C

### B. Specific Delimitations

**Formats collected:** **Monographs**, Audiovisual materials, electronic resources, microformat collections, serials and periodicals extensively; dissertations, maps, reference tools, and textbooks, selectively.

**Imprint dates collected:** Current and 20<sup>th</sup> century publications extensively.

**Chronological focus:** Current topics collected extensively; earlier topics selectively.

**Languages collected:** English extensively; Spanish selectively.

**Places of publication:** North American, extensively; other areas selectively.

# **KINESIOLOGY AND PHYSICAL EDUCATION COLLECTION DEVELOPMENT POLICY STATEMENT**

## **I. PURPOSE AND PROGRAM DESCRIPTION**

### **A. Library Collection Development Objective**

The Library seeks to support the research needs in physical activity and education, pedagogy, exercise and sports medicine, allied health professions, and athletic training.

### **B. Description of User Groups Supported**

User groups supported include undergraduate students, graduate students, and faculty.

### **C. New and Expanding Areas of Interest**

More emphasis is being placed in the areas of coaching, leisure studies, recreation, and biomechanics research in allied health professionals.

### **D. Areas of Established Specialization**

Areas of established specialization include pedagogy, modalities, exercise prescription, cardiac rehabilitation, health, nutrition, therapeutic exercise rehabilitation, pharmacology, orthopedic assessment, biomechanics, first aid and CPR, exercise physiology, injury prevention and care.

## **II. TREATMENT OF SUBJECT DEPTH**

### **A. Treatment of Subject Depth**

The library will collect materials for the support of the Kinesiology and Physical Education Program in the following subject areas at primarily the Advanced Study or Instructional Support Level (3C) and the Research Level (4).

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
Cardiac/Pulmonary Rehabilitation	4
Health/Wellness	4
Legal Aspects	4
Management of Sports and Fitness	3C
Psychology of Sports	3C
Sociology of Sports	3C
Sports Rehabilitation	4
Teaching Methodology	3C

B. Specific Delimitations

**Formats collected:** Annuals, serials, monographs, reference tools, textbooks, microformat collections, and electronic materials extensively. Audio-visual materials selectively.

**Imprint dates collected:** Current publications extensively; 20<sup>th</sup> century selectively; and earlier imprints are excluded.

**Chronological focus:** Current, extensively. 20<sup>th</sup> century selectively.

**Languages collected:** English language, extensively.

**Places of publication:** Primary focus is on materials from the United States and Canada.

# MIDDLE GRADES EDUCATION COLLECTION DEVELOPMENT POLICY STATEMENT

## I. PURPOSE AND PROGRAM DESCRIPTION

### A. Library Collection Development Objective

The Library seeks to support the curriculum, research, and lifelong learning in all areas of middle, grades education, including pedagogy, content areas, and best practices.

### B. Description of User Groups Supported

User groups supported are students at the undergraduate and graduate levels, candidates for M.Ed. and Ed.S. degrees, and faculty.

### C. New and Expanding Areas of Interest

New and expanding areas of interest include: qualitative research, best practices in rural schools, and charters schools.

### D. Areas of Established Specialization

Areas of established specialization include curriculum, pedagogy, teaching methods in mathematics, science, language arts, and social studies.

## II. TREATMENT OF SUBJECT DEPTH

### A. Treatment of Subject Depth

To support the Middle Grades Education Program, the library will collect materials in the following subject areas at the Advanced Study or Instructional Support Level (3C).

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
Language Arts Curriculum	3C
Science Curriculum	3C
Mathematics Curriculum	3C
Social Studies Curriculum	3C
Teaching Methods	3C
Qualitative Research	3C
Multicultural Education	3C

Charter Schools	3C
Rural Schools	3C

B. Specific Delimitations

**Formats collected:** Audio-visual materials, electronic resources, monographs, reference tools, and periodicals extensively; dissertations, maps, and microformat collections selectively.

**Imprint dates collected:** Current and 20<sup>th</sup> century publications extensively; 19<sup>th</sup> century and earlier excluded.

**Chronological focus:** Current and 20<sup>th</sup> century extensively; 19<sup>th</sup> century and earlier excluded.

**Languages collected:** English language, extensively.

**Places of publication:** North American extensively; Australian and British selectively.

# SECONDARY EDUCATION COLLECTION DEVELOPMENT POLICY STATEMENT

## I. PURPOSE AND PROGRAM DESCRIPTION

### A. Library Collection Development Objective

The Library seeks to support the curriculum, research, and lifelong learning in all areas of secondary education, including pedagogy, content areas, and best practices.

### B. Description of User Groups Supported

User groups supported included undergraduate students, postgraduate students at the M.Ed. and Ed.S. levels, and faculty.

### C. New and Expanding Areas of Interest

New and expanding areas of interest are exemplified by: interdisciplinary teaching and learning communities.

### D. Areas of Established Specialization

Areas of established specialization include curriculum, pedagogy, teaching methods in English, mathematics, biology, chemistry, earth sciences, physics, history, and political science.

## II. TREATMENT OF SUBJECT DEPTH

### A. Treatment of Subject Depth

To support the Secondary Education Program, the library will collect materials in the following subject areas at the Advanced Study or Instructional Support Level (3C) and the Research Level (4).

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
Education-Curricula	4
Curriculum Planning	4
Education, Secondary	3C
English Language — Study and Teaching - Secondary	3C
Mathematics – Study and Teaching (Secondary)	3C
Science – Study and Teaching (Secondary)	3C
Social Studies – Study and Teaching (Secondary)	3C

B. Specific Delimitations

**Formats collected:** Monographs and periodicals extensively; annuals, audiovisuals, dissertations, CDs, and other electronic tools, reference materials, and textbooks selectively.

**Imprint dates collected:** Current extensively; 20<sup>th</sup> century selectively.

**Chronological focus:** Current information is collected extensively; older 20<sup>th</sup> century data is collected selectively.

**Languages collected:** English language, extensively.

**Places of publication:** North America and Western Europe extensively; Pacific Rim selectively.

# READING EDUCATION COLLECTION DEVELOPMENT POLICY STATEMENT

## I. PURPOSE AND PROGRAM DESCRIPTION

### A. Library Collection Development Objective

The library seeks to support the research and curriculum in all areas of reading education and literacy.

### B. Description of User Groups Supported

The user groups supported are graduate students, candidates for Ed.S. degrees, and faculty. The following changes have in user population have been observed: increased enrollment in undergraduate programs, significant increase in the number of faculty and certified teachers returning to school for add on certification or a higher level degree.

The HEROES Program, which certified teachers are eligible to be admitted to the master's degree programs or the educational specialist degree program (HEROES) by application through the graduate school. A fifth year program for middle grades and secondary education candidates to earn teaching certification is available at the master's degree level with two options. Each program is a cohort program beginning in June of every year.

The Alternative Certification for Teachers (ACT) program is designed for career changers and those who are currently teaching. It is designed as a two year program; at the end of the first year a candidate may be recommended for initial renewable certification (T-4) and at the end of the second year a candidate may earn a master's degree (M.ED) with a T-5 certification.

### C. New and Expanding Areas of Interest

New and expanding areas of interest include: diversity and multicultural issues; using technology in the classroom; evaluating software programs; informal assessment; multicultural literature for children; literature based programming; multiple intelligences; and learning styles.

D. Areas of Established Specialization

Areas of established specialization are literacy and reading, including clinical diagnostics and remedial reading.

II. TREATMENT OF SUBJECT DEPTH

A. Treatment of Subject Depth

To support the Department of Reading Education, the library will collect materials in the following subject areas at the Advanced Study or Instructional Support Level (3C).

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
Basal Reading Instruction	3C
Books and Reading	3C
Child Development	3C
Children's Literature	3C
Cloze Procedure	3C
Computers in Education	3C
Content Area Reading	3C
Diction	3C
Elocution	3C
Evaluation of Computer Software	3C
Expression	3C
Group Reading	3C
Guided Reading	3C
Individualized Reading Instruction	3C
Informal Assessment	3C
Literacy	3C
Literacy	3C
Literature-based programming	3C
Miscue Analysis	3C
Multicultural Children's Literature	3C
Multiple Intelligences	3C
Oral Interpretation	3C
Oral Reading	3C
Proofreading	3C
Readability (Literary Style)	3C
Reader Response Criticism	3C
Reading	3C
Reading Comprehension	3C

Reading Disability	3C
Silent Reading	3C
Speed Reading	3C
Supplemental Reading	3C

B. Specific Delimitations

**Formats collected:** Audiovisual materials, electronic resources, microformat collections, monographs, and periodicals extensively; dissertations, maps, reference tools, and textbooks selectively.

**Imprint dates collected:** Current and 20<sup>th</sup> century publications extensively.

**Chronological focus:** Current topics collected extensively; earlier topics selectively.

**Languages collected:** English extensively; Spanish selectively.

**Places of publication:** North American, extensively; Australian, New Zealand, British and Italian selectively.

# DEAF EDUCATION COLLECTION DEVELOPMENT POLICY STATEMENT

## I. PURPOSE AND PROGRAM DESCRIPTION

### A. Library Collection Development Objective

The library seeks to support curricular and research in all areas of Deaf and Hard of Hearing education and American Sign Language/Interpretation.

### B. Description of User Groups Supported

The user groups supported are undergraduate students, graduate students, and faculty.

### C. New and Expanding Areas of Interest

New and expanding areas of interest include Deaf Education, Audiology and Means of Communication for the Deaf.

### D. Areas of Established Specialization

Areas of established specialization are American Sign Language and Interpreters/Translators.

## II. TREATMENT OF SUBJECT DEPTH

### A. Treatment of Subject Depth

To support the Deaf Education Program at VSU, the library will collect materials in the following subject areas at the Intermediate Study or Instructional Support Level (3B).

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
American Sign Language	3B
Audiology	3B
Audiometry	3B
Closed Captioning	3B
Deaf	3B
Deaf Children	3B

Deaf Education	3B
Deaf, Means of Communication	3B
Fingerspelling	3B
Hearing Ear Dogs	3B
Hearing Impaired	3B
Hearing Impaired Children	3B
Hearing Loss	3B
Interpreters for the Deaf	3B
Lip Reading	3B
Telecommunication Devices for the Deaf	3B
Translating and Interpreting	3B

B. Specific Delimitations

**Formats collected:** electronic resources, microformat collections, monographs, and periodicals extensively; audiovisual materials, dissertations, maps, reference tools, and textbooks selectively.

**Imprint dates collected:** Current and 20<sup>th</sup> century publications extensively.

**Chronological focus:** Current topics collected extensively; earlier topics selectively.

**Languages collected:** English extensively;

**Places of publication:** North American, extensively; Australian, New Zealand, British and selectively.

# PSYCHOLOGY AND COUNSELING COLLECTION DEVELOPMENT POLICY STATEMENT

## I. PURPOSE AND PROGRAM DESCRIPTION

### A. Library Collection Development Objective

The library seeks to support research in all areas of Psychology, Counseling and Guidance including general psychology, clinical psychology, industrial/organizational psychology, school counseling, and school psychology.

### B. Description of User Groups Supported

The user groups supported are students at the undergraduate and graduate levels, and faculty. Changes in the user population include the addition of the Ed.D. students and new faculty and students in education and school psychology, counseling psychology, social psychology, developmental psychology, clinical psychology, cognitive psychology and industrial/organizational psychology.

### C. New and Expanding Areas of Interest

New and expanding areas of interest include: cognitive and clinical neuropsychology, forensic psychology, training and selection issues, rehabilitation psychology, aging, early intervention, children at risk, gender issues, social psychological issues, educational psychology, abnormal child psychology, clinical child psychology, and program evaluation.

### D. Areas of Established Specialization

Areas of established specialization include methodology & statistics, measurement, developmental psychology, clinical psychology, experimental psychology, physiological psychology, cognitive psychology, industrial organizational psychology, social psychology, educational psychology, psychology of learning, school psychology, and school counseling.

## II. TREATMENT OF SUBJECT DEPTH

### A. Treatment of Subject Depth

The psychology and counseling department will collect materials primarily at the Intermediate (3B) and Advanced (3C) Study or Instructional Support Levels. Three subject areas (Counseling Psychology, Developmental Psychology, and School Psychology) will be collected at the Research Level (4).

<b>SUBJECT SUBDIVISIONS</b>	<b>COLLECTING LEVEL</b>
Abnormal Psychology	3C
Adolescent Psychology	3C
Adult Development and Aging	3C
Applied Psychology	3C
Behavior Modification	3C
Child Psychology	3C
Clinical Neuropsychology	3B
Clinical Psychology	3C
Cognitive Psychology	3C
Consulting Psychology	3C
Counseling Psychology	4
Developmental Psychology	4
Educational Psychology	3C
Ethics	3C
Experimental Psychology	3C
General Psychology	3C
Group Psychology and Group Psychotherapy	3C
History of Psychology	3B
Humanistic Psychology	3B
Industrial and Organizational Psychology	3C
Measurement	3C
Methods and Statistics	3C
Physiological and Comparative Psychology	3B
Program Evaluation	3C
Psychology and the Law	3B
Psychology of Gender	3C
Psychology of Learning	3C
Psychology of Personality	3C
Psychopharmacology	3B
Psychotherapy	3C
Rehabilitation psychology	3B

School Psychology	4
Social Psychology	3C

B. Specific Delimitations

**Formats collected:** Annuals and other serials, periodicals and reference tools are collected extensively. Audiovisual materials, dissertations, electronic tools, microformat collections, monographs, and textbooks are collected selectively. Maps are excluded..

**Imprint dates collected:** Current publications are collected extensively;

**Chronological focus:** Current and 20<sup>th</sup> century extensively; 19<sup>th</sup> century and earlier selectively.

**Languages collected:** English language, extensively; Materials in other languages are collected selectively.

**Places of publication:** North American extensively; Materials published in other countries are collected selectively.

# COMMUNICATION SCIENCES AND DISORDERS COLLECTION DEVELOPMENT POLICY STATEMENT

## I. PURPOSE AND PROGRAM DESCRIPTION

### A. Library Collection Development Objective

The library seeks to support the curricular, evaluation, teaching, and research needs in all areas of communication sciences and disorders.

### B. Description of User Groups Supported

The user groups supported include undergraduate students, postgraduate students, and faculty. The following changes in user population have been observed: enrollment has increased in communication disorders. There has been noticeable growth in the amount of research being done in these areas with more students writing theses and faculty increasing the number of publications and grant requests they are producing.

### C. New and Expanding Areas of Interest

New and expanding areas of interest are exemplified by shifting emphasis to early intervention in Special Education, greater interest in the use of technology, proposed Ed.S. option in communication disorders, specific interests in areas of patient education, neurogenic communications disorders, oral facial anomalies, and multicultural diversity.

### D. Areas of Established Specialization

Areas of established specialization are special education and communication disorders.

## II. TREATMENT OF SUBJECT DEPTH

### A. Treatment of Subject Depth

Materials will be collected at the advanced study or instructional support level (3C).

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
Apahasia	3C
Articulation Disorders	3C
Audiology	3C
Cluttering (Speech Pathology)	3C
Communication Disorders	3C
Communicative Disorders	3C
Hearing Disorders	3C
Language Disorders	3C
Mutism	3C
Speech Disorders	3C
Speech Therapy	3C
Stuttering	3C
Tongue Thrust	3C
Velopharyngeal Insufficiency	3C
Voice Disorders	3C

B. Specific Delimitations

**Formats collected:** Monographs and serials extensively; annuals, audiovisuals, dissertations, CDs and other electronic tools, and reference materials, selectively.

**Imprint dates collected:** Current extensively; 20<sup>th</sup> century selectively.

**Chronological focus:** Current information is collected extensively; older 20<sup>th</sup> century data is collected selectively.

**Languages collected:** English extensively;

**Places of publication:** North America extensively; Western Europe selectively.