

COLLECTION DEVELOPMENT POLICY

ODUM LIBRARY

VALDOSTA STATE UNIVERSITY

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INTRODUCTION

Valdosta State University (VSU) offers a wide range of discipline based and interdisciplinary academic programs leading to baccalaureate and masters degrees, as well as a range of professional programs leading to baccalaureate and post-baccalaureate degrees. VSU offers a limited number of doctoral level programs. At VSU, a high priority is placed on developing and improving existing programs that aid the educational, economic, cultural, and social advancement of the region and with new programs in selected disciplines.

The mission of Odum Library is to be a major educational and cultural resource of the University, primarily by providing bibliographic and reference support to its academic programs.

The goal of the Library's collection development program is to develop and maintain a collection of materials that will further the purpose and mission of VSU by meeting the needs of its faculty and students. Our collection is shaped via a collaborative effort between librarians and faculty. The primary emphasis of Odum's collection is on materials used by faculty in conducting research and preparing courses as well as by students conducting research related to their course work.

The Collection Development (CD) Policy provides a rationale for the Library's collection development program. The policy serves as a means of defining and communicating the library's collection goals and policies to the VSU community and to the public at large.

The CD Policy is used to assess current collection levels in all subject areas, therefore, providing an indication of the strengths and weaknesses of the collection. Librarians and faculty will use the CD Policy as a guide, identifying areas in need of further improvement, and making recommendations for future acquisition. The evaluations and recommendations outlined in the CD Policy will periodically be subjected for review and revision in accordance with ongoing developments in the Library resources and University programs.

HISTORY

Established in 1913, South Georgia State Normal College offered two years of college to "young ladies." The name was changed to Georgia State Woman's College at Valdosta in 1922, and the institution began offering a four-year program leading to the bachelor's degree. In 1929, the program became accredited by the Southern Association of Colleges and Universities (SACS). The Georgia Board of Regents

changed the name to Valdosta State College (VSC) in 1950; VSC also became coeducational during this year. VSC became a Regional University within the University System of Georgia and it was renamed Valdosta State University.

The teacher preparation programs offered by the College of Education have been accredited by the National Council for Accreditation of Teacher Education (NCATE) since 1960. The programs offered by the College of Business Administration, initiated in 1945, and by the College of Nursing, initiated in 1968, are currently accredited by the American Assembly of Collegiate Schools of Business (AACSB) and the National League of Nursing, respectively. The University's Division of Social Work is accredited by the Council on Social Work Education. In addition, numerous other academic programs have attained accreditation from national professional organizations.

In conjunction with the creation of new colleges and programs at VSU and the increasing size and status of the University, the library has grown. In addition to providing the most recent resources in support of the University's present day programs, the general collection reflects the history and development of the University's academic offerings. The Library also maintains the Valdosta State University Archives, and a Special Collections with an emphasis on materials pertaining to south Georgia.

COLLECTION DEVELOPMENT PROGRAM

After the beginning of each fiscal year, academic departments are allocated portions of the library materials budget according to an allocation formula approved by the Library Affairs Committee of the Faculty Senate. University faculty then selects materials for the Library's collection, based upon their anticipated teaching and research needs. Materials acquired with allocations from the library materials budget will be owned by the Library and maintained as a part of the appropriate Library collection (i.e., the Reference collection, Special Collections, etc.) as determined by Library policy.

Library allocations will not be used to purchase materials with specific equipment/hardware requirements that cannot be reasonably met on campus. The Library maintains a departmental liaison program whereby librarians provide guidance to all academic departments regarding collection development.

INTELLECTUAL FREEDOM, COPYRIGHT, AND RELATED ISSUES

The Valdosta State University Library supports the American Library Association's (ALA) position on intellectual freedom, censorship, and acceptable use. The Library conforms to all requirements of the United States Code Title 17 regarding copyright.

COLLECTION LEVELS

COLLECTION LEVEL	DEFINITION
	<p style="text-align: center;">MINIMAL INFORMATION LEVEL</p> <p>In a collection at the minimal information level, few selections are made beyond the basic works. Periodicals directly dealing with this topic and in-depth electronic information resources are not collected. The collection should be frequently and systematically reviewed for currency of information. Superseded editions and titles containing outdated information are withdrawn. Classic or standard retrospective materials may be retained. There are two minimal information levels.</p>
<p style="text-align: center;">#1A</p> <p style="text-align: center;">MINIMAL INFORMATION LEVEL, UNEVEN COVERAGE</p>	<p>Few selections are made; there is unsystematic representation of the subject.</p>
<p style="text-align: center;">#1B</p> <p style="text-align: center;">MINIMAL INFORMATION LEVEL, EVEN COVERAGE</p>	<p>Few selections are made; basic authors, some core works, and a spectrum of ideological views are represented. Can support fundamental inquiries.</p>

COLLECTION LEVEL	DEFINITION
	<p style="text-align: center;">BASIC INFORMATION LEVEL</p> <p>To more broadly introduce and define a subject and to indicate the varieties of information available elsewhere; the following are included: limited collection of monographs and reference works, a limited number of owned or remotely accessed electronic bibliographic tools, texts, data sets, etc. The collection should be frequently and systematically reviewed for currency of information and superseded editions and titles containing outdated information should be withdrawn. Classic or standard retrospective materials may be retained. A basic information level collection can support the needs of the general reader through the first two years of college instruction. There are two Basic Information Levels:</p>
<p style="text-align: center;">#2A</p> <p style="text-align: center;">BASIC INFORMATION LEVEL, INTRODUCTORY</p>	<p>The emphasis at this level is on providing resources that introduce and define a subject. A collection at this level includes basic reference tools and explanatory works, such as historical descriptions of the subject's development; general works devoted to major topics and figures in the field; and selective major periodicals. The introductory level of a basic information collection is only sufficient to support patrons attempting to locate general information about a subject or students enrolled in introductory level courses.</p>
<p style="text-align: center;">#2B</p> <p style="text-align: center;">BASIC INFORMATION LEVEL, ADVANCED</p>	<p>At the advanced level, basic information about a subject is provided on a wider range of topics and with more depth. There is a broader selection of basic explanatory works, historical descriptions, reference tools, and periodicals and indexes that serve to introduce and define a subject. Access to appropriate bibliographic databases (online or CD), a selection of editions of important works and a greater quantity and variety of materials is typical. This level is sufficient to support the basic informational needs of the community college student.</p>

COLLECTION LEVEL	DEFINITION
	<p style="text-align: center;">STUDY OR INSTRUCTIONAL SUPPORT LEVEL</p> <p>To impart and maintain knowledge about a subject in a systematic way, but at a level of less than research intensity; The collection includes a wide range of basic works in appropriate formats, a significant number of classic retrospective materials, complete collections of the works of more important writers, selections from the works of secondary writers, a selection of representative journals, access to appropriate machine readable data files, and the reference tools and fundamental bibliographies pertaining to the subject. At the study or instructional support level, a collection is adequate to support independent study and most learning needs of the undergraduate and some graduate instruction. The collection is systematically reviewed for currency of information and to assure that essential and significant information is retained. There are three study or instructional support levels:</p>
<p style="text-align: center;">#3A</p> <p style="text-align: center;">BASIC STUDY OR INSTRUCTIONAL SUPPORT LEVEL</p>	<p>Provides resources adequate for imparting and maintaining knowledge about the basic or primary topics of a subject area; The collection includes the most important primary and secondary literature, a selection of basic representative journals/periodicals, and subject based indexes, the fundamental reference and bibliographical tools pertaining to the subject. The basic level supports the lower division undergraduate courses.</p>
<p style="text-align: center;">#3B</p> <p style="text-align: center;">INTERMEDIATE STUDY OR INSTRUCTIONAL SUPPORT LEVEL</p>	<p>Includes a broad range of basic works in appropriate formats, classic retrospective materials, all key journals on primary topics, selected journals and seminal works on secondary topics, access to appropriate machine-readable data files, and the reference tools and fundamental bibliographical tools pertaining to the subject; The materials are adequate to support advanced undergraduate course work. This level is not adequate to support master's degree programs.</p>

COLLECTION LEVEL	DEFINITION
<p style="text-align: center;">#3C</p> <p style="text-align: center;">ADVANCED STUDY OR INSTRUCTIONAL SUPPORT LEVEL</p>	<p>Provides resources adequate for imparting and maintaining knowledge about the primary and secondary topics of subject area. The collection includes a significant number of seminal works and journals on the primary and secondary topics in the field; a significant number of retrospective materials, a substantial collection of works by secondary figures; works that provide more in-depth discussions of research techniques, and evaluation. This level collection can support master's degree level programs as well as other specialized inquiries such as those of subject professionals.</p>
<p style="text-align: center;">#4</p> <p style="text-align: center;">RESEARCH LEVEL</p>	<p style="text-align: center;">RESEARCH LEVEL</p> <p>To provide a collection that includes the major published source materials required for dissertation and independent research, including materials containing research reporting, new findings, scientific experimental results, and other information useful to researchers. It is intended to include all important reference works and a wide selection of specialized monographs, as well as a very extensive collection of journals and major indexing and abstracting services in the field. Pertinent foreign language materials are included. Older material is usually retained for historical research and actively preserved. A collection at this level supports doctoral and other original research. There is only one research level.</p>
<p style="text-align: center;">#5</p> <p style="text-align: center;">COMPREHENSIVE COLLECTION</p>	<p style="text-align: center;">COMPREHENSIVE LEVEL</p> <p>A collection in which a library endeavors, so far as is reasonably possible, to include all significant works or recorded knowledge (publications, manuscripts, other forms), in all applicable languages, for a necessarily defined and limited field. This level of collection intensity is one that maintains a "special collection"; the aim, if not the achievement, is exhaustiveness. Older material is retained for historical research with active preservation efforts. There is only one comprehensive level.</p>

COLLEGE OF THE ARTS

BIOLOGY

COLLECTION DEVELOPMENT POLICY STATEMENT

I. PURPOSE AND PROGRAM DESCRIPTION

A. Library Collection Development Objective

The library seeks to support the Biology Bachelor and Master of Science degree curriculum programs and the research work of the Biology Department faculty. The Biology Department teaches courses and conducts research work in a wide range of sub-disciplines involving ecology/field biology, organismal biology, cellular/molecular biology and neurobiology.

B. Description of User Groups Supported

The user groups supported include undergraduate students, graduate students, and the faculty.

The following is a summary list of user population changes as of 2006.

The faculty number (full-time) increased from 22 to 24 presently, with the addition of two new positions. The additional faculty positions have enabled a greater emphasis on research work and other scholarly activities by faculty complimenting teaching responsibilities.

Increased number of biology majors and allied health majors (from 550 to over 1,000). Increased emphasis on graduate level research as required by Master degree program started in the Fall, 2005.

Anticipate a steady annual increase of 8% in the number of Biology majors over the next years. Factors influencing this trend are continued growth in demand by individuals wishing to pursue careers in Physical Therapy or as a Physician Assistant, and the continued attraction of biology majors due to the Hugh C. Bailey Science Center as completed and recently opened in 2001, providing state-of-the-art teaching facilities.

C. New and Expanding Areas of Interest

Expanding research programs in all areas of Biology with special emphasis in the following major areas and sub-disciplines in parentheses: Botany (Weed Science, Floristic Botany, Plant Physiology, Phycology); Cellular and Molecular Biology (Molecular Genetics, Immunology, Cytometry, Plant Physiology, and Plant Pathology); Microbial Biology

(Microbial Ecology, Plant Pathology, Medical Microbiology, and Virology), Ecology/Field Biology/Environmental Science (Community Ecology, Wetlands/Aquatic Biology, Conservation Biology, Applied Ecology, and Animal Behavior), Genetics (Quantitative/Population, Molecular), Evolution, Reproductive Biology, Space Biology, Taxonomy, and Neuroscience.

D. Areas of Established Specialization

Botany (Systematics, Floristic, Plant Morphology and Physiology and Herbarium Science); Cellular and Molecular or Cancer Biology; Genetics, both Classical and Population; Ecology/Field Biology (Aquatic Biology/Animal Behavior); Microbial Biology; Taxonomy (Vascular Plants, Mycology, Phycology, Entomology, Invertebrates, Vertebrates); Zoology (Invertebrate and Vertebrate); Physiology (Cellular, Plant, and Animal); and Neurobiology.

II. TREATMENT OF SUBJECT DEPTH

A. Treatment of Subject Depth

The library will collect materials in the following subject areas at varying levels, including the Basic Information Level, Introductory (2A) to the Research Level (4).

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
Aquatic Sciences - Fresh Water Biology	4
Aquatic Sciences - Limnology	2A
Aquatic Sciences - Wetlands Biology	3B
Anatomy	2B
Animal Behavior	3C
Bacteriology	4
Biology	3B
Biology Education	3
Biochemistry	4
Biochemistry – Medical	2B
Biometry	2B
Botany	3A
Botany – Anatomy & Morphology	3C
Botany – Angiosperm Biology	4
Botany – Classification	4

Botany – Ecology	3C
Botany – Economic	2B
Cell Biology	3C
Cell Biology – Cytology	2B
Cell Biology – Cytometry	2B
Cell Biology – Physiology	3C
Ecology	4
Ecology – Conservation Biology	3C
Embryology	3A
Entomology	3A
Evolution	3C
Genetics	4
Genetics – Molecular	4
Histology	1B
Human Biology	2B
Human Biology – Anatomy	3A
Human Biology – Physiology	3A
Immunology	2B
Invertebrate Biology	3B
Invertebrate Biology – Marine Invertebrates	3B
Microbiology	4
Microbiology – Ecology	2B
Microbiology – Medical	4
Mycology	2B
Parasitology	3C
Phycology	3C
Physiology – Vertebrate	3C
Plant Pathology	2B
Plant Physiology	4
Space Biology	1A
Vertebrate Biology	3B
Vertebrate Biology – Herpetology	4
Vertebrate Biology – Ichthyology	4
Vertebrate Biology – Mammalogy	3C
Vertebrate Biology – Ornithology	3B
Virology	3C
Zoology	3C

B. Specific Delimitations

Formats collected: Periodicals, reference tools, and textbooks extensively; audiovisual, dissertations, electronic, maps, microformat, and monographs selectively.

Imprint dates collected: Not applicable to Biology

Chronological focus: Not applicable to Biology

Languages collected: English extensively, any other selectively.

Places of publication: North America and Western Europe extensively, all other countries selectively.

CHEMISTRY

COLLECTION DEVELOPMENT POLICY STATEMENT

PURPOSE AND PROGRAM DESCRIPTION

Library Collection Development Objective

The library seeks to support the curricular, research, and regional information needs in analytical, biochemical, inorganic, organic and physical chemistry. Special emphasis will be focused on chemical instrumentation, especially those instruments used for determination of chemical species, characterization of compounds and studies of physical properties.

Description of User Groups Supported

The collection supports the needs of the undergraduate students and faculty. The Chemistry Department is currently developing a proposal for a Masters of Science degree program.

New and Expanding Areas of Interest

Expanded areas of interest include biochemistry and spectroscopy, both analytical and theoretical.

Areas of Established Specialization

In support of the undergraduate curriculum, the chemistry department has attempted to develop a rather broad based collection. No particular area has grown to the point of being considered an established specialization.

TREATMENT OF SUBJECT DEPTH

Treatment of Subject Depth

The library will collect materials in the following subject areas, primarily at the Intermediate Study or Instructional Support Level (3B) and the Advanced Study or Support Level (3C); but also at the Basic Information Level, Advanced (2B).

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
Analytical Chemistry	3C
Biochemistry	3A
Biography of Chemists	2B
Chemical Information	3A
Environmental Chemistry	2B
General Chemistry, including Qualitative Analysis	3B
History of Chemistry	2B
Inorganic Chemistry	3C
Instrumental Analysis	3C
Instrumental Analysis – Chromatography	3A
Instrumental Analysis – Electrochemistry	3A
Instrumental Analysis – Separation Techniques	3B
Instrumental Analysis – Spectroscopy	3C
Organic Chemistry	3C
Physical Chemistry	3C
Physical Chemistry – Crystallography	3A
Physical Chemistry – Nuclear/Radiochemistry	3A
Physical Chemistry – Photochemistry	3B
Physical Chemistry – Quantum Chemistry	3B
Physical Chemistry – Statistical Mechanics	3A
Physical Chemistry – Thermochemistry	3B
Physical Chemistry – Thermodynamics	3C

Specific Delimitations

Formats collected: Monographs and reference tools, extensively; Annuals, audiovisual, electronic, periodicals, and textbooks, selectively; Dissertations, maps and microformat collections are usually to be excluded from the formats collected.

Imprint dates collected: Current imprint dates or twentieth century imprints will be primarily collected. Titles with a 19th century imprint date will be collected selectively.

Chronological focus: Twentieth century materials; titles with a 19th century focus will be collected selectively

Languages collected: English extensively; German and French selectively.

Places of publication: Materials published in North America and Europe (English) will be collected extensively. European (Non-English) titles will be collected selectively.

ENGLISH

COLLECTION DEVELOPMENT POLICY STATEMENT

I. PURPOSE AND PROGRAM DESCRIPTION

Library Collection Development Objective

The library seeks to support curricular and research needs in all areas of English studies, including literature, linguistics, rhetoric and composition, journalism, creative writing, writing for the professions, literary theory and criticism, and critical theory.

Description of User Groups Supported

Our collection supports the needs of undergraduate and graduate students and the research needs of Faculty. The following changes in the user population were observed during the five years prior to 1997: an increased faculty, undergraduate, and graduate student population in all of the different tracks of the English Department's programs, including the literature/traditional major, journalism, creative writing, and professional writing.

New and Expanding Areas of Interest

New courses and faculty have been added in the areas of rhetoric and composition, literary journalism, critical theory, contemporary fiction, creative writing, African-American and Multi-cultural studies, Women's studies, and electronic media.

Areas of Established Specialization

Our areas of established specialization include all areas of literary studies, including traditional periods/genres/figures of British and American literature, world literature, theory and criticism, print journalism, creative writing, professional writing, and language studies (including linguistics and history of the English language).

TREATMENT OF SUBJECT DEPTH

Treatment of Subject Depth

To support the English Department, the library will collect materials at the Advanced Study or Instructional Support Level (3C) and with one area at the Intermediate Study or Instructional Support Level (3B).

SUBJECT DIVISIONS	COLLECTING LEVEL
19 th Century British Lit.	3C
20 th Century British Lit.	3C
African-American Literature	3C
American Lit. to 1800	3C
American Lit. to 1800-1865	3C
American Lit. to 1865-1914	3C
American Lit. to 1914-present	3C
British Lit. to 1500	3C
British Lit. to 1500-1660	3C
British Lit. to 1660-1800	3C
Business/Professional Writing	3C
Creative Writing	3C
Critical Theory	3C
Genre Studies	3C
Grammar/Editing	3C
Journalism	3C
Linguistics	3C
Literary Criticism/Research	3C
Rhetoric/Composition	3C
World Literature	3C

Further Subdivisions within specific subject areas include:

SUBJECT SUBDIVISION	COLLECTING LEVEL
Argumentation	3C
Composition & Rhetorical Theory	3C
Contemporary Fiction/Poetry	3C
Contemporary Prosody	3C
Contemporary Theory	3C
Contemporary Theory of Aesthetics	3C
Contemporary Theory of Narrative	3C
Creative Writing Subdivision	3C
History of Rhetoric	3C
Literacy	3B
Professional Writing	3C
Teaching Writing	3C
Tutoring and Writing Centers	3C

Specific Delimitations

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

Imprint dates collected: 20th Century and current, extensively; Prior to the 20th century, selectively; There is no focus on a rare book collection.

Chronological focus: Materials from all time periods are collected extensively - current, 20th century, 19th century, 17th/18th century, Renaissance and Medieval.

Languages collected: English only, extensively; American literature in translation, other European literature in translation, and African and East Asian literature in translation, selectively.

Places of publication: North America and the UK, extensively; Latin America, Western Europe, Other European Countries, Africa, and Australia, selectively.

HISTORY

COLLECTION DEVELOPMENT POLICY STATEMENT

I. PURPOSE AND PROGRAM DESCRIPTION

A. Library Collection Development Objective

The Library seeks to support curricular development and student and faculty research in history, including the primary fields of United States, Latin America, European, and Asian history, and Asian history and Africa, Middle Eastern, and Women's history as secondary fields. It supports the needs of undergraduate and graduate students, and faculty.

B. Description of User Groups Supported

The following changes in user population were observed during the five years prior to 2006: Native American History to the Present, especially Southeastern groups and American Political Culture, Colonial North America and the Atlantic World, the American Revolutionary Era, Spanish Borderlands, the American West, the Early Republic, American Legal and Constitutional History, Nineteenth-Century Social (emphasis in antebellum US), Women and Gender, and Latin America (Colonial and modern).

C. New and Expanding Areas of Interest

New and expanding areas of interest are: African, Middle Eastern, Afro-American, and Women's history courses.

D. Areas of Established Specialization

Areas of established specialization are in the areas of United States, Latin American, European, and Asian history.

II. TREATMENT OF SUBJECT DEPTH

A. Treatment of Depth

To support the History Program, the library will collect materials in the following subject areas at the Advanced Study or Instruction Support Level (3C):

Subject Subdivision	Collecting Level
African History	3C
African American History	3C
African nationalism	3C
American and German Cultural Studies	3C
Ancient History	3C
Antebellum South	3C
Asia	3C
Colonial North America	3C
Constitutional History	3C
Diplomacy and International Studies	3C
Early American Social and Cultural History	3C
Early Modern Europe	3C
East Asia	3C
Economic History	3C
France	3C
French Revolutionary and Napoleonic Era, 1789-1815	3C
Genealogy	3C
Georgia History	3C
German History	3C
Heraldry	3C
Historiography and Philosophy of History	3C
Islamic History	3C
Jewish Studies	3C
Latin America	3C
Legal History	3C
Local and Regional History	3C
Mexico	3C
Middle East	3C
Modern Britain	3C
Modern Europe	3C
Multiculturalism	3C
Native American	3C
New South	3C
North America	3C
Numismatics	3C
Pan-Africanism	3C
Popular Culture Studies	3C
Race and Gender (U.S.)	3C
Reformation	3C
Religious History (Southern U.S.)	3C
Renaissance	3C
Revolutionary and Early U.S.	3C

Revolutionary Europe to 1914	3C
Science and Civilization	3C
Science, History of	3C
Scotland	3C
South Asia	3C
Southern States	3C
Spanish Borderlands	3C
U.S. History 1789-1850, 1877-1932, 1920-1945, 1945-Present	3C
U.S. Civil War History	3C
U.S. Constitutional and Legal History	3C
U.S. Diplomatic History	3C
U.S. Intellectual History	3C
U.S. Political History	3C
U.S. Social History	3C
U.S. West	3C
U.S. Women's History	3C
Vietnamese Conflict	3C
Women and Gender in Africa	3C
Women's History	3C
Women- Social Conditions	3C
World Military History	3C

B. Specific Delimitations

Formats collected: Microformat collections, Monographs, Periodicals extensively, Annuals and other serials, Audiovisual, Electronic, Maps, Reference tools, selectively, Dissertations, Textbooks, Other excluded.

Imprint dates collected: Current, 20th century extensively, 19th century, Earlier excluded.

Chronological focus: Current, 20th century, 19th century, Earlier extensively.

Languages collected: English extensively.

Place of Publication: United States extensively.

MATHEMATICS AND COMPUTER SCIENCE COLLECTION DEVELOPMENT POLICY STATEMENT

I. PURPOSE AND PROGRAM DESCRIPTION

A. Library Collection Development Objective

The library seeks to support curricular and research needs in all areas of mathematics, computer science, and computer information systems for an undergraduate program and for teaching faculty. The Mathematics and Computer Science Department also provides some support for graduate level programs in other departments.

B. Description of User Groups Supported

User groups supported include undergraduate students and faculty. Changes in the user population during the most recent five years include faculty more actively engaged in research.

C. New and Expanding Areas of Interest

Actuarial mathematics and functional equations are growing interests within the Mathematics and Computer Science Department. Additionally, in the computer science field, Software engineering is subdividing into software analysis and design, testing and maintenance, project management, risk analysis, and object-oriented techniques. Object-oriented neural networks is a growing area of research. Legal/ethical issues in computing technology continues to grow in importance. Most of the established areas listed are also expanding in scope and depth.

D. Areas of Established Specialization

Actuarial mathematics, BCK and BCI algebra, differential equations, quality control, model building, stock market, operations research, numerical optimization, and mathematics education. There is established specialization in all areas of computer science and computer information systems. Especially important are object-oriented programming, artificial intelligence, operating systems, database design, data communications, algorithms, foundations, and computer organization.

II. TREATMENT OF SUBJECT DEPTH

A. Treatment of Subject Depth

The following subject headings will be used to collect for the mathematics and computer science collections. Both mathematics and computer sciences will collect primarily at the intermediate (3B) and advanced levels (3C).

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
Actuarial Mathematics	3C
Algorithms	3C
Applied Statistics	3C
Artificial Intelligence	3C
BCK and BCI Algebra	3C
Computer Organization	3B
Data Communications	3C
Database Design	3C
Differential Equations	3C
Foundations of Computer Science	3C
Information Retrieval	3C
Legal/ethical Issues	3B
Mathematics	3C
Mathematics Education	3C
Model Building	3C
Neural Networks	3C
Numerical Analysis	3C
Object-oriented Programming	3C
Operating Systems	3C
Operations Research	3C
Project Management	3C
Quality Control	3C
Real Analysis	3C
Risk Analysis	3B
Software analysis, design, testing, maintenance	3C
Stock Market	3C

B. Specific Delimitations

Formats collected: Annuals and periodicals, extensively; Audiovisual, electronic, microformat collections, monographs, reference tools and textbooks, selectively; Dissertations and maps, excluded.

Imprint dates collected: Current, extensively; 20th century selectively; 19th century and earlier excluded.

Chronological focus: Current extensively; 20th century, selectively; 19th century and earlier, excluded.

Languages collected: English, extensively.

Places of publication: United States, Canada, United Kingdom, and Japan, extensively.

MODERN AND CLASSICAL LANGUAGES COLLECTION DEVELOPMENT POLICY STATEMENT

I. PURPOSE AND PROGRAM DESCRIPTION

A. Library Collection Development Objective

Odum Library seeks to support curricular and research needs in Spanish, French, and German languages and literature. Curricular needs are also supported in Latin, Russian and Japanese languages.

B. Description of User Groups Supported

User groups supported include undergraduate students seeking the Bachelor of Arts Degree in French or Spanish, the Bachelor of Science in Education Degree in French or Spanish, graduate students seeking the Master of Education degree in Spanish, and faculty.

C. New and Expanding Areas of Interest

The new and expanding areas of interest include:

1. French

Francophone literature and culture, contemporary French civilization and culture, French women authors

2. German

Grammar, Linguistics, Foreign language education, 20th century/current German culture, German popular literature, Poetry, 18th and 19th century theater, 20th century literature, Literary criticism

3. Spanish

Peninsular and Latin American civilization

4. Spanish Literature

Women in peninsular, Latin American and Hispanic literature Chicano, Hispanic and Caribbean literature, Contemporary Latin American and Peninsular literature, 20th century and contemporary Spanish and Peninsular literature emphasizing the novel, short story, and drama.

D. Areas of Established Specialization

Areas of established specialization include: 20th century Hispanic literature and literary criticism, Various areas of Peninsular literature and literary criticism, 19th and 20th century German literature and literary criticism, 20th century German poetry, 19th and 20th century drama

II. TREATMENT OF SUBJECT DEPTH

A. Treatment of Subject Depth

To support the Modern and Foreign Languages Program, the library will collect materials primarily at the Intermediate Study or Instructional Support Level (3B) and the Advanced Study or Instructional Support Level (3C).

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
Applied linguistics, Methodology (Spanish and French)	3C
Foreign language education (all languages)	3C
French and Francophone civilization and literature	3C
French and Francophone literature (all periods)	3C
German culture	3B
German grammar	3B
German literature (20th century), poetry, drama, criticism	3C
Spanish and Latin American civilization and culture	3B
Spanish Peninsular, Latin American literature (all periods)	3C

B. Specific Delimitations

Formats collected: Formats collected extensively include audiovisual materials, periodicals, and reference tools (extensively); electronic resources, maps, microformats, monographs and textbooks (selectively); dissertations are excluded.

Imprint dates collected: Imprint dates collected include 20th century and current (extensively); 19th century and earlier (selectively).

Chronological focus: Chronological focus is on 20th century/current; 19th century and earlier French.

Languages collected: Languages collected are Spanish, French, German, and English (extensively); Russian, Latin, and Japanese (selectively).

Places of publication: Preferred places of publication are Germany, Spain, France, Mexico, and the United States.

PHILOSOPHY

COLLECTION DEVELOPMENT POLICY STATEMENT

I. PURPOSE AND PROGRAM DESCRIPTION

A. Library Collection Development Objective

The library seeks to support curricular and research needs in history of philosophy, metaphysics and epistemology, ethics, religious studies, aesthetics, logic, philosophy of science, political theory, educational philosophy, and environment.

B. Description of User Groups Supported

It supports the need of undergraduate, graduate students, and faculty. The following changes in the user population were observed during the most recent five years: New faculty in religious studies and applied ethics.

C. New and Expanding Areas of Interest

Applied ethics, medicine, law, journalism, public policy administration, education, environment, and technology.

D. Areas of Established Specialization

History of philosophy, philosophy of science, comparative religion, logic, ethical theory, existentialism, and pragmatism.

II. TREATMENT OF SUBJECT DEPTH

A. Treatment of Subject Depth

To support the Philosophy Program of Study at Valdosta State University, the library will collect materials in the following subject areas, primarily at the Basic Study or Instructional Support Level (3A), but also at the Advanced Study or Instructional Support Level (3C), Basic Information Level, Introductory (2A), and the Research Level (4).

Subject Subdivision	Collecting Level
Aesthetics	3A
American Philosophy	3A
Applied Ethics	3A
Comparative Religion	3A
Comparative Religion	3A
Ethics	3A
Existentialism	3A
History of Philosophy	3C
Logic	2A
Philosophy of Education	4
Philosophy of Science	3A
Philosophy of Science	3A
Religious Studies	3A

B. Specific Delimitations

Formats collected: Annuals, audiovisual, electronic, monographs, periodicals, and reference tools, extensively; Textbooks and microformat collections, selectively; Dissertations and maps are excluded.

Imprint dates collected: Current and 20th century publications, extensively; 19th Century and earlier materials, selectively.

Chronological focus: Topics from all time periods are collected extensively.

Languages collected: English language publications are collected extensively.

Places of publication: American, Canadian, and British materials, extensively; French, German, and Asia materials, selectively.

PHYSICS, ASTRONOMY, AND GEOSCIENCES COLLECTION DEVELOPMENT POLICY STATEMENT

I. PURPOSE AND PROGRAM DESCRIPTION

A. Library Collection Development Objective

The library seeks to support the curricular and research needs for an undergraduate program and for teaching faculty in the areas of astronomy, engineering, geography (cultural, environmental, and physical), geology and physics.

B. Description of User Groups Supported

User groups supported include undergraduate students and faculty. Changes in user population in the last five years include new faculty in physics and geography, and a new director of the pre-engineering program. A new faculty member in physics is anticipated within two years.

C. New and Expanding Areas of Interest

Slight expansion in the areas of science education, cultural aspects of astronomy, and planetaria.

D. Areas of Established Specialization

The areas of established specialization include:

Astronomy: Planetary astronomy, galactic structure, interstellar medium, active galaxies, stellar spectroscopy.

Engineering: Mechanical, structural and electronic engineering.

Geography: Environmental geography (all aspects), water resources, cultural geography, demographics, geographic information systems (GIS), weather and climate.

Geology: Paleontology, hydrology, structural geology, mineralogy.

Physics: Analytical mechanics, Quantum mechanics, non-linear optics, astrophysics.

II. TREATMENT OF SUBJECT DEPTH

A. Treatment of Subject Depth

The library will support the Physics, Astronomy, and Geosciences Department by collecting materials in the following subject areas primarily at the Advanced Study or Instructional Support Level (3C), but also at the Basic Study or Instructional Support Level (3A) and the Intermediate Study or Instructional Support Level (3B).

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
Astrophysics	3C
Civil Engineering	3C
Electronic Engineering	3C
Environmental and Cultural Geography	3C
General and Classical Physics	3C
Geographic Information Systems	3C
Mineralogy	3A
Non-linear Optics	3C
Observational Astronomy	3C
Paleontology	3C
Planetaria (History, Administration)	3B
Quantum Mechanics	3C
Relativity (Special and General)	3B
Stellar Spectroscopy	3C
Structural Geology	3C
Structural and Mechanical Engineering	3C

B. Specific Delimitations

Formats collected: Annuals, electronic, maps, monographs and periodicals extensively; Audiovisual, reference tools, and textbooks selectively; Dissertations and microform collections are excluded.

Imprint dates collected: 20th century and current, extensively; 19th century and earlier, selectively.

Chronological focus: 20th century and current, extensively; 19th century and earlier, selectively.

Languages collected: English, extensively; French, German, Russian, and Spanish, selectively.

Places of publication: North America, extensively; Western Europe, Asia, Latin America and Pacific Rim, selectively.

POLITICAL SCIENCE

COLLECTION DEVELOPMENT POLICY STATEMENT

I. PURPOSE AND PROGRAM DESCRIPTION

A. Library Collection Development Objective

The library provides curricular and research support for political science courses which encourage critical thinking about national, state and local governments; for the Political Science Department, including the BA in Political Science, the MPA, the DPA, and the legal assistant studies degree courses. In addition, the political science department encourages both faculty and students to do scholarly research in their fields and contribute to the enlightened appreciation of the world around them.

B. Description of User Groups Supported

User groups supported include undergraduate political science, legal assistant program students, graduate students in public administration, and faculty members in all of those programs.

C. Changes in User Population for most recent five years

The following changes have been noted in the user population during the last five years. A Doctoral Program of study in Political Science has been added to the curriculum. An online City Manager Track has been added to the curriculum, and a Political Science Honors Track has also been added to the curriculum.

D. New and Expanding Areas of Interest

The Model Senate, Model UN, and Mock Trial Teams will require additional research resources; the DPA has received final approval from the Board of Regents. The VSU Faculty Senate has approved the DPA curriculum and course proposals.

E. Areas of Established Specialization

American Government, Comparative/International, and Public Law; Resources in American government concentrate on the Executive, Congress and political parties. Resources on political theory, state and local government, interest groups and public opinion are not as extensive. Additional specialized allocations are Legal Assistant Studies and Masters in Public Administration.

II. GENERAL SELECTION GUIDELINES

A. Treatment of Subject Depth

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

Political Science

SUBJECT SUBDIVISION	COLLECTING LEVEL
American Government	3C
American Government-Executives	3C
American Government-Legislatures	3C
American Government-Public Administration	3C
American Government-State and local	3C
Comparative/International	3C
Methodology	3C
Political Science	3C
Political Theory	3C
Public Law	3C

To support the Masters of Public Administration Program, the library will collect in the following subject areas primarily at the Advanced Study or Instructional Support Level (3C) and the Research Level (4).

Masters of Public Administration Program

SUBJECT SUBDIVISION	COLLECTING LEVEL
Budgeting	4
Computer Application	3C
Economics	3C
National Security	4
Organizational Behavior	4
Personnel	4
Policy Analysis	4
Public Administration	4
Public Policy	3C

Quantitative Methods	4
Nonprofit Organizations	3C
Municipal Government	3C
Metropolitan Government	3C
Proposal Writing for Grants	3C

To support the Legal Assistants Program, the library will collect in the following subject areas primarily at the Advanced Study or Instructional Support Level (3C) and the Minimal Information Level, Uneven Coverage (1A).

Legal Assistants Program

SUBJECT SUBDIVISION	COLLECTING LEVEL
Digests	3C
Law Dictionaries	3C
Legal Encyclopedias	3C
O.C.G.A.	3C
Reporters	3C
Shepard's	3C
State Bar Journals	1A
Texts on Legal Assistants	1A
Texts, Practice Manuals	2A

B. Specific Delimitations

Formats collected:

Political Science: Annuals, electronic, maps, periodicals and reference tools, extensively; Audiovisual, dissertations, microformat collections and monographs, selectively; Textbooks are excluded.

Masters of Public Administration: Maps, monographs, periodicals, reference tools and textbooks extensively; Annuals, audiovisual, dissertations, electronic, and microformat collections, selectively.

Legal Assistant Program: Electronic, periodicals, reference tools and textbooks, extensively; Audiovisual, dissertations and microformat collections, selectively; Annuals, maps, and monographs are excluded.

Imprint Dates Collected: Current, extensively; The Legal Assistant Program excludes all pre-20th century materials.

Chronological Focus: Political Science collects current material extensively and all other areas selectively; Public administration collects across all chronological time periods with the focus on current material, extensively. The Legal Assistant Program excludes all pre-20th century materials.

Languages Collected: English, extensively.

Places of Publication: United States, extensively; United Kingdom, selectively.

SOCIOLOGY AND ANTHROPOLOGY COLLECTION DEVELOPMENT POLICY STATEMENT

I. PURPOSE AND PROGRAM DESCRIPTION

A. Library Collection Development Objective

The Library seeks to support curricular, research and lifelong learning needs of all areas in sociology and anthropology. At VSU, sociology and anthropology are combined together to form a single major. The major consists of 18 hours of "foundation" courses and a 15 hour concentration in either sociology or anthropology. The undergraduate program in applied and clinical sociology serves over 200 majors as well as many other students who take Sociology in the University Core Courses and may require library services for those classes. The Anthropology concentration offers courses covering the four major subfields of the discipline. Opportunities are provided for field experiences in archaeology and cultural anthropology, and internships are encouraged. The program provides students with the skills to succeed in a variety of employment settings as well as a readiness for graduate study. The graduate program in applied sociology serves about 30 graduate students, who more extensively use the library resources for papers, practice papers, etc. Faculty, active in conducting research and community service with local community and non-profit organizations, also use the library resources. Some alumni who work in the region might also use library services for literature searches, etc.

B. Description of User Groups Supported

It supports the needs of undergraduate, graduate students, Ph.D. students, and faculty. The following changes in user population were observed during the five years prior to 2006: Continued emphasis on applied and clinical sociology, both in journal acquisitions and in monographs, as both programs have sought and achieved accreditation as applied sociology programs. More support for DPA and EdD students likely in the next five years.

C. New and Expanding Areas of Interest

Program Evaluation; community; environment; mental health and substance abuse; cultural diversity and managing diversity, especially in organizations.

D. Areas of Established Specialization

1. Applied Sociology
2. Clinical sociology
3. Race/Class/Gender stratification
4. Family
5. Organizations

II. TREATMENT OF SUBJECT DEPTH

A. Treatment of Subject Depth

The majority of materials to support the sociological and anthropological collection will be collected at the Advanced Study or Instructional Support Level (3C). Any materials collected on Sociological Practice, however, will be collected at the Research Level (4).

Subject Subdivisions	Collecting Level
Anthropology	3C
Applied Anthropology	3C
Archaeology	3C
Architecture and Anthropology	3C
Art and Anthropology	3C
Assimilation (Sociology)	3C
Community Studies	3C
Demographic Anthropology	3C
Educational Anthropology	3C
Family Sociology	3C
Historical Sociology	3C
Race and Ethnic Studies	3C
Social Gerontology	3C
Social Psychology	3C
Social Stratification	3C
Sociological Practice	4
Sociological Research	3C
Sociological Theory	3C
Sociology of Gender	3C

B. Specific Delimitations

Formats collected: Electronic, Monographs, and Periodicals, extensively; Annuals and other serials, Audiovisual, selectively; Dissertations, Maps, Microformat collections, Reference tools, Textbooks, and Other, excluded.

Imprint dates collected: Current, 20th century, extensively; 19th century and earlier excluded.

Chronological focus: Current, 20th century extensively; 19th century and earlier excluded.

Languages collected: English extensively.

Places of publication: North America extensively; Western Europe, Australia/New Zealand and Worldwide selectively.

CRIMINAL JUSTICE COLLECTION DEVELOPMENT POLICY STATEMENT

I. PURPOSE AND PROGRAM DESCRIPTION

A. Library Collection Development Objective

The Library seeks to support curricular and research needs in all areas of criminal justice and criminology, including: community-based and institutional corrections, community policing, comparative criminal justice, courts, crime prevention, criminal justice administration, criminal justice education, criminal justice planning and evaluation, criminal law, criminal procedure, cybercrimes, data analysis (statistics) and research methods, drugs and crime, ethics in criminal justice, faith-based organizations and crime, forensic criminology, gender and race issues in criminal justice, juvenile justice, occupational crime, organized crime, policing, probation/parole, sexual deviance, terrorism and homeland security, victimology, and white collar crime.

B. Description of User Groups Supported

User groups supported include undergraduate and graduate students and faculty. The following changes in the user population were observed during the five years prior to 2006:

1. Majors have increased to more than 350 undergraduates and 25 graduate students.
2. 20 Faculty have increased to seven full-time (with additional three part-time faculty).
3. All full-time faculty have PhDs and the program and department actively supports research.
4. All full-time faculty are involved in teaching in the off-campus Criminal Justice program at Kings Bay.
5. All full-time faculty are conducting more research than in the previous five years.

C. New and Expanding Areas of Interest

The following are new and expanding areas of interest in Criminal Justice:

1. All graduate students are required to develop and complete either Area Papers or Theses. These manuscripts are highly dependent on the most current research studies and data available.
2. Criminal Justice currently supports a Study Abroad program to China. It is anticipated that the Criminal Justice Study Abroad program to England/Scotland will be reactivated Summer 2007. Both program students complete the Comparative Criminal Justice course, requiring a solid literature base from international sources.
3. Current undergraduate upper-division core and elective courses, particularly Senior Seminar, require students to complete extensive research and literature reviews of current issues and statistical data for course projects and papers.
4. Undergraduate Criminal Justice students are increasingly participating in the Center for Undergraduate Research Symposium, using library resources to develop research presentations.
5. Criminal Justice faculty and students are increasingly participating in the Criminal Justice Association of Georgia. Both faculty and students use library resources to develop research papers for conference presentations.
6. Criminal Justice faculty are continuously expanding their areas of interest and research, as well as developing new courses, all requiring an extensive base of literature from which to review.

D. Areas of Established Specialization

Specialization is wide and varied across the Criminal Justice faculty. Areas of specialization include: community-based and institutional corrections, community policing, comparative criminal justice, courts, crime prevention, criminal justice administration, criminal justice education, criminal justice planning and evaluation, criminal law, criminal procedure, cybercrimes, data analysis (statistics) and research methods, drugs and crime, ethics in criminal justice, faith-based organizations and crime, forensic criminology, gender and race issues in criminal justice, juvenile justice, occupational crime, organized crime, policing,

probation/parole, sexual deviance, terrorism and homeland security, victimology, and white collar crime.

II. TREATMENT OF SUBJECT DEPTH

A. Treatment of Subject Depth

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

Subject Subdivision	Collecting Level
Behavioral Profiling	3C
Careers in Criminal Justice	3C
Community Policing	3C
Comparative Criminal Justice	3C
Contemporary Issues in Criminal Justice	3C
Corrections, Community-Based	3C
Corrections, Institutional	3C
Courts	3C
Crime and Mental Illness	3C
Crime Prevention	3C
Criminal Justice Administration	3C
Criminal Justice Education	3C
Criminal Justice Planning and Evaluation	3C
Criminal Justice Statistics and Research Methods	3C
Criminal Law	3C
Criminal Procedure	3C
Criminological Theory	3C
Cybercrime	3C
Drugs and crime	3C
Ethics in Criminal Justice	3C
Forensic Criminology/Forensics	3C
Gender and Race	3C
Juvenile Justice	3C
Occupational Crime	3C
Organized Crime	3C
Police and Investigations	3C
Probation/Parole	3C
Sexual Deviance and Crimes	3C

Terrorism and Homeland Security	3C
Victimology	3C
White Collar Crime/Elite Deviancy	3C

B. Specific Delimitations

Formats collected: Monographs (Books), Periodicals, extensively; Annuals and other serials, Audiovisual, Dissertations, Electronic, Reference tools, Textbooks, selectively; Maps, and Microformat collections, excluded.

Imprint dates collected: Current, 20th Century, extensively; 19th Century, Earlier, selectively;

Chronological focus: Not applicable in Criminal Justice

Languages collected: English, extensively; Spanish, selectively.

Places of publication: North America, Canada, extensively; England, Australia/New Zealand, Western Europe, Eastern Europe, Russia, Latin America, South America, selectively;

MARRIAGE AND FAMILY THERAPY COLLECTION DEVELOPMENT POLICY STATEMENT

I. PURPOSE AND PROGRAM DESCRIPTION

A. Library Collection Development Objective

The library seeks to support curricular, research and lifelong learning needs in Marriage and Family Therapy. The master's degree program in Marriage and Family Therapy primarily serves students enrolled in the MFT program as well as a small number of MS Sociology students who take our electives. The graduate program requires extensive use of library resources; most classes require research into theoretical and clinical practices as well as treatment issues (for example, domestic violence, child abuse, substance abuse, addiction, parenting, mental illness, grieving, anger management, systemic family therapy, families, race and diversity issues, cultural competency, individual and family development, postmodernism, the social construction of reality, therapeutic techniques, sexual abuse, sexuality, gender and sexual identity, cybernetics, systems theory, aging, obesity, homelessness, etc.). Faculty, active in conducting research and community service with local community and non-profit organizations, also use the library resources. Some alumni who work in the region might also use library resources for literature searches, presentation preparation, etc.

B. Description of User Groups Supported

User groups supported include master's students, faculty and alumni. Changes in the user population for the most recent five years: The program anticipates continued emphasis on the theoretical foundations and practice of marriage and family therapy as well as the whole range of treatment issues that are the common underlying reasons for therapeutic interventions, and qualitative research methods, both in journal acquisitions and in monographs. The program has sought and expects to receive accreditation in December 2006. With full accreditation, an increasing number of students will look for resources to support master's thesis and research in preparation for entry into PhD programs. This research will primarily use qualitative methods, and there is strong interest on the part of faculty to increase the holdings in this area.

C. New and Expanding Areas of Interest

New and expanding areas of interest include: Systemic family therapy, qualitative research, race and diversity issues, cultural diversity, individual

and family development, sexuality, couples therapy, sex therapy, postmodernism, the social construction of reality, family therapeutic techniques, cybernetics, systems theory, aging, obesity, and homelessness.

D. Areas of Established Specialization

1. Family Therapy
2. Postmodernism
3. Systems theory
4. Diversity and culture, cultural competency
5. Cybernetics

II. TREATMENT OF SUBJECT DEPTH

A. Treatment of Subject Depth

To support the Marriage and Family Therapy Program, the library will collect materials in the following subject areas at the Advanced Study or Instructional Support Level (3C).

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
Child Study	3C
Couples Therapy	3C
Family psychotherapy	3C
Family sociology	3C
Family sociology	3B
Family Therapy	3C
Geriatrics	3B
Marital psychotherapy	3C
Marital Therapy	3C
Psychiatry, Psychopathology	3C
Psychology	3C
Race and Ethnic studies	3C
Race and Ethnic studies	3C
RC to some extent	3C
Social psychology	3C
Social stratification	3C
Social stratification	3C
Sociology of Gender	3C
Sociology of gender	3C
Substance abuse	3C
The family. Marriage. Women	3C

B. Specific Delimitations

Formats collected: Annuals and other serials, Monographs (Books) and Periodicals, and Reference tools, extensively; Audiovisual and Electronic, selectively; Dissertations, Maps, Microformats, Textbooks, excluded

Imprint dates collected: Current, 20th Century, extensively; 19th Century, Earlier, excluded

Chronological focus: Current, 20th Century, extensively; 19th Century, Earlier, excluded

Languages collected: English, extensively

Places of publication: North America, extensively; Other regions or locales selectively.

AFRICAN AMERICAN STUDIES (AFAM) COLLECTION DEVELOPMENT POLICY STATEMENT

I. PURPOSE AND PROGRAM DESCRIPTION

A. Library Collection Development Objective

African American Studies, an academic discipline, offers an intellectual approach to the study of African people both nationally and globally. It seeks to provide historically accurate assessments of the roles and contributions of people of African descent to America and to human history. The ultimate goal for African American Studies is to serve as a research and resource unit for Valdosta State University, the Lowndes County/Valdosta communities, and the Region.

As an interdisciplinary program, the African American Studies minor offers students the opportunity to communicate more effectively across cultural lines as well as to explore the social, political, and economic reality of the black experience in the United States. The program encourages creative research, the acquisition of expertise in African American Studies. Several departments at Valdosta State University offer courses that support these goals. Core to the African American Studies Program is a commitment to:

1. Promote a positive, healthy, intellectual exchange of knowledge and information, making a study of African and African American culture and history most challenging, refreshing, and ultimately rewarding.
2. Serve a diverse student population, consisting of all racial, ethnic, and cultural origins.
3. Ensure that the college community and the region at large be well informed through AFAM sponsored film festivals, annual AFA Lecture Series, the Annual Multicultural Sankofa Celebration, public workshops, and program publications.
4. Enhance students' awareness and appreciation of the artistic work that comprises an African American cultural heritage, and contributes to the multicultural development at large.
5. Developing new courses in several disciplines, including English, Journalism, Sociology, Anthropology, Criminal Justice, Political Science, History, Women's & Gender Studies, and the Fine Arts.

6. The African American Studies Program at Valdosta State University reflects the experiences of people of African ancestry living in the United States. The collection's focus is on the historical, cultural, political, economic, and social development of people of African descent.

B. Description of User Groups Supported

The collection supports diverse undergraduate and graduate student populations and faculty, consisting of all racial, ethnic, and cultural origins. Additionally, the collection spans several disciplines, including English, Journalism, Sociology, Anthropology, Criminal Justice, Political Science, History, Women's & Gender Studies, and the Fine Arts.

C. New and Expanding Areas of Interest

New and expanding areas of interest include English, Journalism, Sociology, Anthropology, Criminal Justice, Political Science, History, Women's & Gender Studies, and the Fine Arts.

D. Areas of Established Specialization

Established areas of interest include African American literature, African American history, multiculturalism, diversity issues, African history, African literature, African art, and African political systems.

II. TREATMENT OF SUBJECT DEPTH

A. Treatment of Subject Depth

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

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
African American Anthropology	3B
African American Authors	3B
African American History	3B
African American Political Systems	3B
African American Political Systems	3B
African American Studies	3B
African Americans	3B

African Americans in the United States	3B
African Americans and Education	3B
African Americans in Literature	3B
African Americans in the Criminal Justice System	3B
African Anthropology	3B
African Art	3B
African civilization and Culture	3B
African History	3B
African Literature	3B
African Political Systems	3B
Africana	3B
African-Americans in the Arts	3B
Afro-Americans	3B
Diversity Issues	3B
Economic Conditions/Impact	3B
Gender and Race Issues in Criminal Justice	3B
Multiculturalism	3B
Political Involvement/Impact	3B
Racial and Ethnic Relations	3B
Slavery	3B
Social Conditions/Impact	3B
Spirituality/Impact on U.S. culture	3B
Status and Development Since Emancipation	3B
Women and Gender Studies, African American	3B
Women and Gender Studies, African	3B

B. Specific Delimitations

Formats collected: Monographs, periodicals, audiovisual materials, electronic resources, and reference tools extensively; Dissertations, textbooks, and maps selectively. Attention is given to publications from small African American presses.

Imprint dates collected: Current materials and 20th century extensively; 19th century and earlier selectively.

Chronological focus: Materials with a current or 20th century focus extensively; 19th century and earlier selectively.

Languages collected: English extensively. Works in Spanish, French, and German are collected on a selective basis.

Places of publication: Although no area is specifically excluded, historical emphasis is placed on the contiguous United States. Materials on the African Diaspora in other areas of the Western Hemisphere are also emphasized. North America, Africa, Canada, the Caribbean, Central and South America extensively.

DISTANCE EDUCATION COLLECTION DEVELOPMENT POLICY STATEMENT

I. PURPOSE AND PROGRAM DESCRIPTION

The term Distance Education will be used to describe courses which are taught both Off-Campus and Online.

A. Library Collection Development Objective

The Library seeks to support curricular and research needs in Distance Education courses that are available Online and Off-Campus. Regardless of the student's location, the library strives to provide equal access to library resources. This includes document delivery services via ILLiad and GIL Express Request, off-campus access to electronic resources via GALILEO, and virtual reference assistance using technologies such as, Online Reference Chat. The Outreach Services Librarian will collaborate with the Department of Distance Learning to collect appropriate materials to enhance Distance Education courses taught by faculty members and to also support their research interests in the area of delivering Distance Education services.

B. Description of User Groups Supported

User groups supported include undergraduate course work across multiple disciplines and eCore®. Graduate programs supported are Instructional Technology Ed.S., Master of Business Administration, Master of Library and Information Science, Master of Public Administration City Manager Track, and Master of Social Work. Currently, the College of Nursing is developing Distance Learning components for Bachelor of Science in Nursing and Master of Science in Nursing. Courses are available Online and at various Off-Campus locations including:

1. Moody AFB
2. Kings Bay Naval Base
3. Albany Marine Corps Logistical Base
4. 8th Street Middle School in Tifton, GA
5. Abraham Baldwin Agricultural College (ABAC)
6. ABAC on the Square in Moultrie, GA
7. Albany State University
8. Columbus State University
9. Georgia College & State University
10. Macon State College

11. Moultrie Technical College
12. Southwest RESA
13. South West Technical College
14. Waycross College

A title requested for a distance learning course should also be available in the Odum Library collection for on campus courses. When a request is made for a distance education course, the Odum Library collection is checked to determine if the title is available in the library collection. If it is not in the collection, two copies are ordered. Copy 1 is placed in the Odum Library Collection. In addition to purchasing materials to be maintained at Odum Library, Off- Campus libraries are supplied with materials requested by the teaching faculty:

1. **Kings Bay Naval Base Library;** Copy 2 is cataloged and the Outreach Services Librarian sends the materials to the Librarian at Kings Bay Naval Base Library. The Outreach Services Librarian will also maintain an inventory of all items sent to Kings Bay Naval Base Library.
2. **Albany Marine Corps Logistical Base (MCLB);** Copy 2 is added to Odum Library's collection, the MCLB Librarian checks out the materials, and then they are placed on Reserve at this Off-Campus location. The Outreach Services Librarian will maintain an inventory of all items checked out to MCLB.
3. **Moody AFB;** Copy 2 is added to the Odum Library's collection. Students from Moody AFB may come to the campus and check these materials out for their use.

If other off-campus libraries require the purchase of library materials, they must contact the Outreach Services Librarian. The Outreach Services Librarian will collaborate with the Associate University Librarian and the Acquisitions Librarian to determine if the off-campus library is eligible to request materials. Also, the same collection development policy that applies to Kings Bay Naval Base Library applies to any materials that are approved for purchase.

B. Changes in user population

The majority of growth has been in the graduate programs in the supported user groups. The College of Nursing has been approved to develop Distance Learning programs for Bachelor of Science in Nursing and Master of Science in Nursing. The College of Nursing has also been approved as a remote site for the Nursing Doctoral program that is offered through the Medical College of Georgia. The Nursing Doctoral students

will participate in video conferences that will be held at the Continuing Education Center at Valdosta State University. The College of Education is also preparing to offer the Master of Science in Special Education as an online degree.

C. New and expanding areas of interest

During 2005-2006, Valdosta State University has been developing online graduate level courses for teachers seeking the math and reading endorsement for their Georgia Teaching Certificate. It is expected that there will be continued Distance Learning growth in these areas. Additional areas of interest include expanding the number of titles that are available in electronic format to students and faculty. The Department of Distance Learning is working with Odum Library to add E-Reserves to the available library services to support Distance Education students. Faculty training workshops are regularly available on WebCT and Advanced Learning Technologies through the Department of Distance Learning; this training includes Brown Bag Online Lifeline, Individualized Instruction, Self Paced Instruction, Workshops, and Conferences. The Outreach Services Librarian regularly consults with the Department of Distance Learning to integrate library instruction as needed for these training sessions.

D. Areas of established specialization

There are five Online Master Degrees available to choose from; Instructional Technology Ed.S., Master of Business Administration, Master of Library and Information Science, Master of Public Administration City Manager Track, and Master of Social Work.

II. TREATMENT OF SUBJECT DEPTH

A. Treatment of subject depth

Please refer to the departmental collection development policies for subject depth and collection levels for the Distance Education Programs:

1. Business Administration
2. Instructional Technology
3. Library and Information Science
4. Nursing
5. Public Administration City Manager Track
6. Social Work

Specific Delimitations

Formats Collected: Annuals and other Serials (Including, but not restrictive to yearbooks, memoirs, proceedings, transactions of associations, and numbered monographic series)---Selectively; Audiovisuals---Selectively; Dissertations---Selectively; Electronic---Extensively; Maps---Excluded; Microformat Collections---Excluded; Monographs (Books)---Selectively; Periodicals (Journals, Magazines, Newspapers)---Selectively; Textbooks---Excluded.

Imprint Dates Collected: Current---Extensively; 20th Century---Excluded; 19th Century---Excluded; Earlier---Excluded.

Chronological Focus: Current---Extensively; 20th Century---Excluded; 19th Century---Excluded; Earlier---Excluded.

Languages Collected: English---Extensively.

Places of Publication: North America---Extensively; Western Europe---Selectively.

UNIVERSITY HONORS PROGRAM COLLECTION DEVELOPMENT POLICY STATEMENT

I. PURPOSE AND PROGRAM DESCRIPTION

A. Library Collection Development Objective

The library seeks to support curricular and research needs for all honors undergraduate classes and teaching faculty.

The mission of the University Honors Program at Valdosta State University is to provide for the stimulation of academically motivated students so that they achieve their full academic potential, while at the same time providing recognition for such students' endeavors. The Honors Program encourages meaningful connections between disciplines, innovative and unusual approaches to subject matter, and reliance upon experiential learning that is fully integrated into the course content. The Honors Program also provides extra-curricular opportunities for students to broaden themselves through lectures, service opportunities, and other forms of activity that relate to their education. Finally, the mission of the Honors Program is to attract the best students to Valdosta State, and to assist in retaining those students through all four years of their undergraduate experience. In this way Honors Program students will make a visible and positive impact on the entire university community, thereby enriching the diversity of the Valdosta State University community as a whole.

B. Description of User Groups Supported

User groups supported include undergraduate students and faculty. The University Honors Program offers special courses and activities designed to help qualified students realize their full intellectual potential and to provide them with the best possible preparation for their major degree programs. It does so through a wide range of special classes, interdisciplinary seminars, and extra-curricular programs supported by departments and faculty across campus.

The Honors Program currently offers twenty-five courses spanning sixteen different disciplines, and is supported by faculty from four of the five colleges at VSU. As presently configured, the focus of the Honors Program is on freshmen and sophomores, servicing approximately fifty to

ninety underclassmen each quarter, although the Program has a broader direct contact through newsletters and advising with over 400 students, who at some point in their academic careers have made some progress toward completion of an Honors Program certificate. All regularly offered Honors courses are enhanced versions of core curriculum courses, which out of necessity will be geared primarily toward freshmen, sophomores, and some transfer students.

The Honors Program also offers interdisciplinary and innovative seminars on a wide range of topics, both at the freshman and junior levels. Students are required to take one seminar at each level. Some of the seminars offered in the past have included: Myth, Mandela, and Freedom; Native American Religions; Cosmology; Contemporary Views of Mankind; Ecology; Women in the Arts; The Role and Function of a University; Modernism, Society, and the Individual; and Moving Beyond Hatred: Conflict and Resolution.

The Honors Program is also engaged in encouraging students in activities related to the classroom environment and beyond. These activities range from independent research to presentations of research at regional conferences, as well as to attending colloquia and forums that are of scholarly and popular interest.

C. New and Expanding Areas of Interest

The Honors Program clearly needs to move into the upper curriculum and also needs to offer more incentives to students to enter and stay in the program. More courses in the upper curriculum will mean that Honors courses will count toward completion of a student's major, as well as will encourage work of greater depth, and work that will be professionally useful to students as they prepare for graduate school and other post-baccalaureate opportunities. Part of this effort, then, entails working with all five colleges and their departments to begin development of an Honors presence in the upper curriculum. The particulars of these developments would be worked out within the various departments through the efforts of Honors Development Committees in liaison with the Honors Program director. However, some common qualities would be expected, such as an emphasis on independent research, interdisciplinary approaches, completion of an Honors Thesis, and presentation of research at national and regional professional meetings.

Another curricular incentive for the Honors Program would be the construction of truly accelerated courses, patterned after the Honors Spanish courses (SPA 195 and 196), that would offer more credit than

would the typical standard, non-Honors versions, thereby allowing sufficiently motivated students to move quickly through core curriculum requirements. These courses may be interdisciplinary in nature, actually combining two or even three disciplines (e.g., English, history, and philosophy) in such a way that the subject matter is extended and reinforced, rather than being merely compressed. Such a track of courses could be expanded to allow students to finish a BA or BS in three years rather than four.

Along interdisciplinary lines, the Honors Program should also be instrumental in setting up mechanisms allowing sufficiently motivated and focused students to work closely with several departments in the development of individualized and interdisciplinary major programs of study that are not addressed by the traditional configuration of majors.

D. Areas of Established Specialization

N/A

II. TREATMENT OF SUBJECT DEPTH

A. Treatment of Subject Depth

Please refer to the departmental collection development policies for subject depth and collection levels for the Honors Program:

1. French
2. Spanish
3. Political Science
4. English
5. Art
6. Music
7. Philosophy & Religious Studies
8. History
9. Math
10. Communication & Mass Media
11. Biology

B. Specific Delimitations

Formats collected: Audiovisual, monographs, reference and other, selectively.

Imprint dates collected: Current, 20th century, 19th century and earlier, selectively;

Chronological focus: Current, 20th century, 19th century, and earlier, selectively.

Languages collected: English, extensively.

Places of publication: North America, Western Europe, selectively.

WOMEN'S AND GENDER STUDIES COLLECTION DEVELOPMENT POLICY STATEMENT

I. PURPOSE AND PROGRAM DESCRIPTION

A. Library Collection Development Objective

The Women's and Gender Studies Program (WGST) is an interdisciplinary academic discipline that focuses on the more comprehensive attention to the relations between women and men, and various aspects of gender (femininity and masculinity). Women's and Gender Studies is an academic program in the College of Arts & Sciences that engages students in the study of:

1. Historical and contemporary roles, experiences, and achievements of women
2. The socially and culturally constructed notions of what is feminine and masculine
3. The intersections of gender with race, class, religion, ethnicity, age, nationality, and sexuality in the United States and globally
4. The analysis of sexuality, including lesbian, gay, intersexual, and transgender studies
5. Social Justice

The goals of the Women's and Gender Studies at Valdosta State University is an interdisciplinary program committed to providing feminist scholarship across the disciplines. The mission of the Women's and Gender Studies Program is:

1. To promote gender equity and an academic climate that hears and respects women's voices.
2. To provide resources and an intellectual context for students, the University, and the community which facilitates individual and collaborative research about women, gender, and sexualities.
3. To promote the integration of women, gender, and sexuality issues into courses across the disciplines and so encourage critical and sensitive thinking about women, gender, and sexualities.

4. To initiate and co-sponsor events related to women, gender, and sexualities with campus departments and student organizations.
5. To offer networking, advocacy, and support for all faculty, staff, and students.

B. Description of User Groups Supported

The Library seeks to support the research needs of undergraduates in the minor and faculty. On July 1, 2007, the name of Valdosta State University's Women's Studies Program was officially changed to Women's and Gender Studies Program. The name change recognizes the program's more comprehensive attention to the relations between women and men, and various aspects of gender (femininity and masculinity). Additionally, the collection spans several disciplines, including African American Studies, Art, English, History, The Honors Program, Modern & Classical Languages, Philosophy & Religious Studies, Political Science, Psychology & Counseling, and Sociology, Anthropology, & Criminal Justice.

C. New and Expanding Areas of Interest

D. New and expanding areas of interest include new theoretical perspectives; women's history; feminist and post modern literary criticism; issues concerning embodiment and the body. Women's Studies has been included in the core curriculum in humanities and social sciences to be implemented in Fall 1998.

E. Areas of Established Specialization

F. At this time the established specialization has not been determined.

II. TREATMENT OF SUBJECT DEPTH

A. Treatment of Subject Depth

To support the Women's and Gender Studies Department, the library will collect in the following subject areas at the Basic Study or Instructional Support level (3A).

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
Classical Religion and Mythology (Greek, Roman)	3A
Bible and Feminism	3A
Biographies	3A
Women in the Various Ethnic Groups	3A
Anthropology	3A
Women and Work	3A
Sex Roles	3A
Feminism	3A
Women's Rights/Political Activity	3A
Women and Economics	3A
Education of Women	3A
Women in Music; Feminism and Music	3A
Women in Art	3A
Philology/Linguistics (Mass media, communications)	3A
Literature (women authors, critics, fiction)	3A
History of English Literature (By and About Women)	3A
Women's Health; Health Services for Women	3A
Women in Medicine	3A
Women in the Sciences	3A

B. Specific Delimitations

Formats collected: Monographs extensively; Audiovisual materials, dissertations, electronic resources, periodicals and reference tools selectively.

Imprint dates collected: Current and 20th century extensively.

Chronological focus: Current topics collected extensively

Languages collected: English language, extensively; French and Italian selectively.

Places of publication: North America and Western Europe extensively; other areas selectively.

**HARLEY LANDALE JR.
COLLEGE OF BUSINESS
ADMINISTRATION**

ACCOUNTING AND FINANCE COLLECTION DEVELOPMENT POLICY STATEMENT

I. PURPOSE AND PROGRAM DESCRIPTION

A. Library Collection Development Objective

The library seeks to support curricular, research, lifelong learning needs in accounting and finance with an emphasis on current applied research and instructional improvement.

B. Description of User Groups Supported

The user groups supported include undergraduate students and faculty. The Department of Accounting and Finance is a multidisciplinary department with programs that are designed to give the student the basic knowledge, skills, and values that build upon the foundation provided by the University Core Curriculum and are required for professional careers in business and not-for-profit organizations. Each program stresses critical thinking skills, cooperative learning, oral and written communication abilities, and the application of knowledge to solve business problems.

C. New and Expanding Areas of Interest

New and expanding areas of interest include: investment information, financial accounting and tax regulations, internet sources of financial information, accounting information systems, enhanced support for the Masters of Accountancy program including international accounting and finance information and financial statement analysis and real-time financial information.

D. Areas of Established Specialization

Areas of established specialization include investments, financial management, personal finance, financial institutions (such as banks and insurance companies; and taxation and financial reporting.

II. TREATMENT OF SUBJECT DEPTH

A. Treatment of Subject Depth

To support the Accounting and Finance Departments, the library will collect materials primarily in the following subject areas at the Basic Study

or Instructional Support Level (3A) and the Intermediate Study or Instructional Support Level (3B).

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
Accounting	3B
Accounting Information Systems	3A
Accounting Law and Legislation, United States	3B
Auditing	3B
Banks and Banking, Accounting	3B
Bookkeeping	3B
Finance	3B
Financial Institutions	3A
Financial Management	3A
Financial Statements	3B
Forensic Accounting	3B
Information Storage and Retrieval Systems, Accounting	3B
Insurance, Accounting	3B
Internal Auditing	3B
International Accounting	3A
International Accounting	3A
International Accounting	3A
Investments	3B
Personal Finance	3A
Taxation and Financial Reporting	3B
Valuation	3B
Write-offs	3B

B. Specific Delimitations

Formats collected: Annuals and others serials, electronic titles, monographs, periodicals and reference sources are collected exclusively. Microformat collections, audio-visual, and dissertations are collected selectively.

Imprint dates collected: Current, exclusively.

Chronological focus: Current, exclusively.

Languages collected: English language, exclusively. All other languages selectively.

Places of publication: North America, Asia, Latin America, and Europe exclusively. Materials from other areas of the world are collected selectively, as needed.

BUSINESS GENERAL COLLECTION DEVELOPMENT POLICY STATEMENT

I. PURPOSE AND PROGRAM DESCRIPTION

A. Library Collection Development Objective

The library seeks to strategically augment Langdale College's departmental collections, supporting student instruction and learning and supporting faculty academic research in business. When necessary and appropriate, the Langdale College general fund can be used as special impact funds.

B. Description of User Groups Supported

The library seeks to support the following Langdale College user groups: undergraduate students, master's degree students, faculty, and other community users, including the South Georgia business community.

C. New and Expanding Areas of Interest

Healthcare administration (e.g., health care marketing, health care economics), auditing and forensic accounting, financial portfolio management, small and family business management, and entrepreneurship are expanding areas of interest.

II. TREATMENT OF SUBJECT DEPTH

A. Treatment of Subject Depth

The fields of accounting, economics, finance, management, marketing, and business information systems (including accounting information and management information systems) should be collected at the research level. The fields of insurance and real estate should be collected at the intermediate study or instructional support level.

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
Accounting	4
Economics	4
Finance	4
Management	4

Marketing	4
Business Information Systems	4
Insurance	3B
Real Estate	3B

B. Specific Delimitations

Formats collected: Each of the following format types in the Langdale College general account should be collected selectively: Annuals and other serials, audiovisual, electronic, microformat collections, monographs, reference sources, and textbooks. Periodicals should be collected extensively, and the focus should be on electronic full-text periodical resources.

Imprint dates collected: Library resources with imprint dates that are current (1980-present) should be collected extensively. Resources of the earlier 20th century should be collected selectively.

Chronological focus: The chronological focus in the Langdale College of Business should be current (1980-present), with extensive collections. The earlier 20th century collections should be selective.

Languages collected: Library resources for the Langdale College collection that are published in English should be developed extensively.

Places of publication: Library resources published in North American and Western Europe should be collected extensively.

MANAGEMENT

COLLECTION DEVELOPMENT POLICY STATEMENT

I. PURPOSE AND PROGRAM DESCRIPTION

A. Library Collection Development Objective

The library seeks to support curricular, research, and lifelong learning needs in Management for the Bachelor of Business Administration Program, the Masters of Business Administration Program, and the Human Resource Management Certificate Program. The Department of Management at Valdosta State University provides management development opportunities to the South Georgia region through instruction, research, and service activities.

B. Description of User Groups Supported

In relation to Management, the library supports the following user groups: Undergraduate students, Master's Degree students, Faculty, and other community users. Changes in user population includes the development of the MBA program that requires library support at the graduate level and the WebMBA Program, which offers professionals the opportunity to earn an accredited, accelerated online MBA degree without interrupting their work and personal lives.

C. New and Expanding Areas of Interest

New and expanding areas of interest include the MBA Program and the WebMBA Program. The department's primary research emphasis is on applied management research and instructional improvement. Research is focused on development of the region, instruction, faculty, and the management disciplines. Regional service activities include management and organization development and consulting, especially through the South Georgia Institute.

D. Areas of Established Specialization

Areas of specialization in management include motivation and leadership, small business management, quality management, productions/operations management, and human resource management.

II. TREATMENT OF SUBJECT DEPTH

A. Treatment of Subject Depth

The library will collect materials in the following subject areas primarily at the Advanced Study or Instructional Support Level (3C).

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
Industrial Management	3C
International Business	3C
Management	3C
Management and Leadership Skills	3C
Management Information Systems	3C
Organizational Behavior	3C
Organizational Change	3C
Personnel Management	3C
Production/Operations/Quantitative Methods	3C
Quality Management	3C
Research Methods and Statistics	3C
Small Business/Entrepreneurship	3C
Strategic Management	3C

B. Specific Delimitations

Formats collected: Each of the following format types in management should be collected selectively: Annuals and other serials, audiovisual, electronic, microformat collection, monographs, periodicals, reference sources and textbooks, with slightly less focus on microformat collections and audiovisual resources.

Imprint dates collected: Library resources with imprint dates that are current (1980-present) and a part of the earlier 20th century should be collected selectively, with a greater focus on current resources.

Chronological focus: The chronological focus in management should be current (1980-present) and earlier 20th century, with collecting being done selectively, with a greater focus on current resources.

Languages collected: To support the international focus of the School of Management, materials on business and management topics from and about all areas of the world are acquired. The marketing collection should include resources that are published in English primarily, and all other languages should be developed selectively.

Places of publication: Library resources that are published in the following regions, which are listed in order of priority, should be collected selectively. North America, Western Europe, Australia/New Zealand, and Eastern Europe.

MARKETING AND ECONOMICS COLLECTION DEVELOPMENT POLICY STATEMENT

I. PURPOSE AND PROGRAM DESCRIPTION

A. Library Collection Development Objective

The library seeks to support curricular, research, and lifelong learning needs in marketing and economics. Every organization must market itself as well as its products and services. Marketing develops skills in targeting products and services to satisfy customer needs through product, price, promotion and distributional strategies.

B. Description of User Groups Supported

In relation to Marketing, the library seeks to support the following user groups: Undergraduate students, Master's Degree students, Faculty and other community users. Changes in user population include the development of the MBA program that requires library support at the graduate level.

C. New and Expanding Areas of Interest

New and expanding areas of interest in relation to marketing include the following: Professional Selling, Direct Marketing, and Electronic Marketing.

D. Areas of Established Specialization

Areas of established specialization include the following: Promotion, Sales Management, Buyer Behavior, Marketing Research, Marketing Channels, International Marketing, Industrial Marketing, Service Marketing and Strategic Marketing.

II. TREATMENT OF SUBJECT DEPTH

A. Treatment of Subject Depth

Materials will be collected in the following subject areas to support the marketing and economics programs. The collecting levels range from basic, intermediate, and advanced study or instructional support.

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
Professional Selling	3B
Promotion	3B
Retailing	3B
Sales Management	3B
Buyer Behavior	3B
Marketing Research	3B
Marketing Channels	3B
International Marketing	3B
Industrial Marketing	3B
Service Marketing	3B
Direct Marketing	3B
Electronic Marketing	3A
Strategic Marketing	3C
Transportation/Logistics	3C
Macroeconomic Theory	3B
Microeconomic Theory	3B
Managerial Economics	3C
Economic History/Thought	3A
Public Finance/Fiscal	3B
Econometrics	3C
International Trade/Finance	3B
Economic Systems	3A
Multinational Corporate Finance	3B
Urban, Rural and Regional	3B
Financial Economics	3B
Economic Development	3A
Real Estate	3B
Agricultural, Natural Resource and Environmental Economics	3B
Labor Economics	3B
Health, Education and Welfare	3B
Industrial Organization	3A
Business Economics	3A
Law and Economics	3B

B. Specific Delimitations

Formats collected: Each of the following format types in marketing should be collected selectively: Annuals and other serials, audiovisual, electronic, microformat collection, monographs, periodicals, reference sources and textbooks, with slightly less focus on microformat collections and audiovisual resources.

Imprint dates collected: Library resources with imprint dates that are current (1980-present) and a part of the earlier 20th century should be collected selectively, with a greater focus on current resources.

Chronological focus: The chronological focus in marketing should be current (1980-present) and earlier 20th century, with collecting being done selectively, with a greater focus on current resources.

Languages collected: The marketing collection should include resources that are published in English and should be developed selectively.

Places of publication: Library resources that are published in the following regions, which are listed in order of priority, should be collected selectively. North America, Western Europe, Australia/New Zealand, and Eastern Europe/Asia.

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).

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
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; 20th 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 20th Century are selective; 19th 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 20th 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; 20th century selectively; and earlier imprints are excluded.

Chronological focus: Current, extensively. 20th 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 20th century publications extensively; 19th century and earlier excluded.

Chronological focus: Current and 20th century extensively; 19th 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; 20th century selectively.

Chronological focus: Current information is collected extensively; older 20th 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 20th 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 20th 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).

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
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 20th century extensively; 19th 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; 20th century selectively.

Chronological focus: Current information is collected extensively; older 20th century data is collected selectively.

Languages collected: English extensively;

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

COLLEGE OF THE ARTS

ART

COLLECTION DEVELOPMENT POLICY STATEMENT

I. PURPOSE AND PROGRAM DESCRIPTION

A. Library Collection Development Objective

The Library seeks to support curricular and research needs in the following general areas of Art: art, art history, art education, and interior design. Each discipline has specific and different needs and the types of materials collected will support the goals of the individual discipline.

B. Description of User Groups Supported

The following changes in user population were observed during the five years prior to 2006: Student enrollment continues to increase in all program areas. Interior design program has increased dramatically.

C. New and Expanding Areas of Interest

New and expanding areas of interest are: Latin American, Asian, African, and Oceanic Art. Additional areas of history focus on women artists, African-American art, theory and criticism, and expanded use of interior design publications.

D. Areas of Established Specialization

Areas of established specialization are: all areas of art and art education, art history, art criticism, aesthetic education, inquiry into the visual arts, and all fine arts studio disciplines.

II. TREATMENT OF SUBJECT DEPTH

A. General Selection Guidelines

To support the Art Department, the library will collect materials in the following subject areas primarily at the Advanced Study or Instructional Support Level (3C) with some areas at the Research Level (4) and Comprehensive Collection Level (5).

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
Animation	3C
Art Criticism	4
Art Education	5
Art History	5
Ceramic	4
Collage/Assemblage	3C
Computer Graphic Design	3C
Design and Architectural History	4
Drawing	3C
Graphic Design	3C
Interior Design	3C
Jewelry	3C
Painting and Watercolor	3C
Photography	3C
Printmaking	4
Sculpture	3C

B. Specific Delimitations

Formats Collected: Annuals and other Serials--Selectively; Audiovisuals--Selectively; Dissertations--Selectively; Electronic (specifically Digital Image Database)--Extensively; Maps—Microformat Collections—Selectively; Monographs (Books)—Extensively; Periodicals (Journals, Magazines, etc.)—Extensively; Reference Tools—Selectively; Textbooks—Selectively; Other—Digital Image Database—Extensively.

Note: I disagree with them about the Reference Tools---think it should be **Extensively**. :

Denise Montgomery

Imprint Dates: Current—Extensively; 20th Century—Extensively; 19th Century—Selectively; Earlier—Excluded.

Chronological Focus: Current—Extensively; 20th Century—Extensively; 19th Century—Extensively; Earlier—Extensively.

Languages collected: English-Extensively

Place of Publication: North America-Extensively; Western Europe-Extensively

Note: I would also add "Australia-Selectively" myself, since there are some very significant books published there on Aboriginal and Oceanic art.

Denise Montgomery

COMMUNICATION ARTS COLLECTION DEVELOPMENT POLICY STATEMENT

I. Purpose and Program Description

A. Library Collection Development Objective

The Library seeks to support curricular and research needs in the following general areas of Speech Communication: organizational communication, public relations, public speaking, interpersonal communication, small group communication, intercultural communication, leadership, rhetoric, consulting, the process of information flow through organizations, research methods in communication, debate, nonverbal communication, and language.

B. Description of User Groups Supported

The following changes in user population were observed during the five years prior to 2006: new faculty members have been added to the department in the areas of organizational communication, public relations, intercultural communication, and debate. There is increasing emphasis on research by faculty members and students, more professional activity, and greater use of technology in all main areas of speech communication.

C. New and Expanding Areas of Interest

New and expanding areas of interest are: intercultural communication, training and leadership in communication skills, electronic presentation technology, and online forms of communication such as the Internet and the World Wide Web.

D. Areas of Established Specialization

Areas of established specialization are: communication audits, consulting in organizations, public relations, small group communication, interpersonal communication, public relations, rhetoric, persuasion, research methods, consulting, nonverbal, debate, leadership, and language.

II. TREATMENT OF SUBJECT DEPTH

A. Treatment of Subject Depth

The library will collect materials in the following subject areas at the Research Level (4).

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
Consulting	4
Debate	4
Intercultural Communication	4
Interpersonal Communication	4
Language	4
Leadership	4
Nonverbal	4
Organizational Communication	4
Persuasion	4
Public Relations	4
Research Methods	4
Rhetoric	4
Small Group Communication	4

B. Specific Delimitations

Formats collected: Formats collected: Annuals and Other Serials—Extensively; Audiovisual-Extensively; Dissertations-Selectively; Electronic-Extensively; Maps-Selectively; Microformat Collections-Selectively; Monographs (Books)-Selectively; Periodicals (Journals, Magazines, etc.)-Extensively; Reference Tools-Extensively; Textbooks-Extensively

Note: I disagree on several of their categories. I would Categorize Annuals and Other Serials as Selectively, not Extensively; Monographs (Books) would be Extensively, not Selectively; and Textbooks would be Selectively, not Extensively. Denise Montgomery

Imprint dates collected: Current-Extensively; 20th Century-Extensively; 19th Century-Selectively; Earlier-Selectively.

Chronological focus: Chronological focus: Chronological focus: Current-Extensively; 20th Century-Extensively; 19th Century-Selectively; Earlier-Selectively

Languages collected: English-Extensively.

Place of Publication: North America-Extensively; Western Europe-Extensively.

MUSIC

COLLECTION DEVELOPMENT POLICY STATEMENT

I. PURPOSE AND PROGRAM DESCRIPTION

A. Library Collection Development Objective

The library seeks to support the research and curricular needs in all areas of music, including: music education, history, theory, arranging and composition, improvisation, computer applications, and performance practices for all areas of applied study.

B. Description of User Groups Supported

Resources will be collected to support the needs of undergraduate students, graduate students and faculty. A change in the user population has occurred with the establishment of a Master of Music (M.M.) with an emphasis in performance.

C. New and Expanding Areas of Interest

New and expanding areas of interest include American music, chamber music, recording technologies, and performance and study materials for the newly established M.M. program.

D. Areas of Established Specialization

Established areas of music include: all applied instruments, music education, jazz history, jazz arrangement, performance and improvisation, music theory, music history.

II. TREATMENT OF SUBJECT DEPTH

A. Treatment of Subject Depth

The library will collect materials to support the Music Department in the following subject areas at the Advanced Study or Instructional Support Level (3C).

SUBJECT SUBDIVISIONS	COLLECTION LEVEL
Jazz	3C
Music Education	3C
Music History	3C
Music Theory	3C
Performance	3C
Recordings	3C
Scores	3C

B. Specific Delimitations

Formats collected: Monographs, reference tools, recordings, visual materials, collected editions, study scores, and performance scores extensively; annuals, dissertations, electronic resources, microforms, periodicals selectively.

Imprint dates collected: Current and 20th-Century materials extensively; 19th-Century and earlier materials selectively.

Chronological focus: Topics from all time periods are collected extensively.

Languages collected: English, French, German, Italian, and Spanish extensively; other languages selectively.

Places of publication: North America, United Kingdom, Western Europe extensively; other European and non-Western countries selectively.

TELECOMMUNICATIONS COLLECTION DEVELOPMENT POLICY STATEMENT

I. Purpose and Program Description

A. Library Collection Development Objective

The Library seeks to support curricular and research needs in the following general areas of Telecommunications: telecommunications with emphases on audio, video, broadcast journalism, and international documentary production; electronic media, including the societal and personal impact of media, media law and regulation, business and technical considerations, and general issues of pedagogy and good practice, including history, theory and methods.

B. Description of User Groups Supported

The following changes in user population were observed during the five years prior to 2006: new faculty in media, and increased enrollment of undergraduate majors. There is a declining interest in film/celluloid media.

C. New and Expanding Areas of Interest

New and expanding areas of interest are: the Internet, World Wide Web, synchronous communication, computer mediated communication, and visual communication.

D. Areas of Established Specialization

Areas of established specialization are: telecommunications, broadcasting, and electronics media.

II. TREATMENT OF SUBJECT DEPTH

A. Treatment of Subject Depth

To support the Telecommunications Department, the library will collect in the following subject areas at the Intermediate (3B) and Advanced (3C) Study or Instructional Support levels.

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
Broadcast Audience Analysis and Research	3B
Broadcast Media Sales and Management	3B
Broadcast Performance and Announcing	3B
Broadcast Writing	3B
Broadcasting and Culture	3C
Business of Media	3C
Media Criticism	3C
Media History	3B
Media Programming	3B
Media Regulation and Ethics	3B
Public Broadcasting	3B
Radio and Television Production	3B

B. Specific Delimitations

Formats collected: Annuals and Other Serials—Extensively; Audiovisual-Extensively; Dissertations-Selectively; Electronic-Extensively; Maps-Selectively; Microformat Collections-Selectively; Monographs (Books)-Selectively; Periodicals (Journals, Magazines, etc.)- Extensively; Reference Tools-Extensively; Textbooks-Extensively

Note: I would disagree on several of their categories: I would categorize Annuals and Other Serials as Selectively, not Extensively; Monographs (Books) would be Extensively, not Selectively; and Textbooks would be Selectively, not Extensively. (Denise Montgomery)

Imprint dates collected: Current-Extensively; 20th Century-Extensively; 19th Century-Selectively; Earlier-Excluded

Chronological focus: Chronological focus: Current-Extensively; 20th Century-Extensively; 19th Century-Selectively; Earlier-Excluded

Languages collected: English-Extensively; German-Selectively; Japanese-Selectively; Korean-Selectively

Place of Publication: North America-Extensively; Western Europe-Extensively; East Asia (Japan, Korea, China)-Selectively

THEATER AND DANCE COLLECTION DEVELOPMENT POLICY STATEMENT

I. PURPOSE AND PROGRAM DESCRIPTION

A. Library Collection Development Objective

The Library seeks to support curricular and research needs in the following general areas of Theater and Dance: theater and dance history and performance, dramatic literature, the design and history of scenery, costumes, and lighting; technical theater, arts management, children's theater, creative dramatics, and the impact of performing arts on society.

B. Description of User Groups Supported

The following changes in user population were observed during the five years prior to 2006: there are new faculty members with expertise in dramaturgy, scenic design, and scene painting. There has also been an increase in the number of students majoring in the disciplines of theater and dance.

New and Expanding Areas of Interest

New and expanding areas of interest are: arts management, technical theater, theater research, stage management, stage combat, and oral interpretation.

Areas of Established Specialization

Areas of established specialization in theater are: acting, directing, voice work, stage dialects, theater history, and play analysis. Areas of established specialization in dance are: ballet, jazz, modern dance, and tap dance.

II. TREATMENT OF SUBJECT DEPTH

A. Treatment of Subject Depth

To support the Theatre and Dance Departments, the library will collect in the following subject areas at the Research Level (4).

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
Aesthetics	4
Arts Management	4
Ballet	4
Ballroom Dancing	4
Choreography	4
Dance	4
Design and Technology	4
Disco Dancing	4
Dramatic Literature	4
Folk Dancing	4
Hip-Hop Dance	4
Jazz Dance	4
Krumping	4
Mambo Dance	4
Performing and Directing	4
Salsa	4
Step Dancing	4
Swing	4
Tango	4
Tap Dance	4
Theater Education	4
Theater History	4
Theory and Criticism	4
Waltz	4

B. Specific Delimitations

Formats collected: Annuals and Other Serials—Extensively; Audiovisual-Selectively; Dissertations-Selectively; Electronic-Extensively; Maps-Selectively; Microformat Collections-Selectively; Monographs (Books)-Selectively; Periodicals (Journals, Magazines, etc.)- Extensively; Reference Tools-Extensively; Textbooks-Extensively

Note: I would disagree on several of their categories: I would categorize Annuals and Other Serials as Selectively, not Extensively; Monographs (Books) would be Extensively, not Selectively; and Textbooks would be Selectively, not Extensively.

Denise Montgomery

Imprint dates collected: Current-Extensively; 20th Century-Extensively; 19th Century- Extensively; Earlier-Extensively

Note: I don't agree with the need to extensively collect items older than the 20th century, since many of the most significant items can be acquired as 20th-century reprints. Might want to consider "Selectively" for the 19th century and earlier.

Denise Montgomery

Chronological focus: Current-Extensively; 20th Century-Extensively; 19th Century-Extensively; Earlier-Extensively

Languages collected: English-Extensively

Place of Publication: North America-Extensively; Western Europe-Extensively; Japan-Selectively; China-Selectively; Latin America-Selectively.

COLLEGE OF NURSING

NURSING

COLLECTION DEVELOPMENT POLICY STATEMENT

I. PURPOSE AND PROGRAM DESCRIPTION

A. Library Collection Development Objective

Odum Library seeks to support the curricular, life-long learning, and research needs in all areas of nursing. Leaders for “Nursing Excellence and Student-centered Learning and a leader in technology-assisted learning for nurses in the South Georgia area accurately describes VSU's College of Nursing. From entry into practice, the College of Nursing has responded to the nursing shortage by creating curricula and learning opportunities that facilitate access to higher education. The curricula adhere to a systemic approach which emphasizes the connections between the concepts of Holism, Caring, Competence, Health, and Teaching/Learning. Stressing an importance of critical thinking skills, an appreciation for diverse cultural perspectives, and the application of knowledge to address policy disputes and social problems related to health care is core to the focus of VSU's College of Nursing. Graduates of the VSU College of Nursing are leaders in healthcare who anticipate and respond to the ever-changing needs of a global community. The College offers four different programs to accommodate a variety of schedules, life-styles, and career pursuits.

B. Description of User Groups Supported

The collection supports the needs of undergraduate and graduate students and the faculty. Rapid enrollment increases, particularly with nontraditional students have been observed as changes in user population.

C. New and Expanding Areas of Interest

New and expanding areas of interest include a RN Preference Pathway or RN to BSN or MSN Program, which is designed for nurses who are currently licensed as Registered Nurses and hold an Associate's Degree in Nursing and are interested in pursuing a BSN or BSN to MSN. Currently, these courses are offered on weekends. Additionally, an Accelerated BSN Program for Second Degree Students has been established for students who currently hold a Baccalaureate or higher degree in another area can earn their BSN in fourteen months.

D. Areas of Established Specialization

Areas of established specialization include Holism, Caring, Competence, Health, and Teaching/Learning.

II. TREATMENT OF SUBJECT DEPTH

A. Treatment of Subject Depth

The library will collect materials to support the Nursing Program in the following subject areas at the Advanced Study or Instructional Support Level (3C).

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
Communication in Nursing	3C
Community Health Nursing	3C
Family Nursing	3C
Geriatric Nursing	3C
Health Promotion	3C
Holistic Nursing	3C
Maternity Nursing	3C
Nurse Administrators	3C
Nurse and Patient	3C
Nurse and Physician	3C
Nurse Anesthetists	3C
Nurse Practitioners	3C
Nurses	3C
Nursing	3C
Nursing Assessment	3C
Nursing Consultants	3C
Nursing Diagnosis	3C
Nursing Education	3C
Nursing Ethics	3C
Nursing Services	3C
Pediatric Nursing	3C
Psychiatric Nursing	3C
Transcultural Nursing	3C

B. Specific Delimitations

Formats collected: Annuals, monographs, yearbooks, proceedings and transactions of associations, periodicals, reference tools, and scholarly annuals and serials extensively; Electronic resources extensively with a

focus on electronic full-text; Dissertations, audiovisuals, and textbooks selectively; Microforms and maps excluded.

Imprint dates collected: Current publications and 20th century extensively.

Chronological focus: Current topics are collected extensively; Earlier materials are collected selectively.

Languages collected: English language materials are collected extensively; Foreign language materials are collected selectively.

Places of publication: American, British, and Canadian materials are collected extensively. Other countries of publication are collected selectively as needed..

DIVISION OF LIBRARY AND INFORMATION SCIENCE

LIBRARY AND INFORMATION SCIENCE COLLECTION DEVELOPMENT POLICY STATEMENT

I. PURPOSE AND PROGRAM DESCRIPTION

A. Library Collection Development Objective

The library seeks to support curricular, research, lifelong learning needs in library and information science.

B. Description of User Groups Supported

The user groups supported include graduate students and faculty. The mission of the Library and Information Science Program is to provide a quality publicly supported education for generalists and specialists in the library and information science fields. Its primary focus is to educate librarians for academic, public, and special libraries in Georgia.

C. New and Expanding Areas of Interest

Valdosta State University (VSU) is the only ALA-accredited Library Science Program in Georgia. Designed for Georgia's 21st century information environment, the Master of Science in Library and Information Science at VSU offers options for students who cannot leave jobs and families to return to a single campus for extended periods. The Professors are dedicated to distance learning methods with flexible scheduling and web-based instruction. New and expanding areas of interest include: Distance education services for Library Science, Web-Based Instruction, Technology.

D. Areas of Established Specialization

The curriculum reflects the role of library and information services in a rapidly changing technological and global society. It is designed to take advantage of institutional cooperation and to allow student flexibility. The core curriculum is designed to give expertise in five major areas:

1. Administration
2. Health Sciences
3. Resources for Clients
4. Services in the Knowledge Society
5. Technical Knowledge

II. TREATMENT OF SUBJECT DEPTH

A. Treatment of Subject Depth

To support the Library and Information Science Program, the library will collect materials primarily in the following subject areas at the Advanced Study or Instructional Support Level (3C).

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
Academic Librarians	3C
Academic Libraries	3C
Classification Books Library Science	3C
Communication in Library Science	3C
Distance Education	3C
Information Literacy	3C
Information Organization	3C
Information Science	3C
Information Technology	3C
Librarians	3C
Libraries	3C
Libraries and the Internet	3C
Library Science	3C
Medical Librarianship	3C
Mentoring in Library Science	3C
Music Librarianship	3C
Public Librarians	3C
Public Libraries	3C
Public Services (Libraries)	3C
School Librarians	3C
School Library Media Centers	3C
Special Librarians	3C
Special Libraries	3C
Technical Services (Libraries)	3C
Technical Services (Libraries)	3C

B. Specific Delimitations

Formats collected: Monographs, periodicals, annuals and others serials, electronic titles, and reference tools extensively; Microformat collections and textbooks, selectively.

Imprint dates collected: Current materials and 20th century materials extensively; 19th century and earlier selectively.

Chronological focus: Materials with a current or 20th century focus, extensively; 19th century and earlier selectively.

Languages collected: English language, extensively.

Places of publication: North America and Western Europe extensively.

DIVISION OF SOCIAL WORK

SOCIAL WORK COLLECTION DEVELOPMENT POLICY STATEMENT

I. PURPOSE AND PROGRAM DESCRIPTION

A. Library Collection Development Objective

The library seeks to support research in all areas of Social Work, including generalist practice, welfare, health/medical, mental health, school social work, rural social work, economic development, cultural diversity, children and families, life span development, social justice and policy formation and analysis..

B. Description of User Groups Supported

The user groups supported include graduate students and faculty. The addition of new faculty is the only change in user group population; the Social Work Program was established in 1995.

C. New and Expanding Areas of Interest

Expanding areas of interest include program development and caregiving, both professional and lay. Also of interest is the establishment of the Carter Center for Family Caregiving, international social work, trauma and stress, neurology/brain development/human development, and administration and social work. The addition of the web program has increased demand as most are off site.

D. Areas of Established Specialization

Areas of established specialization are all the areas of social work including generalist practice, advanced generalist practice, child welfare, mental health, school social work, rural social work, economic development, cultural diversity, social justice, life span development, health/medical social work, children and families, and policy formation and analysis. Other areas of specialization include family violence, psychopathology, counseling practice, supervision, and field education, and grant writing.

II. TREATMENT OF SUBJECT DEPTH

A. Treatment of Subject Depth

The library will support the Social Work Program by collecting materials in the following subject areas at the Advanced Study or Instructional Support Level:

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
Children and Families	3C
Cultural Diversity	3C
Economic Development	3C
Generalist Practice	3C
Health/Medical	3C
Life Span Development	3C
Mental Health	3C
Policy Formation and Analysis	3C
Rural Social Work	3C
School Social Work	3C
Social Justice	3C
Welfare	3C

B. Specific Delimitations

Formats collected: Periodicals and reference tools are collected extensively. Audiovisual materials, electronic tools, monographs, and textbooks are collected selectively.

Imprint dates collected: Current publications are collected extensively.

Chronological focus: Topics from the current time period are collected extensively.

Languages collected: English language materials are collected extensively. Spanish language materials are collected selectively.

Places of publication: American and American South are collected extensively. Russia, Belize, Europe, Africa, South America, Mexico, and Canada are collected selectively.

INTERNATIONAL STUDIES PROGRAM

INTERNATIONAL STUDIES COLLECTION DEVELOPMENT POLICY STATEMENT

I. PURPOSE AND PROGRAM DESCRIPTION

A. Library Collection Development Objective

The library seeks to support the information and research needs of the undergraduate and graduate curricular in International Studies and the co-curricular activities (FOCUS series, Model United Nations). Some emphasis is on countries where the University maintains a bilateral agreement: Belize, Hungary, United Kingdom, Japan and Russia.

B. Description of User Groups Supported

The collection supports undergraduate and graduate students and faculty. Changes in user population include increased number of foreign students.

C. New and Expanding Areas of Interest

Student foreign exchange is an expanding area. Less emphasis is placed on the Model UN program.

D. Areas of Established Specialization

Established areas of interest include international studies, Russian culture, Japanese culture, British culture, Hungarian culture, and Belizean culture.

II. TREATMENT OF SUBJECT DEPTH

A. Treatment of Subject Depth

The library will collect materials to support the International Studies Program in the following subject areas at the Basic Information Level, Introductory (2A) and the Basic Study or Instructional Support Level (3A):

SUBJECT SUBDIVISIONS	COLLECTING LEVEL
Belizean Culture	2A
Cross-cultural Studies	3A
Hungarian Culture	2A
International Organizations	3A
International Studies	3A
Japanese Culture	2A
Russian Culture	2A
United Kingdom Culture	2A

B. Specific Delimitations

Formats collected: Maps, microformats, monographs, periodicals, reference tools, and textbooks selectively.

Imprint dates collected: Current materials extensively; 20th century selectively.

Chronological focus: Current and 20th century.

Languages collected: English extensively.

Places of publication: North America selectively.

LIBRARY COLLECTION POLICIES

GIFT POLICY

ODUM LIBRARY

Valdosta State University

Gifts are accepted, with the understanding that the Library may dispose of or add them to the collection at its discretion, and in the same manner as purchased materials. Gifts are given to the Collection Development Librarian who will make the decision to accept or decline the gift (s). The University Librarian will be notified of all gifts to Odum Library and will send formal acknowledgement of gifts to the donor for his or her donation.

As a general rule, gifts will be added to the Collection following the same selection criteria as similar purchased materials. The Library assumes no responsibility for appraisal of gifts, nor will the Library accept gifts under restricted conditions.

When a gift is accepted, it becomes the property of the Library, which will determine whether it is to be added to the Collection or discarded. Bookplates naming the donor are provided for gifts or if the donor wishes to remain anonymous, a nameless bookplate is placed inside of the book designating it as a gift. If a donor wishes to claim a charitable deduction for income tax purposes, the donor is responsible for providing a detailed inventory of the gifts. No member of the Library staff will provide an appraisal. If the donor wishes to make a tax claim, the donor must determine the fair market value.

If the gift is declined, it will be returned to the donor or a designated party or disposed of by the Collection Development Librarian when the decision to decline is made.

PRESERVATION POLICY ODUM LIBRARY VALDOSTA STATE UNIVERSITY

The collections of the Library represent one of VSU's most valuable resources. Therefore, Odum Library is committed to ensuring long term access to its collections. Preservation strategies will include maintaining circulating and general research collections in useable condition, protecting and conserving special collections, archival, and rare materials, reformatting deteriorated materials through a variety of means, including microfilming, digitizing, and building awareness within the community of the fragility and irreplaceable nature of the collection and the care and handling practices for library materials. Our priority is to maximize the life expectancy and utility of the collections by providing for the present and future information needs of VSU.

REFERENCE COLLECTION POLICY STATEMENT ODUM LIBRARY VALDOSTA STATE UNIVERSITY

The subject collection development policies address the selection levels of reference materials. The information provided in this section addresses general reference materials.

Atlas Cases

Only very-large standard, authoritative and class required atlases will be shelved in the atlas cases.

The Times Atlas of the World
National Geographic Atlas of the World
Rand McNally Commercial Atlas and Marketing Guide
The World Atlas of Agriculture

Other Atlases

Only if an atlas is consistent with the subject needs of our reference collection will it be put into the collection. Subject appropriate classification will be applied.

Bibliographies

National bibliographies are a library wide issue. OCLC and the National Union Catalog are presently available. Specialized bibliographies are generally located in the circulating collection. Bibliographies with extensive-coverage or wide-appeal will be located in the reference collection, along with guides to anthologies of often-requested materials (e.g. plays, short stories, criticism, et cetera). These materials should be classed by subject content, if possible.

Binding

Any paperback material that is expected to have a useful life of more than one year should be bound.

College Catalogs

College catalogs are collected on microfiche. The current and previous year will kept in the library. Older sets are sent to the Admissions Office.

College Catalog Collection, by Career Guidance Foundation (microfiche)

Corporate Annual Reports

Students are best served by requesting company annual reports that they are interested in directly from the company and/or researching the company on the internet.

Duplicate Copies

Duplicate copies should be added when anticipated demand will create excessive wear on the item.

***Occupational Outlook Handbook
Peterson's Guide to Four-year Colleges***

Encyclopedias

Five sets of encyclopedias will be housed in reference. They will be updated on a rotating basis, one each year. The older editions will be sent to the circulating stacks. Yearbooks for the last five years will be retained in the Reference Collection, older ones will be sent to the stacks.

***Academic American
Encyclopedia Americana
Britannica
Collier's Encyclopedia
World Book***

Other Encyclopedias

Appropriate subject encyclopedias will be housed in the reference collection by subject class. Updates will be handled by the reference librarians. Foreign language encyclopedias are in the circulating collection.

English Language Dictionaries

A wide variety of regular, etymological, slang, colloquial, and dialect dictionaries and thesauri are a part of the reference collection. Reference will retain one copy of older editions of unabridged dictionaries. Older editions of abridged dictionaries will be discarded. Each floor will house a stand containing one unabridged dictionary, one large print dictionary, five abridged dictionaries (updated periodically) and five thesauri. One unabridged dictionary will be housed at the Reference Desk.

Foreign Language Dictionaries

Dictionaries of foreign languages will be collected if: (1.) The language is taught on this campus; (2.) It is a major language; and (3.) It is in heavy demand by foreign students. A number of recent editions will be maintained in the Reference Collection with older editions being sent to the circulating stacks.

- French
- Japanese
- Spanish
- German
- Russian

Indices and Abstracts

A variety of general periodical, newspaper, and appropriate subject specific indices and abstracts will be maintained. The most useful will be located in the index area next to the Reference Collection. It is not necessary to maintain a subscription to a paper version, if a suitable electronic version is available.

Maps

The Holtzendorf Collection is the only collection of maps in the Reference area.

Ready Reference

The primary purpose of the ready reference collection is to assist the librarian in answering short-answer questions. All decisions about placing materials on ready reference must be balanced against the patron's right to free access. It has a secondary purpose to control access, but the Reserve Desk is preferred for this purpose.

Telephone Books

Odum Library maintains a collection of current telephone books for the South Georgia and North Florida region and major U.S. cities.

REPLACEMENT POLICY

ODUM LIBRARY

VALDOSTA STATE UNIVERSITY

Materials Reported Lost, Stolen, and/or paid Lost or Missing

Materials reported lost and/or paid lost or missing are given to the Collection Development Librarian for the decision on replacement. Consideration will be given to:

- If the title is still in print.
- If a later edition has been published.
- If other titles on the same subject may be more appropriate.

Orders for replacements are given to the Acquisitions Librarian. Statistics are kept on the number of replacement orders.

Damaged Materials

Damaged materials are evaluated for repair or rebinding by the Senior Library Technical Assistant (LTA) in Acquisitions. If the materials are damaged beyond repair or rebinding, the above replacement policy is followed.

SPECIAL COLLECTIONS

COLLECTION DEVELOPMENT POLICY STATEMENT

I. PURPOSE AND PROGRAM DESCRIPTION

A. Library Collection Development Objective

The primary collecting emphasis of Odum Library's Special Collections is information about South Georgia. South Georgia is the region defined by the Georgia Library Consortia on January 22, 1982, as the boundaries lying south of a line running from west to east from the Alabama border along the northern borders of the following counties: Clay, Randolph, Webster, Schely, Sumter, Dooly, Pulaski, Bleckley, Dodge, Telfair, Jeff Davis, Appling, Wayne, Long, and Liberty; and thence running north along the eastern border of Chatham and Effingham counties and east along the northern border of Effingham County, ending at the South Carolina line.

The first copy of all South Georgia materials will be shelved in the closed stack area designated as the **Special Collection**. The second copy of any South Georgia material may be shelved in the General Collection or in Special Collections and will circulate according to regular policies. Two copies of all South Georgia material will be purchased, when available. The Special Collection is primarily a non-circulating collection with the major exceptions being theses and dissertations.

Other areas of collecting include materials dealing with the earliest history of the State, from originals to reprints. Older materials not related to Georgia, but not quite deserving of the designation "rare," which are deemed to have need of the protection afforded by Special Collections location and policies are also included on the basis of item by item decisions.

B. Description of User Groups Supported

The user groups supported include undergraduate students, graduate students, faculty, and anyone outside of the University conducting research on a topic relating to South Georgia.

C. New and Expanding Areas of Interest

Georgia-related works of regional presses such as Snake Nation, Beehive press and others that cover South Georgia will be collected in their entirety, where funds are available. Selected works on border counties of

North Florida are an area of new collecting interest as this area culturally and geographically mirrors South Georgia.

D. Areas of Established Specialization

Areas of established specialization for Odum Libraries Special Collections include county histories, Civil War History, South Georgia, Georgia Political History, Native Americans, and History of Race and Slavery in Georgia, and Georgia Educational History. Other specializations include Valdosta State University publications, including theses and dissertations.

II. TREATMENT OF SUBJECT DEPTH

A. Treatment of Subject Depth

The primary emphasis will be on any and all materials treating some aspect of South Georgia. These materials will be housed in Special Collections (SP COL) on a non-circulating basis. A second copy in Special Collections may circulate. Major exceptions to this guideline are materials dealing with the state’s earliest history. They will also be housed in SP COL, usually on a non-circulating basis. Materials on developments in North Georgia and adjacent states which influenced South Georgia should be collected, but would be better housed in the general collection.

To support the Special Collections, the library will collect materials in the following subject areas at the Comprehensive and Research Levels:

SUBJECT DIVISIONS	COLLECTING LEVEL
Valdosta, GA	5
Georgia--History.	4-5 (Comprehensive for South Georgia; Research Level for Georgia Generally)
Georgia--History--Civil War, 1861-1865.	4
Georgia--History--Sources.	4

B. Specific Delimitations

General: All decisions concerning the inclusion of materials in Special Collections should consider three factors:

1. Reasonable representation of the geographic area
2. Access by library users

3. Relative scarcity of materials, or likely future scarcity of information

Materials that are ambiguous or exceptions to the policies for SP COL will be reviewed by the Archivist, who may consult with a member of the Reference Department, the Collection Development Librarian, and a member of the Cataloging or Acquisitions. As needed, these “consultants” can form an advisory committee for Special Collections Development.

Formats collected: There are no limitations on the types of material collected. If the treatment of the subject matter is juvenile or textbook material the following applies:

1. Juvenile materials will not be a part of the collection.
2. Textbooks at the high school level or above may be considered.

Any format of material relating to South Georgia will be acquired, although most material acquired will be in the form of books. The following guidelines cover the majority of materials considered for the Special Collection:

3. Georgia Geological Survey Materials
Should be in the general collection.

4. Official County Histories

If feasible, two copies should be purchased, one non-circulating copy for SP COL and one circulating copy for the general collection. If there is only one copy, it should be in SP COL, non-circulating.

5. Valdosta State University Theses and Dissertations

These items should be housed in SP COL, but should circulate. A second, non circulating copy is always housed in the Archives Collections.

6. UDC Gifts

These gifts are presented with the understanding that they are to be housed in SP COL, and should never circulate. If the gift duplicates an item already in SP COL, the first copy may be transferred to the general collection, but still may not circulate.

7. Monographs about Georgia

Pamphlet material and other unpublished items should be considered for Archives before being considered for SP COL. The library should acquire both scholarly and popular materials about the entire state of Georgia, but non-circulating status in SP COLL should be limited to South Georgia. For those items placed in SP COL there should, where feasible, be second, circulating copies in the general collection or in Special Collections.

8. Serials about Georgia

Periodicals should be placed with the library's other periodicals. Monographic series should be treated in accord with the policy on monographs.

9. Literary works by Georgia Authors

If a work by a Georgia author is deemed worthy of purchase, two copies should be acquired, one for SP COL and one for the general collection.

10. Works about Georgia Authors

If a work about a Georgia author is deemed worthy of purchase, two copies should be acquired, one for SP COL and one for the general collection.

Works of other kinds by Georgia authors, including Valdosta State University Faculty

Generally, works of other kinds by Georgia authors, including VSU faculty should be included in SP COL only if they meet the geographic criteria of treating some aspect of South Georgia, although exceptions may be made.

11. Church Histories

Histories of churches from South Georgia should be housed in SP COL as non-circulating items. Material about churches in other areas should be judged for inclusion in the general collection on their literary and historical merits.

12. Old/Valuable/Limited Editions

These items should be examined to determine whether **RARE** might be a more appropriate designation. Special Collections may

occasionally be an appropriate home for older materials deemed especially vulnerable though not officially rare. Some less valuable older materials may be located in the general collection.

Imprint dates collected: Both current and retrospective purchases will be made. Reprints will be purchased when original editions are prohibitively expensive or unavailable for either the first or second copy.

Chronological focus: While there will be no chronological limits, emphasis will be on 18th, 19th, 20th, and 21st centuries.

Languages collected: English will be the primary language of the collection. Works in Spanish and French will be considered if they are not available in translations.

Places of publication: We will prioritize materials published in South Georgia and then Georgia. However we will consider materials published anywhere as long as it meets our collection criteria.

WEEDING POLICY

STATEMENT OF PURPOSE

Odum Library attempts to provide easy access to its materials. Our collections are selected with care and are maintained with similar consideration. Weeding, or the removal of materials from the collection, is an integral and ongoing aspect of collection management. It is the responsibility of the Librarians to monitor and weed the collection. The following general criteria are used for weeding.

- Material in poor physical condition
- Outdated material
- Material superseded by newer or revised editions
- Unnecessary duplicate materials

Factors which influence the selection of library materials also apply to the weeding of the collection.

GENERAL CRITERIA

1. Usage/Age Criteria

- Frequency of Use or Potential Use
- In-house Use
- Interlibrary Loan Requests
- Age
- Content is out of Date and is No Longer Accurate or Informative

2. Value/Quality Criteria

- Subject Matter
- Historical Importance
- Cost
- Availability of Other Materials in the Field
- Physical Appearance/Condition Relative to Other Factors of Importance
- Individual Monograph Titles are Judged of Value/Quality by Appearance on Standard Lists or By Opinion of a Specialist or Group of Specialists.

3. Deteriorating Materials Criteria

- Worn or Damaged
- Aged or Dirty
- Superseded or Newer Editions Purchased
- Duplicated

Reference Collection Weeding

Reference collection weeding does not mean that all weeded items are discarded; but rather many will be relocated to the circulating collection.

Audiovisual Collection Weeding

Audiovisual collection weeding is based on the evolving curriculum needs and the aging of materials and equipment.

Journal Collection Weeding

Decisions to weed journal titles may be taken when:

- There are only a few volumes or issues of a title.
- The journal publication has been discontinued.
- The journal no longer shows value to the institution's mission.

Regent's Academic Committee on Libraries

Cooperative collection development for the University System of Georgia encourages the preservation and retention of materials that are unique; therefore, weeded titles may be:

- Checked against the University System of Georgia Library Holdings
- Offered to the University of Georgia Libraries when no other library in the University System of Georgia owns a copy.

