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VSU

MASTER OF LIBRARY & INFORMATION SCIENCE

MLIS 7400 Collection Management

Syllabus?Fall 2007

Three Credit Hours

Professor

Ravonne Green, Ph. D.

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Course Description: Prerequisite or Co requisite: This course provides the principles and processes for building and maintaining library and information center collections. This course emphasizes the identification, evaluation, selection, acquisition, and preservation of materials in all formats. All types of libraries, the needs of diverse patrons, and legal and ethical issues are considered.

Course Objectives

At the conclusion of the course, the student will be able to:

1. Apply principles of collection development in any type of library or information center.
2. Conduct a needs assessment that can effectively inform a collection development process.
3. Contribute to the identification, evaluation, selection, acquisition, and preservation of materials in all formats.
4. Formulate and implement collection development practices that meet the needs of diverse patrons.
5. Create and implement an effective deselection policy.
6. Incorporate knowledge of legal and ethical issues into collection.
7. Identify and use relevant documentation and tools.

Required Text

Evans, G. Edward. *Developing Library & Information Center Collections*. 5th ed.

Englewood, CO: Libraries Unlimited, 2005. There is an excellent supplementary website for this text that may be found at <http://www.lu.com/getpage.cfm?file=textbook2.html&userid=93664438>

Supplemental readings are found on this site. There are listservs for each Chapter as indicated on the website. Participating on collection development listservs will help you to gain a professional perspective on each of the topics in the text.

Recommended Texts & Resources

Bertot, J. & Davis, D. (2004). *Planning and Evaluating Library Networked Services and Resources*. Westport, CT: Libraries Unlimited.

Black, S. (2006). *Serials in Libraries: Issues and Practices*. Englewood, CO: Libraries Unlimited.

Conger, J. (2004). *Collaborative Electronic Resource Management: From Acquisitions to Assessment*. Westport, CT: Libraries Unlimited.

Drott's Random Sampler <http://drott.cis.drexel.edu/sample/>

Free download

Greiner, T. & Cooper, B. (2007). *Analyzing Library Collection Use with Excel*. Chicago, ALA.

Hughes-Hassell, S. & Mancall, J. (2005). *Collection Management for Youth: Responding to the Needs of Learners*. Chicago, ALA.

This is a great source for school media specialists.

Kovacs, Diane K. and Robinson, Kara L. (2004). *The Kovacs Guide to Electronic Library Collection Development: Essential Core Subject Collections, Selection Criteria, and Guidelines*. New York, NY: Neal-Schuman.

Attendance

This is a Web-delivered course, with no required face-to-face meetings and no required synchronous online times. Class participation is expected each week.

Requirements

Weekly Discussions (total of 5 posts (groups), (see below)	25%
Collection Development Policy Manual (Critique)	25%
Collection Development Policy Manual or article	45%

Weekly Discussions:

Specific discussion topics are assigned for some weeks. You are required to submit a discussion post on five weeks of your choice. If you are working on the Collection Policy Manual individually, you will need to either complete all discussion postings or write the article. You do not need to comment on other classmate's discussion posts. It is fine to do so if you would like to clarify a point or have additional information that would be useful to the class. Discussions should demonstrate a thorough understanding of text material. Relating the text to your experience is most helpful to the class if you are a practicing professional.

Entries on the discussion board should demonstrate that you can respond to literature utilizing the various critical approaches that we will be studying this semester. The discussion board will allow you to learn from (and respond to) others, demonstrating that you can function as part of the academic community. Your responses will also help you prepare for the other written assignments. These responses should be relatively short (100 words or so, depending on the assignment) and specifically respond to the weekly discussion topic (and to the other posted responses). They should be submitted by the end of the week that the assignment is due.

INSTRUCTIONS FOR POSTING:

- (1) on the course homepage, click on the "Discussions" icon
- (2) click on the Discussion Board for the week (1, 2, 3, etc.)
- (3) either create a message (if you are the first) or respond to the last posted message.

One warning: WebCT Vista times out after 15 minutes, so it might be wise to prepare your response off-line in Microsoft Word and then cut and paste it into the discussion board. Remember that others may have responded to the question before you have; therefore, you will also need to read their responses and relate yours to the general thread of the conversation.

Evaluation:

Your posts should indicate

- (a) that you have carefully and critically read the text (s);
- (b) that you have made a good faith effort to respond to the topic, including using pertinent examples;
- (c) that you have responded to the topic or to your classmates' observations;
- (d) that your work is original (you may quote from other sources especially the primary text(s) giving appropriate acknowledgement;
- (f) that your responses use standard grammar and punctuation and refrain from flaming, vulgarity, profanity or obscenity.

Point totals will appear in the WebCT gradebook.

Collection Development Policy Manual (Critique)

See the Collection Development Policy Matrix for completing the critique. Your task is to select one policy and create a chart:

1. **Describe** the major strengths and weaknesses of the policy;
2. **Suggest** additions and/or deletions that should be made to the policy statement to bring it into line with the ALA Guidelines. See Evans, Hughes-Hassell/Mancall and other sources.
- ? You must create a chart, and must not use an essay format
- ? You must support your analysis with endnotes or references in the chart to the required course readings
- ? Your paper must not be longer than three pages, and should be double-spaced and must use readable type (11

or 12 point).

- ? Be sure to indicate the title of the policy you are critiquing!
- ? Submit your assignment via the [View/Complete Assignment:??](#) link in the Assignments section of Blackboard.

Collection Development Policy Manual See Collection Evaluation Matrix.

The Collection Development Policy Manual assignment will be an ongoing assignment. The policy manual should include policies for each section that is listed on the Collection Management Evaluation Matrix. You may either work individually or in pairs or groups for this assignment. Each person in the group should work on a section or sections. Everyone in the group should be responsible for reviewing the section that is submitted each week. For example, if one person volunteers to do the Print & Electronic Serials section; that person will complete their work by Week 5. They will submit their work to all of the group members for review. The group will suggest revisions and then that chapter will be submitted to the Discussion Board. Use the matrix from Week 1 and the Evans book as a guide. You may also use the other collection policies that are listed in the book or at the end of the syllabus. You will turn in the completed project by the end of Week 13 to the Assignment drop box and to the Discussion Board. You will send your project to another group or individual for review. You will return the Group Project and Presentation Rubrics by Week 14.

The Collection Management Evaluation Matrix provides specific categories that are to be included in the collection policy. The purpose of the matrix is to assess how well each group has completed the tasks identified in the Collection Management Evaluation Matrix. The **matrix** should be completed by the individual or group that is assessing your project. It should be returned to the group and to the professor.

Reflection Papers & Course Evaluations. You will write a brief 2 pages or less paper discussing your reflections on this course. You can mention the key things that you have learned and strengths of the course along with any suggestions for improvement for future courses. The course evaluations will be available the last week of class. Your name will appear in my Gradebook indicating that you have completed the assignment. I do not receive the evaluations. Someone in the MLIS office will summarize the comments and return them to me.

Grading

All assignments are due by Friday night of the week that is indicated unless other arrangements have been made with the professor. One percent per day will be assessed for assignments that are late. If there is a problem with an assignment that is submitted, it will be returned to you for appropriate corrections until you have earned an A. Get a calendar and write down when all assignments are due for each week or maintain an electronic version. Week one begins with August 13. Do not post assignments early or late without permission. If someone has posted early or late, you do not need to email me and ask what week we are in, you have your calendar.

90-100	A
80-90	B
70-80	C
60-70	D
50-60	F

Incompletes are assigned only in rare cases. Requests for an incomplete may be subject to MLIS department review.

Technical Requirements

All Independent Searches and Projects must be submitted using a program compatible with the VSU supported products. MS Word is the preferred document format.

To view assigned online tutorials, you will need the Adobe Acrobat Reader, the Flash viewer, and the PowerPoint Viewer (if you have PowerPoint, you have the Viewer already). Free downloads are available.

Distance Learning Support

A VSU reference librarian, Ms. Shiloh Smith, is responsible for coordinating library services for off-campus VSU students. She may be reached by email at shismith@valdosta.edu or by phone at 229-245-3515. An online guide for distance education students is on the Odum Library Web site at <http://books.valdosta.edu/dist/dmain.html>. A brochure for off-campus students provides valuable links to the reference desk and to the library's rather new reference chat service.

Academic Dishonesty

The VSU expects that graduate students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. Specific regulations related to student conduct and behavior is contained in the *Student Handbook*, *Student Code of Ethics*.

Special Needs Statement

The VSU is an equal opportunity educational institution. It is not the intent of our institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as the Title IX section 504 of the Rehabilitation Act of 1973. Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Students must register with the Special Services Program.

Course Calendar

Collection Development: The Questions/The Process (Week 1)

Introduction to the course

Background for understanding collection development & management

Collection development process

Essential or Guiding Questions:

What are the basic issues/concerns in collection development?

What questions should be addressed in examining collection development models?

You may respond to these questions on the discussion board.

Readings

Evans, G. Edward. Developing Library and Information Center Collections. ?Information Age-Information Society,? pp. 1-19. ?Information Needs Assessment,? pp. 20-48.

Due:

1. You have the option of working individually, in pairs, or in groups for any of the assignments in this course. You will need to post a message indicating that you would like to have a partner or a group if you do not want to work individually. You should state your preference for school, academic, or public library folks to join your group. Let me know by the end of the second week if you have set up a group and the group members in your group.

2. Reading Reflection Form

Collection Development Policies

Collection development is a cyclical process. It is the basis for fulfilling a library's purpose and mission. Collection development helps the library to meet community needs and to provide open access to information.

Collection development policies are the basis for maintaining and building a library's collection. The elements tend to be the same in any library.

Objectives: You will be able to define each of the steps in the collection development process, and how intellectual freedom plays a part in the process.

The Foundation for the Collection/Written Policies (Week 2)

Essential or Guiding Question:

1. What role does policy play in the collection development/management process?

Readings

Evans, G. Edward. Developing Library and Information Center Collections. ?Collection Development Policies,? pp. 49-68.

Acqweb's Directory of Collection Development Policies on the Web. 2001.

http://www.acqweb.org/cd_policy.html

Scan the library titles on this directory

Read one of the three policies below or another policy from the Acqweb Directory listed above for analysis in Assignment #1 (Policy Critique). Your critique should include the elements of collection development covered in your readings. You will use these same elements in developing your selection and weeding policies.

-Bettendorf Public Library

<http://www.bettendorflibrary.com/policies/collect.htm>

-Babson College: Horn Library

http://www3.babson.edu/Library/research/collection_development_policy.cfm

-Urban School of San Francisco: Herbst Library

<http://inside.urbanschool.org/library/Pages/colldev.html>

You may use the policy at the library where you work, the list at the end of the syllabus, examples in the text or from the internet. This exercise will prepare you to write your own collection development policy manual. Submit your critique to the Discussion Board.

These links from the ALA website will be useful to you.

<http://www.ala.org/ala/rusa/rusaourassoc/rusasections/codes/codessection/codescomm/colldevpolicies/coreelements/core.htm>

<http://www.ala.org/ala/rusa/rusaourassoc/rusasections/codes/codessection/codescomm/colldevpolicies/collectiondevelopment.h>

Due: 1. Reading Reflection Form 2. Begin work on Policy Critique

Selecting Materials/Basic Tools and Criteria for Selection (Week 3)

Essential or Guiding Questions:

1. How can policy drive selection decisions?
2. What challenges exist for the selection process?
3. Who & what control the selection of materials for libraries and information centers?
4. What types of tools exist to inform the selector?

Readings

Evans, G. Edward. Developing Library and Information Center Collections.

?Selection Process in Practice? pp. 69-98

?Audiovisual Materials? pp. 202-228

?Serials-Print and Electronic? pp. 120-152

UC Berkeley. "Critical Evaluation of Resources."
<http://www.lib.berkeley.edu/TeachingLib/Guides/Evaluation.html>

Booklist. 2002. <http://www.ala.org/booklist/>

Additional print resources for selectors:

American Library Association. Booklist Publications. Purchasing an Encyclopedia: 12 Points to Consider. Chicago: ALA, 1996.

Katz, Bill and Linda S. Katz, eds. Magazines for Libraries. 10th ed. New York: Bowker, 2000.

Due: 1. Policy Critique

Discussion: Critically evaluate a collection development policy this week.

Selecting Electronic Materials and Pathways (Week 4)

Electronic materials come in other forms than serials. Each has some distinguishing differences from its print counterpart.

Objectives: You will recognize the issues involved in selecting and acquiring electronic resources.

This link from the ALA website will be extremely useful.

<http://www.ala.org/ala/rusa/rusaourassoc/rusasections/codes/codessection/codescomm/colldevpolicies/collectiondevelopment.h>

Essential or Guiding Question:

What current factors are changing the selection arena?

Readings

Brandeis University Libraries. "Criteria for Selecting Electronic Resources in the Brandeis University Libraries. 2001. <http://library.brandeis.edu/collmgt/mission.html>

Evans, G. Edward. Developing Library and Information Center Collections. "Special E-Serials Selection Issues" pp. 124-130; "Other Electronic Materials" pp. 153-179.

Internet Library for Librarians. "Acquisitions, Serials, and Collection Development: Licensing Electronic Resources." http://www.itcompany.com/inforetriever/acq_eres.htm

The Kovacs Guide to Electronic Library Collection Development. Chapters 1-3.

Due: 1. Reading Reflection Form

Print and Electronic Serials (Week 5)

Electronic serials add another dimension to serials collection along with special issues concerned with licensing of electronic media.

Objectives: You will be able to explain the different selection models used in the selection of print based serials.

You will recognize the different categories of electronic serials and what each has to offer.

Readings: Evans Chapter 6.

A-V Materials, Government Documents & Resource Sharing (Week 6)

Formats other than traditional print play an important role in the level of information provided to the community.

Government information is important because it addresses almost every topic/subject area and there is so much of it. The United States Government Printing Office (GPO) is the world's largest publisher.

With the amount of material being published it is not possible for libraries to collect everything that could benefit their community's needs. Many libraries collaborate in order to extend their resources.

Objectives: You will be able to evaluate audio/visual materials base on selection criteria unique to these materials.

You will be able to explain the advantages and disadvantages of a cooperative collection development partnership.

You will be able to select types of government information (or points of access to them) that fit into your collection development policy and recognize issues in adding them to your collection.

Readings: Evans Chapters 8, 9 and 15.

Allocating the Library Materials Budget (Week 7)

The selection process involves decisions about who will select materials, how materials will be selected, and what sort of materials will be selected.

In order to obtain the materials selected fiscal management involves controlling expenditures and securing funding.

Objectives: You will be able to identify the tools and criteria used for selection.

You will be able to recognize the process of fund accounting and approaches used to manage acquisitions.

You will be able to explain the steps involved in the acquisition process.

Review the ACRL Standards for Academic Libraries: Resources

<http://www.acrl.org/ala/acrl/acrlstandards/ulsundergraduate.htm>

Essential or Guiding Questions

1. What types of budgets exist?
2. How are funds allocated?
3. What is affecting the process?

Readings

Evans, G. Edward. Developing Library and Information Center Collections. "Fiscal Management" pp. 277-294. Supplemental Evans readings: Readings: Chapters 4, 10-12.

Montgomery, Carol Hansen, and Donald W. King. "Comparing Library and User Related Costs of Print and Electronic Journal Collections." D-Lib Magazine. Vol. 8, No. 10 (Oct 2002):1-16

<http://www.dlib.org/dlib/october02/montgomery10montgomery.html>

*Shreeves, Edward, ed. Guide to Budget Allocation for Information Resources, pp. 1-15.

Due: nothing due this week; concentrate on your Selection of Resources project.

Examining and Evaluating Patterns of Materials Use (Week 8)

Essential or Guiding Questions

1. How can we examine patterns of materials use?
2. How do we profile the information-seeking behaviors of clients?
3. What are the reasons to evaluate a collection?
4. What are basic evaluation methods?

Readings

Arizona State Library. "Collection Assessment." <http://www.dlapr.lib.az.us/cdt/collass.htm>

Drott, M. Carl. Dr. Drott's Random Sampler. <http://drott.cis.drexel.edu/sample/>

Evans, G. Edward. Developing Library and Information Center Collections. "Evaluation" pp.314-338.

*Frame, Barbara. "The Citation Maze: A Beginner's Guide." Library Resources and Technical Services Vol. 40, no. 4 (Oct. 1996): 370-374.

Due: 1. Reading Reflection Form

Ethical & Legal Issues (Week 9)

Along with censorship and intellectual freedom, copyright is another pressing legal issue relating to collection development.

Objectives: You will be able to differentiate the difference between copyright myths and fact.

Readings: Evans Chapters 17 and 18

Read the following ALA policies on ethics:

American Library Association. "Code of Ethics."

<http://www.ala.org/alaorg/oif/codeofethics.pdf>

Association for Library Collections & Technical Services. Acquisitions Section. "Statement on Principles and Standards of Acquisitions Practice."

<http://www.ala.org/alcts/publications/ethics/aesthetics.html>

"Guidelines for ALCTS Members to Supplement the American Library Association Code of Ethics."

<http://www.ala.org/alcts/publications/ethics/ethics.html>

Collection Evaluation (Week 10)

Collection evaluations are performed for a number of reasons. The evaluation process is used to assess the relevancy of the collection development policy and how well it is being executed. Any time you prepare a report for an accreditation or certification group, you will be expected to provide a collection evaluation of either some part of the collection or the entire collection.

Objectives: You will be able to define the different types of evaluation methods.

Essential or Guiding Question:

1. How can we collect information to test the subject strength of a collection area?

Readings

Evans Chapter 14

Hirsh, Sandra G. ?Collection Assessment; Assessment Framework, Part 2: Brief Tests.?

In Collection Development Training for Arizona Public Libraries. Brief Tests Available at

<http://www.lib.az.us/text/cdt/collass.htm>

*White, Howard D. (1988) ?Evaluating Subject Collections.? Annual Review of OCLC Research July 1987-June 1988. Dublin, OH: OCLC, pp. 46-48.

Due: 1. Reading Reflection Form

Collection Evaluation (Week 11)

Collection evaluations are performed for a number of reasons. The evaluation process is used to assess the relevancy of the collection development policy and how well it is being executed. Any time you prepare a report for an accreditation or certification group, you will be expected to provide a collection evaluation of either some part of the collection or the entire collection.

Objectives: You will be able to define the different types of evaluation methods.

Essential or Guiding Question:

1. How can we collect information to test the subject strength of a collection area?

Readings

Evans Chapter 14

Hirsh, Sandra G. ?Collection Assessment; Assessment Framework, Part 2: Brief Tests.?

In Collection Development Training for Arizona Public Libraries. Brief Tests Available at

<http://www.lib.az.us/text/cdt/collass.htm>

*White, Howard D. (1988) ?Evaluating Subject Collections.? Annual Review of OCLC Research July 1987-June 1988. Dublin, OH: OCLC, pp. 46-48.

Due: 1. Reading Reflection Form

Collection Assessment Exercise (Week 12)

Assignment: You will not be expected to complete a collection assessment for this course. I have included a collection evaluation questionnaire that may be useful to you in the future. I am including two links for collection analysis tools. I would like for you to go to each of these sites and compare these tools. Discuss their differences and similarities and why you would select one of these tools or another product for your library.

This week I would like for you to go to <http://www.oclc.org/collectionanalysis/> and read the information about the OCLC Collection Analysis tool. Then go to http://www.oclc.org/collectionanalysis/online_demo.htm and complete the tutorial. Also go to <http://www.libraryjournal.com/article/CA6311664.html> You will see a heading about half way down the page that says, ?Click here to use tool.? You can get a 30-day free trial. This can be a group activity. There are other collection analyses tools that you might also wish to explore. For your collection evaluation section, describe the process that your group would follow in conducting a collection evaluation. You will need to include the tool or tools that you would use, the preliminary questions that you would ask, and how you will use the data that you collect.

It is also possible to do an in-house analysis using Excel. See Greiner, T. & Cooper, B. (2007). *Analyzing Library Collection Use with Excel*. Chicago, ALA.

Discussion: Discuss the collection analysis tools that you have used and the benefits and problems with each of these.

Deselection, Preservation & Conservation (Week 13)

To complete the collection development cycle, items must be removed from the collection when they no longer fill the needs of the community or fall within the elements of the collection development policy.

The process of collection management involves several functions including conservation and preservation. With the rising cost of materials and dwindling budgets, materials must be taken care of to be sure they stay a viable part of the collection.

Objectives: You will be able to describe the role of deselection and criteria used in the process.

You will be able to identify which conditions can be harmful to materials and locate resources for their preservation.

Readings: Evans Chapters 13 and 16.

Essential or Guiding Questions:

1. What is weeding?
2. What are the barriers to weeding?
3. What methodologies can be applied to the weeding process?

*Boon, Belinda. *The CREW Method: Expanded Guidelines for Collection Evaluation and Weeding for Small and Medium-Sized Public Libraries*. Rev. ed. Austin, TX: Texas State Library, 1995.

*Clark, Lenore, ed. *Guide to Review of Library Collections*. Chicago, 1991. pp. 1-22.

Evans, G. Edward. *Developing Library and Information Center Collections*. "Deselection" pp. 295-313.

Drott, M. Carl. Dr. Drott's Random Sampler. <http://drott.cis.drexel.edu/sample/>

Due: 1. Reading Reflection Form

2. Selection of Resources Project and Weeding Plan

Group Project & Presentation Rubrics Due (Week 14)

Course Evaluation & Reflection Paper Due (Week 15)

Collection Development Issues Article (optional assignment)

If your library has recently completed a collection policy and you feel confident about this process, you may select the article assignment instead. You may write an article for submission on a topic of your choice to either *The Acquisitions Librarian* or *Collection Management*. You can get sample copies of these journals through Haworth Press. The email address for requesting sample copies is orders@HaworthPress.com. Make sure to follow the submission guidelines that are given in either journal. You may work on this assignment with your group or with another person. You may work on this assignment with someone outside the class. I will provide you with feedback at any stage, including the final draft and will help you with the proposal. The cover page should include your name, address, email address, and phone number.

Resources:

American Library Association. Association for Library Collections & Technical Services. Resources Section. Collection Management and Development Committee. Subcommittee on Budget Allocation. [Guide to budget allocation for information resources](#). Chicago: American Library Association, 1991.

American Library Association. Association for Library Collections & Technical Services. Collection Management and Development Section. Subcommittee on Guide to Cooperative Collection Development. [Guide to cooperative collection development](#). Chicago: American Library Association, 1994.

American Library Association. Resources and Technical Services Division. Collection Management and Development Committee. [Guide for writing a bibliographer's manual](#). Chicago: The Association, 1987.

American Library Association. Resources and Technical Services Division. Resources Section. Collection Management and Development Committee. Subcommittee on Guidelines for Collection Development. [Guide to the evaluation of library collections](#). Chicago: American Library Association, 1989.

American Library Association. Subcommittee on Guide for Training Collection Development Librarians. [Guide for training collection development librarians](#). Chicago: American Library Association, 1996.

American Library Association. Subcommittee to Revise the Guide for Written Collection Policy Statements. [Guide for written collection policy statements](#). 2nd ed. Chicago, Ill.: American Library Association, 1996.

Baker, Sharon and Wallace, Karen. [The Responsive Public Library: How to Develop and Market a Winning Collection](#). 2nd ed. Englewood, CO: Libraries Unlimited, 2002.

Biblarz, Dora, Stephen Bosch, and Chris Sugnet. [Guide to Library User Needs Assessment for Integrated Information Resource Management and Collection Development](#). Lanham, Maryland: Scarecrow Press, 2001.

Curtis, Donnelyn, Scheschy, Virginia M., & Tarango, Adolfo R. [Developing and managing electronic journal collections](#). New York: Neal-Schuman, 2000.

Futas, Elizabeth, ed. [Collection Development Policies and Procedures](#), 3rd ed. Phoenix: Oryx Press, 1995.

- Gabriel, Michael R. Collection Development and Collection Evaluation: A Sourcebook. Metuchen, N.J.: Scarecrow Press, 1995.
- Gorman, G.E. and Miller, Ruth H., eds. Collection Management for the 21st Century: A Handbook for Librarians. Westport, Conn.: Greenwood Press, 1997.
- Guide to library user needs assessment for integrated information resource management and collection development. Ed. Dora Biblarz, Stephen Bosch, Chris Sugnet. Lanham, MD: Scarecrow Press, 2001.
- Guide to the management of the information resources budget. Ed. Lisa German [et. al.]. Lanham, MD: Scarecrow Press, 2001.
- Hughes-Hassell, S. Collection management for youth: Responding to the needs of learners. Chicago: ALA, 2005.
- Johnson, Peggy. Fundamentals of collection development and management. Chicago: ALA, 2003.
- Kovacs, Diane & Robinson, Kara. The Kovacs guide to electronic library collection development: Essential core subject collections, selection criteria, & guidelines. New York, NY: Neal-Schuman, 2004.
- Lambert, Dennis K., et al. Guide to the review of library collections: preservation, storage, and withdrawal. 2nd ed. Chicago: Association for Library Collections & Technical Services; Lanham, MD: Published in cooperation with Scarecrow Press, 2002.
- Lee, Stuart. Electronic collection development: A practical guide. New York, NY: Neal-Schuman, 2002.
- Nelson, William & Fernekes, Robert. Standards and Assessment for Academic Libraries: A Workbook. Chicago: ACRL, 2002.
- Slote, Stanley J. Weeding Library Collections: Library Weeding Methods. 4th ed. Englewood, CO: Libraries Unlimited, 1997.
- Wilkinson, Frances C. & Lewis, Linda K. The Complete Guide to Acquisitions Management. Englewood, CO: Libraries Unlimited, 2003.

Selected Specialized Journals:

One of the best resources for you is the Emerald link. There are a wealth of resources on this site that are free for LIS students.? Check out the LIS link on the right o

<http://www.emeraldinsight.com/info/librarians/index.jsp>

Here are some other collection management journals that you should scan on a regular basis to keep up-to-date in this field.

Acquisitions Librarian

Collection Management

Library Acquisitions: Practice & Theory (LAPT)

Library Resources & Technical Services (LRTS)

Collection Development Listservs:

Note discussion listservs that are listed at the end of each chapter. The following Library of Congress listserv will also be useful.

<http://www.loc.gov/acq/colldev/handbook.html>

Collection Development Websites:

<http://acqweb.library.vanderbilt.edu/>

<http://www.publishers.org/press/releases.cfm?PressReleaseArticleID=120>

<http://www.bowker.com/bowkerweb/>

<http://www.epcc.edu/vvlib/collection.htm>

<http://www.lscclcc.fl.us/library/coldev.htm#PUR>

<http://library.nyu.edu/collections/policies/educatio.html>

<http://www.library.dal.ca/killam/collections/policy.htm>

<http://oldweb.uwp.edu/information.services/library/about/colldev2.htm>

<http://www.oclc.org/research/projects/mi/default.htm>

<http://library.vassar.edu/cmr/departments/index.html>

<http://www.lib.ipfw.edu/682.0.html>

<http://lcweb.loc.gov/catdir/cpsolcco/lcco.html>

<http://lcweb.loc.gov/acq/devpol/cpsstate.html>

<http://oldweb.uwp.edu/information.services/library/best/>

<http://www.library.cornell.edu/colldev/cdhome1.html>

<http://www.lib.az.us/cdt/colldev.htm>

<http://www.ala.org/ala/rusa/rusaourassoc/rusasections/codes/codessection/codescomm/colldevpolicies/collectiondevelopment.h>

(See Collection Development Policies link on the left)

<http://www.ala.org/ala/rusa/rusaourassoc/rusasections/codes/codessection/codescomm/colldevpolicies/collectiondevelopment.h>

* Optional Readings