Instructor

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Course Description: Prerequisite or Corequisite: MLIS 7000 or instructor consent. 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 Rationale: This course will provide students with opportunities to explore traditional collection development theory by exposure to text readings and other readings. Students will explore current trends via websites and collection development listservs. Students will triangulate both theory and current trends in critiquing their collection development policies and evaluating their collections.

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.

Course Assignments
Subscribe to key discussion lists as indicated for each week.
Participate in weekly discussions.
Evaluate a library collection development policy.
Collection Analysis - Compare two library collections (public or academic) Refer to Chapter 14 in the text.

Required Text
Evans, G. Edward. *Developing Library & Information Center Collections,* 5th ed.
Englewood, CO: Libraries Unlimited, 2000. Also available through GALILEO on
      netLibrary at http://www.netlibrary.com/ 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. Also, you should join the listserv
for each chapter as indicated on the website to gain a professional perspective on
each of the topics in the text. The websites are listed on the course CD-ROM and
at the end of some chapters.

Optional Texts (We will not have any assignments from these texts. The Baker
& Wallace text will be particularly useful for public librarians.)

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.
Johnson, Peggy. *Fundamentals of Collection Development & Management.*
      Chicago: ALA, 2004.
Lee, Stuart. Electronic Collection Development: A Practical Guide. NY: Neal-
Schuman, 2002.

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	25%
Policy/Selection Project	25%
Comparative Collection Assessment	45%
Course Evaluation	5%

Deliverables in Detail:
Project 1- Final Reflection Due Week 14-Critique a collection development
policy. You will review each area of a collection development policy using the
chapters in your text. You will review and discuss one section per week as we are
discussing that topic. You will write a brief reflection paper on how your
collection development policy should be improved based on your weekly
critiques. 25%
Project 2- Due Week 11 Comparative Collection Assessment. You will compare
at least two similar library collections using either the OCLC WorldCat Collection
Analysis tool or a similar tool. (http://www.oclc.org/collectionanalysis/) There is
an online tutorial. It is best to work in groups for this project. You will compare at

least three areas of the collection of the two libraries noting significant problems, differences and similarities. Refer to Chapter 14 in the text. 45%

Weekly Discussions- Everyone will be expected to participate in class discussions each week. One percent per week will be deducted from the final participation grade for failure to participate. For example, if you do not participate in discussions for weeks 3 and 7, two percent will be deducted from your participation grade. You should not submit assignments late. You are expected to complete all of the assignments for each week. ½% percent per week will be deducted from the final participation grade for each assignment that has not been posted to the listserv. For example, if you do not read your article for the week but complete the other assignments, 1/2% will be deducted from your participation grade.

Course Evaluation-Complete the course evaluation form. 5%

Grading
All assignments are due by Sunday 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. Individual grades will not be posted until the end of the semester. If assignments are posted on time, I will let you know if there are problems and will give you any necessary advice and the opportunity to make corrections. If you complete all of your work on time, you should be very happy with your final grade. Let me know if there is a legitimate reason for posting a late assignment. I will try to work with you within a reasonable timeframe (generally, no more than one week late).

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 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 download URLs will be listed in your course notes.

The university's Information Technology department provides step-by-step guides on how to use VSU's email and other sources. The IT Help Desk is at http://www.valdosta.edu/helpdesk/guides/ and their phone hot line is 220-245-4357.

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 229-245-3717. 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
"Valdosta State University 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
Valdosta State University 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 in Nevins Hall, Room 2164, 229-245-2498.

Course Calendar

Note: Read only the material for each chapter for the type of library where you are employed or plan to work. For example, if you are working in an academic library, you do not need to read materials for public, special or school libraries.

Information Age-Information Society (Week 1)

Read Chapter 1 and discuss at least one of the six statements about the philosophical foundations of collection development (pages 15-16).

Further Reading Section: Read and discuss at least one of these articles on the course listserv.

Discussion: Discuss the thread for this week on the Colldv-L listserv. mailto:listproc@usc.edu To subscribe, send the following message: Subscribe Colldv-L Your-First-Name Your-Last-Name

Information Needs Assessment (Week 2)

Determining the needs of the service community by conducting a needs assessment is the basis for any solid collection development policy.

Objectives: You will be able to explain how the data collected in a needs assessment can be used in collection development.

Read Chapter 2 and discuss at least one of the issues for your type of library listed in this chapter. (Pages 42-45).

Further Reading Section: Read and discuss at least one of these articles or an article about needs assessment on the course listserv.

Discussion: Discuss the thread for this week on the Colldv-L listserv or another listserv or website for this chapter.

Collection Development Policies (Week 3)

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 demonstrate knowledge of the elements of an effective collection development policy.

Read Chapter 3 and discuss at least one of the elements of a collection development policy listed in this chapter.

Further Reading Section: Read and discuss at least one of these articles on the course listserv.

Discussion: Discuss the thread for this week on the Colldv-L listserv or another listserv or website for this chapter.

Choose a collection development policy to critique.

Selection Process in Practice & Producers of Information Materials (Week 4)

The selection process uses the collection development policy as a basis for the selection of materials to add to and maintain the collection. Distributors and vendors can be great allies in helping the acquisitions staff locate the materials selected.

Objectives: You will be able to identify the tools and criteria used in the selection process. You will be able to define the roles of vendors and jobbers in the acquisition process.

Read Chapters 4 and 5 and discuss the selection process and selection tools for your type of library.

Further Reading Section: Read and discuss at least one of these articles on the course listserv.

Discussion: Discuss the thread for this week on the Colldv-L listserv or another listserv or website for this chapter.

Critique: Critique the Selection section of your Collection Development Policy this week. What sources does your library or a library with which you are familiar use for selection? Who participates in the selection process? What vendors and distributors does your library use and why?

Serials-Print & Electronic (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 and electronic serials.

Read Chapter 6 and discuss the different selection models.

Further Reading Section: Read and discuss at least one of these articles on the course listserv.

Discussion: Discuss the thread for this week on the Colldv-L listserv or another listserv or website for this chapter.

Critique: Critique the Serials section of your Collection Development Policy.

Other Electronic Materials (Week 6)

Objectives: You will develop an awareness of electronic materials for different areas of the collection. You will learn about the selection issues connected with electronic materials.

Read Chapter 7 and discuss the different selection issues.

Further Reading Section: Read and discuss at least one of these articles on the course listserv.

Discussion: Discuss the thread for this week on the Colldv-L listserv or another listserv or website for this chapter.

Critique: Critique the Electronic Materials section of your Collection Development Policy this week. If your library does not have an Electronic Materials section, mention some of the issues that should be included when a policy is developed.

Government Documents and Audiovisual Materials (Week 7)

Formats other than the traditional print or paper 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.

Objectives: You will develop an awareness of government document and A-V resources. 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.

Read Chapters 8 and 9.

Discussion: Discuss the thread for this week on the Colldv-L listserv or another listserv or website for this chapter.

Critique: Critique the government document and A-V policies of your Collection Development policy this week.

Acquisitions, Distributors and Vendors (Week 8)

Distributors and vendors can be great allies in helping the acquisitions staff locate the materials selected.

Objectives: You will be able to define the roles of vendors and jobbers in the acquisition process. You will be able to explain the steps involved in the acquisition process.

Read Chapters 10 and 11.

Further Reading Section: Read and discuss at least one of these articles on the course listserv.

Discussion: Discuss the thread for this week on the Colldv-L listserv or another listserv or website for this chapter.

Critique: Critique the acquisitions section of your Collection Development policy.

Fiscal Management (Week 9)

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

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

Read chapter 12.

Further Reading Section: Read and discuss at least one of these articles on the course listserv.

Discussion: Discuss the thread for this week on the Colldv-L listserv or another listserv or website for this chapter.

Critique: Critique the fiscal management section of your Collection Development policy.

Spring Break (Week 10)

Deselection & 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. 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.

Objectives: You will be able to describe the role of deselection and criteria used in the process. You will be able to define the different types of evaluation methods.

Read Chapters 13 and 14.

Further Reading Section: Read and discuss at least one of these articles on the course listserv.

Discussion: Discuss the thread for this week on the Colldv-L listserv or another listserv or website for this chapter.

Critique: Critique the deselection section of your Collection Development policy.

Comparative Collection Assessment Project Due

Resource Sharing (Week 12)

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 explain the advantages and disadvantages of a cooperative collection development partnership.

Read Chapter 15.

Further Reading Section: Read and discuss at least one of these articles on the course listserv.

Discussion: Discuss the thread for this week on the Colldv-L listserv or another listserv or website for this chapter.

Critique: Critique the interlibrary loan/resource sharing sections of your Collection Development policy.

Protecting the Collection (Week 13)

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

Read Chapter 16.

Further Reading Section: Read and discuss at least one of these articles on the course listserv.

Discussion: Discuss the thread for this week on the Colldv-L listserv or another listserv or website for this chapter.

Critique: Critique the preservation section of your Collection Development policy.

Legal Issues (Weeks 14 & 15)

Censorship, intellectual freedom, and copyright are some of the primary legal issue relating to collection development.

Objectives: You will be aware of potential censorship issues and methods for dealing with these issues. You will be able to differentiate the difference between copyright myths and fact.

Read Chapters 17 and 18.

Further Reading Section: Read and discuss at least one of these articles on the course listserv.

Discussion: Discuss the thread for this week on the Colldv-L listserv or another listserv or website for this chapter.

Critique: Critique the copyright, censorship and other legal sections of your Collection Development policy.

Week 14-Reflection Paper due on Collection Development Policies.

Week 15-Complete the Course Evaluation and return to Mrs. Karrie Yeatman kyeatman@valdosta.edu