

John Preston McConnell Library

Radford University

**Collection Development Policy:
Appendices**

Approved by Library Collection Development Committee
June 27, 2002

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Appendix A -- American Library Association Documents

- Library Bill of Rights
- Interpretations of Library Bill of Rights
- Code of Ethics of the American Library Association

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948. Amended February 2, 1961, June 27, 1967, and January 23, 1980, inclusion of "age" reaffirmed January 23, 1996, by the ALA Council

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Interpretations of Library Bill of Rights

- Universal Right to Free Expression
- Intellectual Freedom Principles for Academic Libraries
- Statement on Labeling
- Restricted Access to Library Materials
- Diversity in Collection Development
- Evaluating Library Collections
- Challenged Materials
- Expurgation of Library Materials
- Access to Electronic Information, Services, and Networks

Universal Right to Free Expression

Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the freedoms of speech, press, religion, assembly, and association, and the corollary right to receive information.

The American Library Association endorses this principle, which is also set forth in the UNIVERSAL DECLARATION OF HUMAN RIGHTS, adopted by the United Nations General Assembly. The Preamble of this document states that ". . . recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice, and peace in the world . . ." and ". . . the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people"

Article 18 of this document states:

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19 states:

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media regardless of frontiers.

Article 20 states:

Everyone has the right to freedom of peaceful assembly and association. No one may be compelled to belong to an association.

We affirm our belief that these are inalienable rights of every person, regardless of origin, age, background, or views. We embody our professional commitment to these principles in the Library Bill of Rights and Code of Professional Ethics, as adopted by the American Library Association.

We maintain that these are universal principles and should be applied by libraries and librarians throughout the world. The American Library Association's policy on International Relations reflects these objectives: ". . . to encourage the exchange, dissemination, and access to information and the unrestricted flow of library materials in all formats throughout the world." We know that censorship, ignorance, and limitations on the free flow of information are the tools of tyranny and oppression. We believe that ideas and information topple the walls of hate and fear and build bridges of cooperation and understanding far more effectively than weapons and armies.

The American Library Association is unswerving in its commitment to human rights and intellectual freedom; the two are inseparably linked and inextricably entwined. Freedom of opinion and expression is not derived from or dependent on any form of government or political power. This right is inherent in any individual. It cannot be surrendered, nor can it be denied. True justice comes from the exercise of this right.

We recognize the power of information and ideas to inspire justice, to restore freedom and dignity to the oppressed, and to change the hearts and minds of the oppressors.

Courageous men and women, in difficult and dangerous circumstances throughout human history, have demonstrated that freedom lives in the human heart and cries out for justice even in the face of threats, enslavement, imprisonment, torture, exile, and death. We draw inspiration from their example. They challenge us to remain steadfast in our most basic professional responsibility to promote and defend the right of free expression.

There is no good censorship. Any effort to restrict free expression and the free flow of information aids the oppressor. Fighting oppression with censorship is self-defeating.

Threats to the freedom of expression of any person anywhere are threats to the freedom of all people everywhere. Violations of human rights and the right of free expression have been recorded in virtually every country and society across the globe. In response to these violations, we affirm these principles:

- The American Library Association opposes any use of governmental prerogative that leads to the intimidation of individuals which prevent them from exercising their rights to hold opinions without interference, and to seek, receive, and impart information and ideas. We urge libraries and librarians everywhere to resist such abuse of governmental power, and to support those against whom such governmental power has been employed
- The American Library Association condemns any governmental effort to involve libraries and librarians in restrictions on the right of any individuals to hold opinions without interference, and to seek, receive, and impart information and ideas. Such restrictions pervert the function of the library and violate the professional responsibilities of librarians
- The American Library Association rejects censorship in any form. Any action which denies the inalienable human rights of individuals only damages the will to resist oppression, strengthens the hand of the oppressor, and undermines the cause of justice.
- The American Library Association will not abrogate these principles. We believe that censorship corrupts the cause of justice, and contributes to the demise of freedom.

Adopted by the ALA Council, January 16, 1991 [ISBN 0-8389-7494-5]

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Intellectual Freedom Principles for Academic Libraries

A strong intellectual freedom perspective is critical to the development of academic library collections and services that dispassionately meet the education and research needs of a college or university community. The purpose of this statement is to outline how and where intellectual freedom principles fit into an academic library setting, thereby raising consciousness of the intellectual freedom context within which academic librarians work. The following principles should be reflected in all relevant library policy documents.

1. The general principles set forth in the [Library Bill of Rights](#) form an indispensable framework for building collections, services, and policies that serve the entire academic community.
2. The privacy of library users is and must be inviolable. Policies should be in place that maintain confidentiality of library borrowing records and of other information relating to personal use of library information and services.
3. The development of library collections in support of an institution's instruction and research programs should transcend the personal values of the selector. In the interests of research and learning, it is essential that collections contain materials representing a variety of perspectives on subjects that may be considered controversial.
4. Preservation and replacement efforts should ensure that balance in library materials is maintained and that controversial materials are not removed from the collections through theft, loss, mutilation, or normal wear and tear. There should be alertness to efforts by special interest groups to bias a collection through systematic theft or mutilation.
5. Licensing agreements should be consistent with the *Library Bill of Rights*, and should maximize access.
6. Open and unfiltered access to the Internet should be conveniently available to the academic community in a college or university library. Content filtering devices and content-based restrictions are a contradiction of the academic library mission to further research and learning through exposure to the broadest possible range of ideas and information. Such restrictions are a fundamental violation of intellectual freedom in academic libraries.
7. Freedom of information and of creative expression should be reflected in library exhibits and in all relevant library policy documents.
8. Library meeting rooms, research carrels, exhibit spaces, and other facilities should be available to the academic community regardless of research being pursued or subject being discussed. Any restrictions made necessary because of limited availability of space should be based on need, as reflected in library policy, rather than on content of research or discussion.
9. Whenever possible, library services should be available without charge in order to encourage inquiry. Where charges are necessary, a free or low-cost alternative (e.g., downloading to disc rather than printing) should be available when possible.
10. A service philosophy should be promoted that affords equal access to information for all in the academic community with no discrimination on the basis of race, values, gender, sexual orientation, cultural or ethnic background, physical or learning disability, economic status, religious beliefs, or views.

11. A procedure ensuring due process should be in place to deal with requests by those within and outside the academic community for removal or addition of library resources, exhibits, or services.
12. It is recommended that this statement of principle be endorsed by appropriate institutional governing bodies, including the faculty senate or similar instrument of faculty governance.

Approved by ACRL Board of Directors: June 29, 1999
Adopted July 12, 2000, by the ALA Council.

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Statement on Labeling

Labeling is the practice of describing or designating materials by affixing a prejudicial label and/or segregating them by a prejudicial system. The American Library Association opposes these means of predisposing people's attitudes toward library materials for the following reasons:

- Labeling is an attempt to prejudice attitudes and as such, it is a censor's tool.
- Some find it easy and even proper, according to their ethics, to establish criteria for judging publications as objectionable. However, injustice and ignorance rather than justice and enlightenment result from such practices, and the American Library Association opposes the establishment of such criteria.
- Libraries do not advocate the ideas found in their collections. The presence of books and other resources in a library does not indicate endorsement of their contents by the library.

A variety of private organizations promulgate rating systems and/or review materials as a means of advising either their members or the general public concerning their opinions of the contents and suitability or appropriate age for use of certain books, films, recordings, or other materials. For the library to adopt or enforce any of these private systems, to attach such ratings to library materials, to include them in bibliographic records, library catalogs, or other finding aids, or otherwise to endorse them would violate the Library Bill of Rights.

While some attempts have been made to adopt these systems into law, the constitutionality of such measures is extremely questionable. If such legislation is passed which applies within a library's jurisdiction, the library should seek competent legal advice concerning its applicability to library operations.

Publishers, industry groups, and distributors sometimes add rating to material or include them as part of their packaging. Librarians should not endorse such practices. However, removing or obliterating such ratings -- if placed there by or with permission of the copyright holder -- could constitute expurgation, which is also unacceptable.

The American Library Association opposes efforts which aim at closing any path to knowledge. This statement, however, does not exclude the adoption of organizational schemes designed as directional aids or to facilitate access to materials.

Adopted July 13, 1951. Amended June 25, 1971; July 1, 1981; June 26, 1990, by the ALA Council. [ISBN 8389-5226-7]

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Restricted Access to Library Materials

Libraries are a traditional forum for the open exchange of information. Attempts to restrict access to library materials violate the basic tenets of the [Library Bill of Rights](#).

Historically, attempts have been made to limit access by relegating materials into segregated collections. These attempts are in violation of established policy. Such collections are often referred to by a variety of names, including “closed shelf,” “locked case,” “adults only,” “restricted shelf,” or “high demand.” Access to some materials also may require a monetary fee or financial deposit. More recently, some libraries have applied filtering software to their Internet stations that prevent users from finding targeted categories of information, much of which is constitutionally protected. In any situation which restricts access to certain materials, a barrier is placed between the patron and those materials. That barrier may be age related, linguistic, economic, or psychological in nature.

Because restricted materials often deal with controversial, unusual, or “sensitive” subjects, having to ask a librarian or circulation clerk for access to them may be embarrassing or inhibiting for patrons desiring the materials. Needing to ask for materials may pose a language barrier or a staff service barrier. Because restricted materials often feature information that some library patrons consider “objectionable,” the potential user may be predisposed to think of the materials as “objectionable” and, therefore, are reluctant to ask for access to them.

Barriers between the materials and the patron which are psychological, or are affected by language skills, are nonetheless limitations on access to information. Even when a title is listed in the catalog with a reference to its restricted status, a barrier is placed between the patron and the publication (See also “[Statement on Labeling](#).”)

There may be, however, countervailing factors to establish policies to protect library materials—specifically, for reasons of physical preservation including protection from theft or mutilation. Any such policies must be carefully formulated and administered with extreme attention to the principles of intellectual freedom. This caution is also in keeping with ALA policies, such as “[Evaluating Library Collections](#),” “[Free Access to Libraries for Minors](#),” and the “[Preservation Policy](#).”

Finally, in keeping with the “[Joint Statement on Access](#)” of the American Library Association and Society of American Archivists, restrictions that result from donor agreements or contracts for special collections materials must be similarly circumscribed. Permanent exclusions are not acceptable. The overriding impetus must be to work for free and unfettered access to all documentary heritage.

Adopted February 2, 1973; amended July 1, 1981; July 3, 1991; July 12, 2000, by the ALA Council.

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Diversity in Collection Development

Throughout history, the focus of censorship has fluctuated from generation to generation. Books and other materials have not been selected or have been removed from library collections for many reasons, among which are prejudicial language and ideas, political content, economic theory, social philosophies, religious beliefs, sexual forms of expression, and other topics of a potentially controversial nature. Some examples of censorship may include removing or not selecting materials because they are considered by some as racist or sexist; not purchasing conservative religious materials; not selecting materials about or by minorities because it is thought these groups or interests are not represented in a community; or not providing information on or materials from non-mainstream political entities.

Librarians may seek to increase user awareness of materials on various social concerns by many means, including, but not limited to, issuing bibliographies and presenting exhibits and programs.

Librarians have a professional responsibility to be inclusive not exclusive, in collection development and in the provision of interlibrary loan. Access to all materials legally obtainable should be assured to the user, and policies should not unjustly exclude materials even if they are offensive to the librarian or the user. Collection development should reflect the philosophy inherent in Article II of the Library Bill of Rights: "Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval." A balanced collection reflects a diversity of materials, not an equality of numbers. Collection development responsibilities include selecting materials in the languages in common use in the community the library serves. Collection development and the selection of materials should be done according to professional standards and established selection and review procedures.

There are many complex facets to any issue, and variations of context in which issues may be expressed, discussed, or interpreted. Librarians have a professional responsibility to be fair, just, and equitable and to give all library users equal protection in guarding against violation of the library patron's right to read, view, or listen to materials and resources protected by the First Amendment, no matter what the viewpoint of the author, creator, or selector. Librarians have an obligation to protect library collections from removal of materials based on personal bias or prejudice, and to select and support the access to materials on all subjects that meet, as closely as possible, the needs and interests of all persons in the community which the library serves. This includes materials that reflect political, economic, religious, social, minority, and sexual issues. Intellectual freedom, the essence of equitable library services, provides for free access to all expressions of ideas through which any and all sides of a question, cause, or movement may be explored. Toleration is meaningless without tolerance for what some may consider detestable. Librarians cannot justly permit their own preference to limit their degree of tolerance in collection development, because freedom is indivisible.

Adopted July 14, 1982; amended January 10, 1990, by the ALA Council [ISBN 8389-6552-0

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Evaluating Library Collections

The continuous review of library materials is necessary as a means of maintaining an active library collection of current interest to users. In the process, materials may be added and physically deteriorated or obsolete materials may be replaced or removed in accordance with the collection maintenance policy of a given library and the needs of the community it serves.

Continued evaluation is closely related to the goals and responsibilities of libraries and is a valuable tool of collection development. This procedure is not to be used as a convenient means to remove materials presumed to be controversial or disapproved of by segments of the community. Such abuse of the evaluation function violates the principles of intellectual freedom and is in opposition to the Preamble and Articles I and II of the Library Bill of Rights, which state:

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services:

- Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

The American Library Association opposes such "silent censorship" and strongly urges that libraries adopt guidelines setting forth the positive purposes and principles of evaluation of materials in library collections

Adopted February 2, 1973; amended July 1, 1981, by the ALA Council. [ISBN 8389-5406-5]

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Challenged Materials

The American Library Association declares as a matter of firm principle that it is the responsibility of every library to have a clearly defined materials selection policy in written form which reflects the Library Bill of Rights, and which is approved by the appropriate governing authority.

Challenged materials which meet the criteria for selection in the materials selection policy of the library should not be removed under any legal or extra-legal pressure. The Library Bill of Rights states in Article I that "Materials should not be excluded because of the origin, background, or views of those contributing to their creation," and in Article II, that "Materials should not be proscribed or removed because of partisan or doctrinal disapproval." Freedom of expression is protected by the Constitution of the United States, but constitutionally protected expression is often separated from unprotected expression only by a dim and uncertain line. The Constitution requires a procedure designed to focus searchingly on challenged expression before it can be suppressed. An adversary hearing is a part of this procedure.

Therefore, any attempt, be it legal or extra-legal, to regulate or suppress materials in libraries must be closely scrutinized to the end that protected expression is not abridged.

Adopted June 25, 1971; amended July 1, 1981; amended January 10, 1990, by the ALA Council. [ISBN 8389-6083-9]

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Expurgation of Library Materials

Expurgating library materials is a violation of the Library Bill of Rights. Expurgation as defined by this interpretation includes any deletion, excision, alteration, editing, or obliteration of any part(s) of books or other library resources by the library, its agent, or its parent institution (if any). By such expurgation, the library is in effect denying access to the complete work and the entire spectrum of ideas that the work is intended to express. Such action stands in violation of Articles I, II, and III of the Library Bill of Rights, which state that "Materials should not be excluded because of the origin, background, or views of those contributing to their creation," that "Materials should not be proscribed or removed because of partisan or doctrinal disapproval," that "Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment."

The act of expurgation has serious implications. It involves a determination that it is necessary to restrict access to the complete work. This is censorship. When a work is expurgated, under the assumption that certain portions of that work would be harmful to minors, the situation is no less serious.

Expurgation of books or other library resources imposes a restriction, without regard to the rights and desires of all library users, by limiting access to ideas and information.

Further, expurgation without written permission from the holder of the copyright on the material may violate the copyright provisions of the United States Code.

Adopted February 2, 1973; amended July 1, 1981; amended January 10, 1990, by the ALA Council. [ISBN 8389-5419-7]

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Access to Electronic Information, Services, and Networks

Introduction

The world is in the midst of an electronic communications revolution. Based on its constitutional, ethical, and historical heritage, American librarianship is uniquely positioned to address the broad range of information issues being raised in this revolution. In particular, librarians address intellectual freedom from a strong ethical base and an abiding commitment to the preservation of the individual's rights.

Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the freedom of speech and the corollary right to receive information. These rights extend to minors as well as adults. Libraries and librarians exist to facilitate the exercise of these rights by selecting, producing, providing access to, identifying, retrieving, organizing, providing instruction in the use of, and preserving recorded expression regardless of the format or technology.

The American Library Association expresses these basic principles of librarianship in its [Code of Ethics](#) and in the [Library Bill of Rights](#) and its Interpretations. These serve to guide librarians and library governing bodies in addressing issues of intellectual freedom that arise when the library provides access to electronic information, services, and networks.

Issues arising from the still-developing technology of computer-mediated information generation, distribution, and retrieval need to be approached and regularly reviewed from a context of constitutional principles and ALA policies so that fundamental and traditional tenets of librarianship are not swept away.

Electronic information flows across boundaries and barriers despite attempts by individuals, governments, and private entities to channel or control it. Even so, many people, for reasons of technology, infrastructure, or socio-economic status do not have access to electronic information. In making decisions about how to offer access to electronic information, each library should consider its mission, goals, objectives, cooperative agreements, and the needs of the entire community it serves.

The Rights of Users

All library system and network policies, procedures or regulations relating to electronic resources and services should be scrutinized for potential violation of user rights.

User policies should be developed according to the policies and guidelines established by the American Library Association, including [Guidelines for the Development and Implementation of Policies, Regulations, and Procedures Affecting Access to Library Materials, Services and Facilities](#).

Users should not be restricted or denied access for expressing or receiving constitutionally protected speech. Users' access should not be changed without due process, including, but not limited to, formal notice and a means of appeal.

Although electronic systems may include distinct property rights and security concerns, such elements may not be employed as a subterfuge to deny users' access to information. Users have the right to be free of unreasonable limitations or conditions set by libraries, librarians, system administrators, vendors, network service providers, or others. Contracts, agreements, and licenses entered into by libraries on behalf of their users should not violate this right. Users also have a right to information, training and assistance necessary to operate the hardware and software provided by the library.

Users have both the right of confidentiality and the right of privacy. The library should uphold these rights by policy, procedure, and practice. Users should be advised, however, that because security is technically difficult to achieve, electronic transactions and files could become public. The rights of users who are minors shall in no way be abridged.¹

Equity of Access

Electronic information, services, and networks provided directly or indirectly by the library should be equally, readily and equitably accessible to all library users. American Library Association policies oppose the charging of user fees for the provision of information services by all libraries and information services that receive their major support from public funds (50.3; 53.1.14; 60.1; 61.1). It should be the goal of all libraries to develop policies concerning access to electronic resources in light of [*Economic Barriers to Information Access: an Interpretation of the Library Bill of Rights*](#) and [*Guidelines for the Development and Implementation of Policies, Regulations and Procedures Affecting Access to Library Materials, Services and Facilities*](#).

Information Resources and Access

Providing connections to global information, services, and networks is not the same as selecting and purchasing material for a library collection. Determining the accuracy or authenticity of electronic information may present special problems. Some information accessed electronically may not meet a library's selection or collection development policy. It is, therefore, left to each user to determine what is appropriate. Parents and legal guardians who are concerned about their children's use of electronic resources should provide guidance to their own children.

Libraries and librarians should not deny or limit access to information available via electronic resources because of its allegedly controversial content or because of the librarian's personal beliefs or fear of confrontation. Information retrieved or utilized electronically should be considered constitutionally protected unless determined otherwise by a court with appropriate jurisdiction.

Libraries, acting within their mission and objectives, must support access to information on all subjects that serve the needs or interests of each user, regardless of the user's age or the content of the material. Libraries have an obligation to provide access to government information available in electronic format. Libraries and librarians should not deny access to information solely on the grounds that it is perceived to lack value.

In order to prevent the loss of information, and to preserve the cultural record, libraries may need to expand their selection or collection development policies to ensure preservation, in appropriate formats, of information obtained electronically.

Electronic resources provide unprecedented opportunities to expand the scope of information available to users. Libraries and librarians should provide access to information presenting all points of view. The provision of access does not imply sponsorship or endorsement. These principles pertain to electronic resources no less than they do to the more traditional sources of information in libraries.²

Adopted by the ALA Council, January 24, 1996
[ISBN: 8389-7830-4]

¹See: [*Free Access to Libraries for Minors: An Interpretation of the Library Bill of Rights; Access to Resources and Services in the School Library Media Program: An Interpretation of*](#)

the Library Bill of Rights; and *Access for Children and Young People to Videotapes and Other Nonprint Formats: An Interpretation of the Library Bill of Rights*.

²See: *Diversity in Collection Development: an Interpretation of the Library Bill of Rights*.

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Code of Ethics of the American Library Association

As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees and library staffs.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

1. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
2. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
3. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.
4. We recognize and respect intellectual property rights.
5. We treat co-workers and other colleagues with respect, fairness and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.
6. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.
7. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.
8. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.

Adopted by the ALA Council June 28, 1995

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Appendix B -- Request for Reconsideration of Library Materials

**RADFORD UNIVERSITY
McCONNELL LIBRARY**

REQUEST FOR RECONSIDERATION OF LIBRARY MATERIALS

Author _____

Title _____

Publisher or Producer _____

Date of Publication or Production _____

Type of Material _____

Request Initiated by _____

Telephone _____ Address _____

City _____ State _____ Zip _____

Person making the request represents: himself/herself ____

OR

Organization ____ Name of Organization: _____

Address _____

City _____ State _____ Zip _____

To what do you object in this material and why? (Please be specific: cite pages, or frames, or sections)

Please return the completed form to the University Librarian's Office.

Appendix C -- Library And Departmental Liaison Responsibilities

Responsibilities of Library Liaison

The library liaison has two major responsibilities: (a) to develop and oversee that part of the collection which supports the curriculum of his/her assigned departments and (b) to work with faculty in his/her assigned departments as they develop the collection. The degree to which these responsibilities are accomplished depends upon the support and active involvement of department liaisons and are carried out through activities that may include but are not limited to:

- Serve as key contact person between the academic department and the library.
- Using the conspectus approach and/or other means, identify the key areas of the collection that are most closely associated with the department; and, in consultation with the department:
 - evaluate these areas of the collection
 - establish goals for the collection
 - develop and implement plans to achieve those goals
 - select materials to meet the needs of the department and of the university community
- Identify obsolete materials to be withdrawn.
- Maintain familiarity with courses offered by department by reviewing course descriptions in the undergraduate and graduate catalogs, consulting course syllabi, and through regular contact with department liaisons.
- Keep informed of projects, programs, and initiatives within the department
- Work with the department on any issue that has implications for library materials and services, e.g.:
 - New Course Proposals
 - With the assistance of teaching faculty, ensure that a collection assessment is performed to determine the adequacy of the collection to support the new course
 - Assist (if necessary) the department in developing a list of materials needed to adequately support the course
 - Upon approval of the course proposal, ensure that needed materials are purchased, requesting new course funding if necessary
 - Self studies; accreditation applications
 - Work with department to bring the collection assessment up to date and to evaluate the collection as required by the accrediting agency
 - Work with department to address any deficiencies discovered
 - Extended-campus programs and course offerings
 - Identify faculty teaching courses off campus or the faculty member responsible for coordinating the department's extended-campus programs
 - Discuss with them SACS accreditation requirements and any specific program accreditation requirements that may apply
 - Identify and confer with others who will need to assist in providing extended-campus students with access to library resources and services

- Work with department faculty and others to develop and implement a plan for providing extended-campus students with access to library resources and services
- Inform departments of special projects initiated or being planned by the library that relate to the development and evaluation of the collection, explain role of teaching faculty in these projects, and enlist their participation and support.
- Offer to attend a department meeting to address library-related issues, to promote collection development as a shared responsibility, and to clarify policy or procedural questions, etc.
- When a new department liaison is assigned, review collection development policy and procedures, and responsibilities of library liaisons and department liaisons.
- In consultation with department, develop priorities for periodical requests; present department's periodical requests at CDC meetings.
- Provide selection tools (publisher catalogs, bibliographies, subject lists of books in print, etc.) for the department.
- Share reports on new materials received.
- Evaluate damaged materials and make decisions regarding replacement, repair, or withdrawal.
- Periodically provide fund account reports to the departments, and, if necessary, reminders of deadlines for submitting periodical and other materials requests.

Responsibilities of Department Liaison

- Serve as key contact person between the library and the department.
- Work with library liaison and other members of the department in evaluating the collection.
- Work with department colleagues to ensure that materials required to support the curriculum and classroom assignments are selected.
- Share with library liaison information about projects, programs, and initiatives within the department.
- Share with library liaison information regarding new course proposals; accreditation applications and renewals; extended-campus programs and course offerings and other issues with implications for library materials and services. Work with library liaison to ensure that the library provides adequate support for these endeavors.
- Ensure that materials requests are submitted to the library liaison throughout the year, and that allocated funds are spent before the cut-off date for submitting requests for the current fiscal year.
- Assist the library liaison in developing priorities for periodical requests.
- Distribute selection tools (publishing catalogs, Choice review-on-cards, etc.) to department colleagues.

Appendix D -- Collection Levels

0 OUT OF SCOPE

The library does not intentionally collect materials in any format for this subject.

1 MINIMAL INFORMATION LEVEL

Collections that support minimal inquiries about this subject and include a very limited collection of general resources, including monographs and reference works.¹ 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 should be withdrawn. Classic or standard retrospective materials may be retained.

1a MINIMAL INFORMATION LEVEL, UNEVEN COVERAGE

- Few selections and an unsystematic representation of the subject
- Supports limited, specific service needs
- Consistently maintained even though coverage is limited

1b MINIMAL INFORMATION LEVEL, FOCUSED COVERAGE

- Few selections, but a systematic representation of the subject
- Includes basic authors, some core works and a spectrum of points of view
- Consistently maintained

2 BASIC INFORMATION LEVEL

Collections that introduce and define a subject, indicate the varieties of information available elsewhere, and support the needs of general library users through the first two years of college instruction include:

- A limited collection of general monographs and reference tools
- A limited collection of representative general periodicals
- Defined access² to a limited collection of owned or remotely-accessed electronic bibliographic tools, texts, data sets, journals, etc.

The collection should be frequently and systematically reviewed for currency of information. Superseded editions and titles containing outdated information should be withdrawn. Classic or standard retrospective materials may be retained.

2a BASIC INFORMATION LEVEL, INTRODUCTORY

Limited collections of introductory monographs and reference tools that include:

- Basic explanatory works
- Histories of the development of the topic
- General works about the field and its important personages

¹ Monographs and reference works includes nonprint materials, where appropriate for the subject area

² Defined electronic access: links from the online catalog and/or library web pages for selected resources

- General encyclopedias, periodical indexes and statistical sources

2b BASIC INFORMATION LEVEL, ADVANCED

Collections of general periodicals and a broader and more in-depth array of introductory monographs and reference tools that include:

- Basic explanatory works
- Histories of the development of the topic
- General works about the field and its important personages
- A broader array of general encyclopedias, periodical indexes, and statistical sources
- A limited collection of representative general periodicals
- Defined access to a limited collection of owned or remotely accessed electronic bibliographic tools, texts, data sets, journals, etc.

This collection is sufficient to support the basic informational and recreational reading needs of an educated general public or students through the first two years of college.

3 STUDY OR INSTRUCTIONAL SUPPORT LEVEL

Collections that provide information about a subject in a systematic way, but at a level of less than research intensity and support the needs of general library users through college and beginning graduate instruction include:

- An extensive collection of general monographs and reference works and selected specialized monographs and reference works
- An extensive collection of general periodicals and a representative collection of specialized periodicals
- Limited collections of appropriate materials in languages other than the primary language of the collection and the country, for example, materials to aid in learning a language for non-native speakers or literature in the original language, such as German poetry in German or Spanish history in Spanish
- Extensive collections of the works of well-known authors and selections from the works of lesser-known authors
- Defined access to a broad collection of owned or remotely-accessed electronic resources, including bibliographic tools, texts, data sets, journals, etc.

The collection should be systematically reviewed for currency of information and for assurance that essential and important information is retained, including significant numbers of retrospective materials.

3a BASIC STUDY OR INSTRUCTIONAL SUPPORT LEVEL

Resources adequate for imparting and maintaining knowledge about the primary topics of a subject area that include:

- A high percentage of the most important literature or core works in the field
- An extensive collection of general monographs and reference works
- An extensive collection of general periodicals and indexes/abstracts

- Other than those in the primary collection language, materials are limited to learning materials for non-native speakers and representative well-known authors in the original language, primarily for language education
- Defined access to appropriate electronic resources

This collection supports undergraduate courses, as well as the independent study needs of the lifelong learner.

3b INTERMEDIATE STUDY OR INSTRUCTIONAL SUPPORT LEVEL

Resources adequate for imparting and maintaining knowledge about more specialized subject areas which provide more comprehensive coverage of the subject with broader and more in-depth materials that include:

- A high percentage of the most important literature or core works in the field, including retrospective resources
- An extensive collection of general monographs and reference works and selected specialized monographs and reference works
- An extensive collection of general periodicals and a representative collection of specialized periodicals and indexes/abstracts
- A selection of resources in other languages, including well-known authors in the original language
- Defined access to a broad range of specialized electronic resources

This collection supports upper division undergraduate courses.

3c ADVANCED STUDY OR INSTRUCTIONAL SUPPORT LEVEL

Resources adequate for imparting and maintaining knowledge about all aspects of the topic which are more extensive than the intermediate level but less than those needed for doctoral and independent research that include:

- An almost complete collection of core works including significant numbers of retrospective materials and resources
- A broader collection of specialized works by lesser-known, as well as well-known authors
- An extensive collection of general and specialized monographs and reference works
- An extensive collection of general and specialized periodicals and indexes/abstracts
- A selection of resources in other languages, including well-known authors in the original language and a selection of subject-specific materials in appropriate languages.
- Defined access to a broad range of specialized electronic resources

This collection supports master's degree level programs as well as other specialized inquiries.

4 RESEARCH LEVEL

Collections that contain the major published source materials required for doctoral study and independent research include:

- A very extensive collection of general and specialized monographs and reference works
- A very extensive collection of general and specialized periodicals

- Extensive collections of appropriate materials in languages other than the primary language of the country and collection
- Extensive collections of the works of both well-known and lesser-known authors
- Defined access to a very extensive collection of owned or remotely accessed electronic resources, including bibliographic tools, texts, data sets, journals, etc.

Older material is retained and systematically preserved to serve the needs of historical research.

5 COMPREHENSIVE LEVEL

Collections in a specifically defined field of knowledge that strive to be exhaustive as far as is reasonably possible (i.e., "special collections"), in all applicable languages include:

- Exhaustive collections of published materials
- Very extensive manuscript collections
- Very extensive collections in all other pertinent formats

Older material is retained and systematically preserved to serve the needs of historical research. A comprehensive level collection may serve as a national or international resource.

Source: Bushing, M., Davis, B., and Powell, N. *Using the Conspectus Method: a Collection Development Handbook*. Lacey, WA: WLN, 1997.

Appendix E -- Letter of Agreement Between McConnell Library and the Virginia Western Community College Library

The responsibilities for providing library resources and services in support of the Radford University/Virginia Western Community College BA/BS degree in Social Work shall be assigned as follows

Acquisition of Books and Periodicals

VWCC will purchase books which have been identified as part of the core collection of Social Work. Subscriptions to periodicals which support the courses being taught at VWCC will be initiated and maintained by VWCC; in addition, five years of microfiche backfiles for each new periodical title will be purchased by VWCC.

Radford University will purchase books which have been identified as supplementary reading for the Social Work courses being taught at VWCC.

Cataloging of Materials

VWCC will catalog and process as its property all materials acquired from VWCC funds.

Radford University will catalog and process as its property all materials acquired from Radford University funds.

Location of Materials

VWCC will shelve the materials it purchases for the Social Work program in its main book and periodical collections.

Radford University will check out to VWCC for one semester the books purchased as supplementary reading for the Social Work courses being taught at VWCC. Radford University will be responsible for transporting them to and from VWCC. They will be kept on a reserve shelf behind the circulation desk at VWCC. A list of these books will be prepared by VWCC each semester. At the conclusion of each semester, they will be returned to Radford University, checked in, and shelved in the main book collection.

Circulation of Materials

Radford University books on reserve will circulate for a loan period of two weeks, which is the same as that for books owned by VWCC. Renewals will be permitted provided there are no holds on an item. Photocopied materials placed on reserve by Radford University faculty will have loan periods determined by the faculty member. The overdue fine rate in effect for VWCC materials will apply to Radford University materials; VWCC will assess, collect, and retain all overdue fine money. In the event that an item must be replaced, VWCC will notify Radford University. Replacement charges will be determined by Radford University, with VWCC collecting the amount specified and forwarding it to Radford University.

Availability of LS/2000

VWCC will designate a public terminal to be used for accessing LS/2000, the Radford University online catalog. VWCC will install a network board on one of its own online catalog terminals and use the Internet to connect to LS/2000; the Internet address is ls2000.runet.edu. Radford University will provide instructions for searching its catalog.

Interlibrary Loan

Radford University materials identified through the use of the LS/2000 terminal at VWCC may be requested through interlibrary loan. Radford University will provide special off-campus ILL request forms. VWCC will fax requests for books and periodical articles to Radford University. Radford University will fax requested articles to VWCC within 24-48 hours, and will process books for shipment via UPS within 48 hours. VWCC will return books borrowed from Radford University through ILL by 4th class US Mail.

Reference and Instructional Services

Students taking courses in the Social Work program may use any of the resources located at the VWCC reference collection, including CD-ROM databases. These include InfoTrac, Grolier's Electronic Encyclopedia, and Newsbank . Radford University will investigate the cost of purchasing a second subscription of Social Sciences Index on CD-ROM for use at VWCC; if funding is available for a second subscription, VWCC will furnish all equipment necessary to set up a public access workstation. In addition, online database searching through the DIALOG information retrieval system will be conducted by a VWCC librarian upon request. A reference librarian will be available to provide personal assistance to students in using library resources. At the request of faculty teaching Social Work courses, a VWCC librarian will give class presentations on library research methods and highlight the Social work resources available.

12/92

Appendix F -- ACRL Guidelines for Extended Campus Services

Library resources and services in institutions of higher education must meet the needs of all their faculty, students, and academic support staff, wherever these individuals are located, whether on a main campus, off campus, in distance education or extended campus programs, or in the absence of a campus at all; in courses taken for credit or non-credit; in continuing education programs; in courses attended in person or by means of electronic transmission; or any other means of distance education. The “Guidelines” delineate the elements necessary to achieving these ends. The “Guidelines” are intended to serve as a gateway to adherence to the ACRL Standards in the appropriate areas and in accordance with the size and type of originating institution.

The audience for the “Guidelines” includes administrators at all levels of post-secondary education, librarians planning for and managing distance learning library services, other librarians and staff working with distance learning program staff, faculty, and sponsors of academic programs, as well as accrediting and licensure agencies.

The decision to revise the 1990 “Guidelines” was made initially by the DLS Guidelines Committee, then the official mandate came from the DLS Executive Board at its final 1996 Midwinter Meeting. The 1990 “Guidelines” resulted from the first revision of the original 1981 “Guidelines.” As in that initial revision, the current decision to revise was based on the following identical, though increasingly critical, factors: non-traditional study becoming a more commonplace element in higher education; an increase in diversity of educational opportunities; an increase in the number of unique environments where educational opportunities are offered; an increased recognition of the need for library resources and services at locations other than main campuses; an increased concern and demand for equitable services for all students in higher education, no matter where the “classroom” may be; a greater demand for library resources and services by faculty and staff at distance learning sites; and an increase in technological innovations in the transmittal of information and the delivery of courses. To these may be added the decrease in central campus enrollments, the search for more cost-effective sources for post-secondary education, and the appearance and rapid development of the virtual or all-electronic university, having no physical campus of its own.

Definitions

Distance learning library services refers to those library services in support of college, university, or other post-secondary courses and programs offered away from a main campus, or in the absence of a traditional campus, and regardless of where credit is given. These courses may be taught in traditional or non-traditional formats or media, may or may not require physical facilities, and may or may not involve live interaction of teachers and students. The phrase is inclusive of courses in all post-secondary programs designated as extension, extended, off-campus, extended campus, distance, distributed, open, flexible, franchising, virtual, synchronous, or asynchronous.

Distance learning community covers all those individuals and agencies, or institutions, directly involved with academic programs or extension services offered away from a traditional academic campus, or in the absence of a traditional academic campus, including students, faculty,

researchers, administrators, sponsors, and staff, or any of these whose academic work otherwise takes them away from on-campus library services.

Originating institution refers to the entity, singular or collective, its/their chief administrative officers and governance organizations responsible for the offering or marketing and supporting of distance learning courses and programs: the credit-granting body. Each institution in a multi-institutional cluster is responsible for meeting the library needs of its own students, faculty, and staff at the collective site.

Library denotes the library operation directly associated with the originating institution.

Librarian-administrator designates a librarian, holding a master's degree from an ALA-accredited library school, who specializes in distance learning library services, and who is directly responsible for the administration and supervision of those services.

Philosophy

The "Guidelines" assume the following precepts:

- Access to adequate library services and resources is essential for the attainment of superior academic skills in post-secondary education, regardless of where students, faculty, and programs are located. Members of the distance learning community are entitled to library services and resources equivalent to those provided for students and faculty in traditional campus settings.
- The instilling of lifelong learning skills through general bibliographic and information literacy instruction in academic libraries is a primary outcome of higher education. Such preparation and measurement of its outcomes are of equal necessity for the distance learning community as for those on the traditional campus.
- Traditional on-campus library services themselves cannot be stretched to meet the library needs of distance learning students and faculty who face distinct and different challenges involving library access and information delivery. Special funding arrangements, proactive planning, and promotion are necessary to deliver equivalent library services and to achieve equivalent results in teaching and learning, and generally to maintain quality in distance learning programs. Because students and faculty in distance learning programs frequently do not have direct access to a full range of library services and materials, equitable distance learning library services are more personalized than might be expected on campus.
- The originating institution is responsible, through its chief administrative officers and governance organizations, for funding and appropriately meeting the information needs of its distance learning programs in support of their teaching, learning, and research. This support should provide ready and equivalent library service and learning resources to all its students, regardless of location. This support should be funded separately rather than drawn from the regular funding of the library. In growing and developing institutions, funding should expand as programs and enrollments grow.
- The originating institution recognizes the need for service, management, and technical linkages between the library and other complementary resource bases such as computing facilities, instructional media, and telecommunication centers.

- The originating institution is responsible for assuring that its distance learning library programs meet or exceed national and regional accreditation standards and professional association standards and guidelines.
- The originating institution is responsible for involving the library administration and other personnel in the detailed analysis of planning, developing, evaluating, and adding or changing of the distance learning program from the earliest stages onward.
- The library has primary responsibility for identifying, developing, coordinating, providing, and assessing the value and effectiveness of resources and services, designed to meet both the standard and the unique informational and skills development needs of the distance learning community. The librarian-administrator, either centrally located or at an appropriate site, should be responsible for ensuring and demonstrating that all requirements are met through needs and outcomes assessments, and other measures of library performance, as appropriate, and as an ongoing process in conjunction with the originating institution.
- Effective and appropriate services for distance learning communities may differ from, but must be equivalent to, those services offered on a traditional campus. The requirements and desired outcomes of academic programs should guide the library's responses to defined needs. Innovative approaches to the design and evaluation of special procedures or systems to meet these needs is encouraged.
- When resources and services of unaffiliated local libraries are to be used to support information needs of the distance learning community, the originating institution is responsible, through the library, for the development and periodic review of formal, documented, written agreements with those local libraries. Such resources and services are not to be used simply as substitutes for supplying adequate materials and services by the originating institution. The distance learning library program shall have goals and objectives that support the provision of resources and services consistent with the broader institutional mission.

Management

The chief administrative officers and governance organizations of the originating institution bear the fiscal and administrative responsibilities, through the active leadership of the library administration, to fund, staff, and supervise library services and resources in support of distance learning programs. As the principal and direct agent of implementation, the librarian-administrator should, minimally:

1. assess and articulate, on an ongoing basis, both the electronic and traditional library resource needs of the distance learning community, the services provided them, including instruction, and the facilities utilized;
2. prepare a written profile of the distance learning community's information and skills needs;
3. develop a written statement of immediate and long-range goals and objectives for distance learning, which addresses the needs and outlines the methods by which progress can be measured;
4. promote the incorporation of the distance learning mission statement, goals, and objectives into those of the library and of the originating institution as a whole;

5. involve distance learning community representatives, including administrators, faculty, and students, in the formation of the objectives and the regular evaluation of their achievement;
6. assess the existing library support for distance learning, its availability, appropriateness, and effectiveness, using qualitative, quantitative, and outcomes measurement devices, as well as the written profile of needs. Examples of these measures include, but are not limited to:
 - a) conducting general library knowledge surveys of beginning students, re-offered at a mid-point in the students' careers, and again near graduation, to assess whether the library's program of instruction is producing more information-literate students;
 - b) using evaluation checklists for librarian and tutorial instruction to gather feedback from students, other librarians, and teaching faculty;
 - c) tracking student library use through student journal entries or information literacy diaries;
 - d) asking focus groups of students, faculty, staff, and alumni to comment on their experiences using distance learning library services over a period of time;
 - e) employing assessment and evaluation by librarians from other institutions and/or other appropriate consultants, including those in communities where the institution has concentrations of distance learners;
 - f) conducting reviews of specific library and information service areas and/or operations which support distance learning library services;
 - g) considering distance learning library services in the assessment strategies related to institutional accreditation;
 - h) comparing the library as a provider of distance learning library services with its peers through self-study efforts of the originating institution;
7. prepare and/or revise collection development and acquisitions policies to reflect the profile of needs;
8. participate with administrators, library subject specialists, and teaching faculty in the curriculum development process and in course planning for distance learning to ensure that appropriate library resources and services are available;
9. promote library support services to the distance learning community;
10. survey regularly distance learning library users to monitor and assess both the appropriateness of their use of services and resources and the degree to which needs are being met and skills acquired;
11. initiate dialog leading to cooperative agreements and possible resource sharing and/or compensation for unaffiliated libraries;
12. develop methodologies for the provision of library materials and services from the library and/or from branch campus libraries or learning centers to the distance learning community;
13. develop partnerships with computing services departments to provide the necessary automation support for the distance learning community; and
14. pursue, implement, and maintain all the preceding in the provision of a facilitating environment in support of teaching and learning, and in the acquisition of lifelong learning skills.

Finances

The originating institution should provide continuing, optimum financial support for addressing the library needs of the distance learning community sufficient to meet the specifications given in other sections of these “Guidelines,” and in accordance with the appropriate ACRL Standards and with available professional, state, or regional accrediting agency specifications. This financing should be:

1. related to the formally defined needs and demands of the distance learning program;
2. allocated on a schedule matching the originating institution’s budgeting cycle;
3. designated and specifically identified within the originating institution’s budget and expenditure reporting statements;
4. accommodated to arrangements involving external agencies, including both unaffiliated and affiliated, but independently supported, libraries;
5. sufficient to cover the type and number of services provided the distance learning community; and
6. sufficient to support innovative approaches to meeting needs.

Personnel

Personnel involved in the management and coordination of distance learning library services include the chief administrators and governance organizations of the originating institution and the library administration and other personnel as appropriate, the librarian-coordinator managing the services, the library subject specialists, additional professional staff in the institution, support staff from a variety of departments, and the administrator(s), librarian(s), and staff from the distance learning site(s).

The originating institution should provide, either through the library or directly to separately administered units, professional and support personnel with clearly defined responsibilities at the appropriate location(s) and in the number and quality necessary to attain the goals and objectives for library services to the distance learning program including:

1. a librarian-administrator to plan, implement, coordinate, and evaluate library resources and services addressing the information and skills needs of the distance learning community;
2. additional professional and/or support personnel on site with the capacity and training to identify informational and skills needs of distance learning library users and respond to them directly;
3. classification, status, and salary scales for distance learning library personnel that are equivalent to those provided for other comparable library employees while reflecting the compensation levels and cost of living for those residing at distance learning sites; and
4. opportunities for continuing growth and development for distance learning library personnel, including continuing education, professional education, and participation in professional and staff organizations.

Facilities

The originating institution should provide facilities, equipment, and communication links sufficient in size, number, scope, accessibility, and timeliness to reach all students and to attain the objectives of the distance learning programs. Arrangements may vary and should be

appropriate to programs offered. Examples of suitable arrangements include, but are not limited to:

1. access to facilities through agreements with a non-affiliated library;
2. designated space for consultations, ready reference collections, reserve collections, electronic transmission of information, computerized database searching and interlibrary loan services, and offices for the library distance learning personnel;
3. a branch or satellite library; and
4. virtual services, such as Web pages, Internet searching, using technology for electronic connectivity.

Resources

The originating institution is responsible for providing or securing convenient, direct physical, and electronic access to library materials for distance learning programs equivalent to those provided in traditional settings and in sufficient quality, depth, number, scope, currentness, and formats to:

1. meet the students' needs in fulfilling course assignments (e.g., required and supplemental readings and research papers) and enrich the academic programs;
2. meet teaching and research needs;
3. facilitate the acquisition of lifelong learning skills; and
4. accommodate other informational needs of the distance learning community as appropriate.

When more than one institution is involved in the provision of a distance learning program, each is responsible for the provision of library materials to students in its own courses, unless an equitable agreement for otherwise providing these materials has been made. Costs, services, and methods for the provision of materials for all courses in the program should be uniform.

Programs granting associate degrees should provide access to collections which meet the "ACRL Guidelines for Two-Year College Learning Resources Programs" and the "Statement on Quantitative Standards." Programs granting baccalaureate or master's degrees should provide access to collections that meet the standards defined by the "ACRL Standards for College Libraries." Programs offering doctorate degrees should provide access to collections that meet the standards defined by the "ACRL Standards for University Libraries."

Services

The library services offered to the distance learning community should be designed to meet effectively a wide range of informational, bibliographic, and user needs. The exact combination of central and site staffing for distance learning library services will differ from institution to institution. The following, though not necessarily exhaustive, are essential:

1. reference assistance;
2. computer-based bibliographic and informational services;
3. reliable, rapid, secure access to institutional and other networks including the Internet;
4. consultation services;

5. a program of library user instruction designed to instill independent and effective information literacy skills while specifically meeting the learner-support needs of the distance learning community;
6. assistance with and instruction in the use of nonprint media and equipment;
7. reciprocal or contractual borrowing, or interlibrary loan services using broadest application of fair use of copyrighted materials;
8. prompt document delivery such as a courier system and/or electronic transmission;
9. access to reserve materials in accordance with copyright fair use policies;
10. adequate service hours for optimum access by users; and
11. promotion of library services to the distance learning community, including documented and updated policies, regulations, and procedures for systematic development, and management of information resources.

Documentation

To provide records indicating the degree to which the originating institution is meeting these “Guidelines” in providing library services to its distance learning programs, the library, and when appropriate, the distance learning library units, should have available current copies of at least the following:

1. printed user guides;
2. statements of mission and purpose, policies, regulations, and procedures;
3. statistics on library use;
4. statistics on collections;
5. facilities assessment measures;
6. collections assessment measures;
7. needs and outcomes assessment measures;
8. data on staff and work assignments;
9. institutional and internal organization charts;
10. comprehensive budget(s);
11. professional personnel vitae;
12. position descriptions for all personnel;
13. formal, written agreements;
14. automation statistics;
15. guides to computing services;
16. library evaluation studies or documents;
17. library and other instructional materials and schedules; and
18. evidence of involvement in curriculum development and planning.

Library Education

To enable the initiation of an academic professional specialization in distance learning library services, schools of library and information science should include in their curriculum courses and course units this growing area of specialization within librarianship.

Ed. note: This edition of the guidelines reflects a greater emphasis on outcomes assessment and was approved by the ACRL Board of Directors and the ALA Standards Committee in fall 2000.

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Appendix G -- Memorandum of Agreement Between Radford University and Roanoke Memorial Hospital

(EXCERPT)

F. LIBRARY:

1. The nursing students shall be provided access to Hospital library services, textual material, periodicals and information recorded on film, microfilm, records and tapes, including resources of the Hospital satellite network, all according to library policy.
2. The University will provide the library with textual materials as deemed appropriate by its curriculum committee. These materials will be identified as property of the University and returned to the University at such times as the program is discontinued.

Appendix H -- Allocation Formula

MATERIALS FUND ALLOCATION FORMULA IN USE AT RADFORD UNIVERSITY

Updated January 2004

The Materials Fund allocation formula contains eight variables detailed below:

VARIABLE A: Undergraduate Credit-Person Hours

This variable represents the undergraduate credit hours (or student units) produced by each department.

Source of data: Office of Institutional Planning, Research, and Assessment. *Credit Hours Summary Report* (spreadsheet)

Previous “contribution and consumption reports” are no longer produced. Undergraduate credit hours for lower division and upper division courses are reported for fall semester by department.

Variable A values are index values determined by dividing each department's raw score by the largest raw score in the data.

$A = \text{Raw score divided by Largest raw score}$

This computational method yields a range of 0 to 1 for Variable A.

VARIABLE B: Number of Declared Undergraduate Majors

Variable B represents the number of undergraduate students who have declared majors affiliated with the particular department.

Source of data: Office of Institutional Planning, Research, and Assessment. *Credit Hours Summary Report* (spreadsheet)

The previous report, *Enrollment by Classification and Major. Total Enrollment by Undergraduate College and Major*, is no longer issued.

To determine raw score (number of majors), use the table in the Summary sheet entitled “Analysis by Number of Majors.” Total undergraduate majors are reported by department. “Pre” majors are not included in these figures.

Raw scores are converted to index values in the same manner as Variable A: by dividing each raw score by the largest of the raw scores.

VARIABLE C: Graduate Credit-Person Hours

The total number of individuals registered for graduate classes times the number of credit hours for each course taken makes up Variable C. See variable A.

Source of data: Office of Institutional Planning, Research, and Assessment. *Credit Hours Summary Report* (spreadsheet)

Previous “contribution and consumption reports” are no longer produced. Graduate credit hours are reported for fall semester by department.

VARIABLE D: Number of Graduate Majors

Variable D measures the number of graduate students who are majors in programs administered by each department. See variable B.

Source of data: Office of Institutional Planning, Research, and Assessment. *Credit Hours Summary Report* (spreadsheet)

The previous report, *Enrollment by Classification and Major. Total Enrollment by Graduate College and Major*, is no longer issued.

To determine raw score (number of majors), use the table in the Summary sheet entitled “Analysis by Number of Majors.” Total graduate majors are reported by department.

VARIABLE E: Average Cost Weighting

Average cost data is obtained by using average price data from the March or April issue of *Choice*. This data appears in Table A in the article "College Book Price Information." Index values for each department are computed by dividing each average price listed by the largest average price listed.

VARIABLE F: Publishing Output Weighting

This variable adjusts the formula because of the broad differences in the publishing output of the various disciplines. Hypothetically, if two subject fields were to receive equal library support, each would presumably acquire the same proportion of the total number of titles published in each field. This variable modifies the formula to compensate for the broad variation in the number of new titles published in the field.

This data is compiled from vendor sources, particularly Blackwell's Book Services' "US Approval Coverage and Cost Study" and *Choice* "College Book Price Information." Because of the time involved, rough figures are used and are updated every few years.

VARIABLE G: Relative importance of books over periodicals

At this time, only books and nonprint materials are purchased from funds generated by this formula; all periodicals are purchased from a single, general periodical fund. Factor G adjusts the formula because of the relative importance of books over periodicals varies for departments. This

factor reduces the book allocation in those fields which make strong demands on the periodicals budget.

Variable G range is from 0.4 to 1.0.

VARIABLE H: Local Use

Factor H adjusts the formula because the particular teaching methods used by the various academic departments at Radford University vary significantly. Those who traditionally place greater demands on the library for curriculum support may be adjusted upward in funding. This factor is calculated by dividing the aggregate circulation per department by the aggregate number of majors and faculty per department.

Source of data: Circulation statistics by patron major and faculty department (PTYPE) are obtained from the library system. The number of majors and number of faculty by department from: Office of Institutional Planning, Research, and Assessment. *Credit Hours Summary Report* (spreadsheet).

Variable H range is from 1.2 to 2.0.

COMPOSITE VALUE

The composite value $[(A+B) + 2(C+D)]$ is multiplied by the four variables E, F, G and H.

After the allocation index values have been computed for each fund, these values are converted to percentages for application to funding. The percentage values are calculated by dividing each fund's index value by the total of all index values.

Based on the principle that a certain degree of funding is necessary for teaching an academic discipline regardless of the number of students in the program, a minimum dollar amount is set each year. The funding formula is then applied to the remainder of the funds earmarked for department-related support.

Appendix I -- Guidelines for Requesting and Evaluating Internet Resources

GENERAL CRITERIA FOR ALL INTERNET RESOURCES

Internet resources, whether free or purchased, selected by the library should

- meet general selection criteria as described in the *Collection Development Policy*
- meet criteria described in the Electronic Resources section of the *Collection Development Policy*
- meet other appropriate criteria for formats or categories of material
- be produced by an identifiable author or organization with an established reputation in the subject area
- provide authoritative and substantive information

CRITERIA FOR SPECIFIC FORMATS

Web Sites

- Evidence of stability
- Provides date(s) of creation or revision
- Evidence that the site is being maintained (e.g., no broken links)
- Provides sources or lists of references
- Ease of use and navigation

Other Considerations:

- When selecting an “issues-oriented” web site, it is important to attempt to balance it with web site(s) with alternative viewpoints.
- Web sites that require individual registration or licensing may be selected and referred to the Collection Development Committee for approval.
- Librarians are encouraged to consult reviews from reliable sources, such as Choice, C&RL News, Library Journal, Internet Scout Project, etc.

Electronic Reference Sources/Databases, Electronic Periodicals, and Electronic Monographs

- Good value for the nature of the content
- Coverage not addressed by other resources
- Ease of use and navigation
- Accessibility: Preference should be given to sites that provide IP-authenticated access. Strong justification is required for passworded access that cannot be included in a URL authentication string.
- Licensing terms: The selector should work with the Acquisitions Librarian to evaluate licensing terms that may restrict fair use, access to categories of users, remote access, interlibrary loan, etc.
- Technical issues: The selector should work with the Electronic Resources Systems Librarian to evaluate such technical issues as OpenURL compatibility for linking, availability of use statistics (preferably COUNTER-compliant), etc.
- Full-text article databases: the selector should work with the Collection Development Librarian to compare coverage of full-text periodicals with other available resources.
- Full-text resources: evaluate the level of selectivity in full-text article coverage and whether full-text is full-image, text, or text and graphics.
- Availability of trial access: the selector should contact the Acquisitions Librarian or Collection Development Librarian to set up a trial.
- Periodicals: indexing coverage in an electronic indexing service available to RU users.

MEANS OF ACCESS

All internet resources that have been selected will be cataloged with links from the online catalog record.

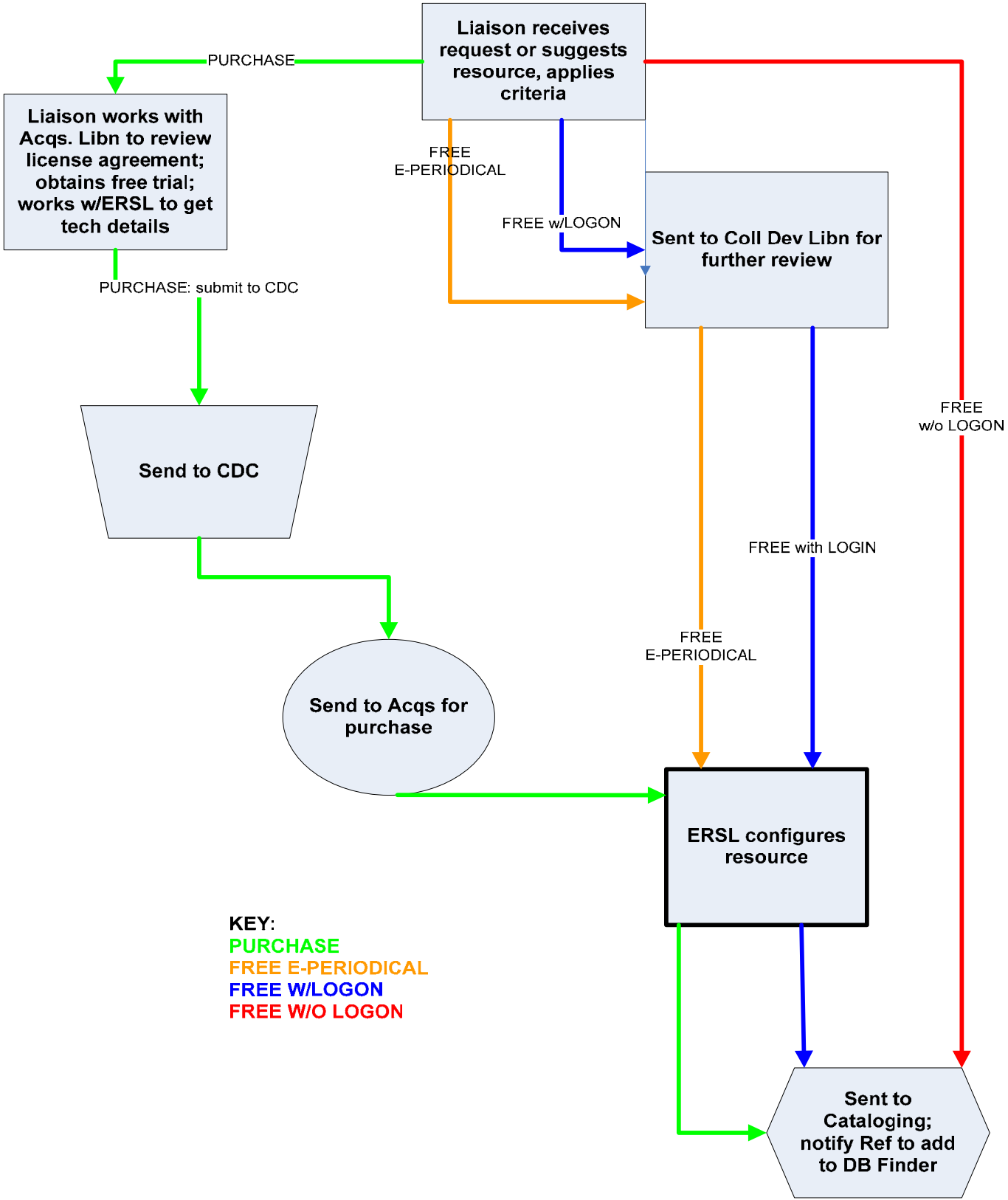
- Catalog records for electronic periodicals will be obtained from the vendor of electronic periodicals access and management services (e.g., Serials Solutions).
- The library will provide a collection-level catalog record for electronic journal collections, if the publisher provides a searchable interface for the collection. (E.g., JSTOR, Oxford Journals Online, Wiley Interscience, etc.)

Additional access for patrons may be provided on the library web site through the Database Finder for the following types of resources, whether purchased or free:

- reference sources or databases (such as abstracting and indexing services, full-text content databases or collections, statistical services, ready-reference resources, etc.)
- journal or e-book collections with searchable interfaces

High priority will be given to configuring and providing access to reference sources/databases.

OVERVIEW OF WORKFLOW



Appendix J -- Policies for Collection Organization and Arrangement

McConnell Library:

Main Collection

This collection is for circulating, adult-level, printed materials supporting the general research and instructional needs of the University.

Main Oversize Collection

Call numbers A-K and PS-Z: 29 cm. or more in height or width

Call numbers L - PR: 31 cm. or more in height or width.

Radford Collection

Materials for general circulation meeting one or more of the criteria below are placed in the Radford Collection:

- materials about Radford University or its predecessors
- Radford master's theses or projects, or the equivalent
- papers or projects prepared in University classes, and selected for the general collection
- materials issued by Radford University or its predecessors, or affiliated units or organizations.
- first copies of materials meeting criteria for Reference, Special Collections, or Juvenile collections should be located according to the appropriate policy. Additional copies may be placed in the Radford Collection.

Works authored by Radford University faculty or staff are placed in the Radford University Authors collection.

Radford University Authors Collection

Materials authored by Radford University faculty or staff and intended for general circulation are placed in this collection. This collection will also include nonprint materials.

Reference Collection

This collection is designated to support the reference function of the library. It is a noncirculating collection consisting of such materials as: encyclopedias, indexes, dictionaries, directories, almanacs, handbooks, statistical works, atlases, subject bibliographies, and other titles of use in reference.

- **Ready Reference**
A small collection of reference books next to the Reference Desk for quick access by the Reference librarians.
- **Encyclopedias**
Located on tables next to the reference collection, contains significant general and subject encyclopedias.
- **Atlases/Maps**
Contains atlases as specifically designated; located on the Atlases/Maps stand. Also includes road maps and topographical maps located in the map case.
- **Compact Reference**
Items designated by the Reference Department to be shelved in the Compact Reference collection are stored in the compact shelving on Level 1. This location includes such items as older volumes of reference serials, legal works, and previous editions of reference works.
- **Index**
Indexes are a subset of the Reference collection. Indexes are located on Level 3 on the Index shelves and tables.
- **Compact Index**
Older volumes of indexes designated by the Reference Department to be shelved in the Compact Index collection are stored in the compact shelving on Level 1.

Juvenile/Young Adult Collection

Books in English written on the level of children from the fourth to the ninth grades. The Juvenile/YA collection and the Juvenile/Easy collections are intended primarily to support the elementary and secondary education curricula and are meant to be representative collections of children's and young adult literature.

Juvenile/Easy Collection

The ALA Glossary defines easy books as: "Easy to read books, picture books, and picture storybooks within the interests and reading ability of children from preschool to third grade . . ." Children's books that fall into these categories should be placed in the Juvenile/Easy Collection.

Juvenile Reference

Reference works, such as dictionaries and encyclopedias, that are written for K-12 grade level are placed in the Juvenile reference collection. These works do not circulate.

Special Collections

Special Collections is a noncirculating collection set up to preserve certain library materials because of their value or significance. Archival materials cataloged as a collection would not be classified nor placed in the Special Collection.

Materials will be placed in Special Collections if they meet one or more of the following criteria:

1. Items printed before 1875.
2. Individual printed items with a list price of \$200 or more, not appropriate for the Reference collection.
3. First editions (i.e., first printings) of significant literary works, or other collector's items.
4. Manuscripts (handwritten, typewritten, computer-printed, or on diskette).
5. Holographs (manuscripts in the hand of the author).
6. Items consisting of loose or loosely mounted art reproductions. (Thus, most art books will be placed in the main collection, including erotic art.)
7. Autographed copies of literary materials or other works which may have become more valuable because of the autograph. Purchased items which may be received with autographs should not generally be placed in the Special Collection, unless the copy is deemed to be especially significant because of the autograph.
8. First copies of Radford University/College theses.
9. First copies of Radford University/College publications designated for cataloging.
10. First copies of items describing Radford University/College or the City of Radford.

Goldberg Collection

Contains a gift of the personal working library of Justice Arthur J. Goldberg. Materials in the collection may circulate.

Special Collections Goldberg

Contains selected items from the Goldberg gift that are autographed, inscribed, or that are in fragile condition. Arranged as a subset of Special Collections.

Nonprint Media Collections:

Videocassettes

Circulating videocassettes, consists of 1/2 inch VHS and a small number 3/4 inch U-matic videocassettes.

Video-DVD

Circulating digital videodiscs (DVDs), usually 4 3/4 inches. Does not include DVD-ROMs, which are housed in the Computer Media Collection.

Cassettes

Consists of spoken and music sound recordings on tape cassettes accompanied by no other media except printed material. The cassette should be the predominant medium.

Cassettes which are accompanied by other non-book media, such as transparencies, pictures, activity cards, etc., are placed in the Kit collection. Cassettes which are received as supplementary material to a book should accompany the book and be shelved in the stacks along side the book.

Recordings (CDs)

Consists of compact-disc sound recordings, either music or spoken.

Recordings (LPs)

Consists of vinyl-disc (LP) sound recordings, either music or spoken. LP recordings are no longer added to this collection. It is arranged by sequential accession number.

Computer Media Collection

The Computer Media collection is a circulating collection that may include CD-ROMs, diskettes, or interactive multimedia, where the computer software is the predominant medium.

Kits

Consists of nonprint titles which are composed of more than one nonprint media format, or of special instructional materials, or of nonprint media which do not fit into the other nonprint locations. This collection is much broader than the strict meaning of "kit" in that it does not take into consideration the predominant medium.

The Kits collection is arranged by sequential accession number.

Slides

Consists of slide sets accompanied by no other nonprint media. The Slides collection is arranged by sequential accession number.

Slides which are accompanied by other nonprint media, such as audio cassettes, etc., are placed in the Kit collection.

Microfilm Book and Microfiche Book

Microforms of nonperiodical items are placed in these collections according to type of microform. All such microforms have sequential call numbers preceded by a prefix indicating the type of microform.

Periodicals

The Periodicals Collection contains printed magazines and scholarly journals. Most titles are published more than once per year; however, annual journals that are indexed or that contain articles and are formatted like other journals also are placed in the Periodicals Collection. The Periodicals Collection contains both bound and current issues.

Periodicals that do not contain articles, but contain reference data, such as statistics, financial data, or legal information, may be placed in the Reference Collection, upon consultation with the Reference Department. Annual or less frequent serials not meeting these criteria are classified and placed in the appropriate "book" collection.

Periodical-Storage

Some older runs of periodicals are stored outside the library building.

Periodical CD-ROM

Volume(s) of a periodical received on CD-ROM. These CD-ROMs are located in the Media area on Level 4.

Newspapers

The Newspapers Collection contain printed newspapers and other periodicals that are published in tabloid format.

Microfilm

The Microfilm Collection contains microfilm reproductions or original microfilm publications of periodical titles corresponding to the Periodicals and Newspapers Collections. Microfilm publications corresponding to books or classified serials are placed in the Books on Microfilm Collection.

Microfiche

The Microfiche Collection contains microfiche reproductions or original microfiche publications of periodical titles corresponding to the Periodicals and Newspapers Collections. Microfiche publications corresponding to books or classified serials are placed in the Books on Microfiche Collection.

Internet Resource

This location is used in the INNOPAC online catalog for serial and monographic resources that are accessible through the Internet.

Harvey Center:

The George Harvey Health Information Resource Center will house materials, primarily electronic and nonprint, that support the clinical, teaching, and patient-education activities of the Waldron College of Health and Human Services. Materials to be located in the Harvey Center will be specifically designated.

Harvey Videos

Includes videocassettes and DVDs.

Harvey Computer Media

Includes CD-ROMs and software.

Harvey Audio

Includes any sound recording, including audiocassettes and compact discs, where the sound recording is the predominant media.

Harvey Main

Includes books for circulation.

Harvey Reference

Includes reference books not intended for circulation.

Appendix K -- Cooperative Retention of Nursing and Allied Health Journal Titles

[VIVA Logo]

Project for the Cooperative Retention of Nursing and Allied Health Journal Titles

Goals

- To insure enhanced coverage of and access to the journal literature in allied health and nursing.
- To allow academic libraries in Virginia to develop core collections to support curricular and research needs while relying on other sources for journals that fall outside the institution's core.

Objective

- To create and maintain an in-state core collection of journal literature in nursing and allied health.

Description

- The project consists of the willingness of participating libraries to retain their holdings of and provide access to a core collection of journals in allied health and nursing.
- The Brandon-Hill lists for allied health and nursing were used to identify the core collection, comprising 151 titles (70 in allied health and 81 in nursing). Participants number 16 libraries, of which 4 are independent colleges. Participants cover the span from community colleges to graduate research institutions.

Commitment Summary

- Each holding library agrees to retain their current subscription and backfile for each title specified until December 31, 2000 or as long as is practicable; and,
- Provide document delivery service to VIVA libraries for the specified titles

Title Commitments

- [Alphabetically by Title](#)
- [Alphabetically by Institution](#)

Institutional Contacts

[Home](#) | [Collections](#) | [Libraries](#) | [Search](#) | [About VIVA](#)

Contact: For suggestions and information about the VIVA Nursing and Allied Health Journal Project page, please contact [Steve Stratton](#) (VCU) or [Kathy Perry](#), (George Mason University) VIVA Director.

Posted December 21, 1999. Last updated: 2/12/2001

Source: <http://www.gmu.edu/library/fen/viva/nah.html>

The Virtual Library of Virginia

**Project for the Cooperative Retention of
Nursing and Allied Health Journal Titles
Institutional Title Commitments**

Alphabetically by Title

Allied Health | Nursing

| Allied Health Titles | Institution |
|--|----------------------------|
| AARC Times | Tidewater CC |
| American Journal of Audiology | Radford Univ. |
| American Journal of Electroneurodiagnostic Technology (previously Amer. J. of EEG Technology) | Virginia Commonwealth |
| American Journal of Hospice and Palliative Care | Virginia Commonwealth |
| American Journal of Occupational Therapy | College of Health Sciences |
| American Journal of Physical Medicine and Rehabilitation | Christopher Newport |
| American Journal of Speech-Language Pathology | Radford Univ. |
| American Laboratory | Virginia Commonwealth |
| Annals of Emergency Medicine | College of Health Sciences |
| Applied Radiology | Tidewater CC |
| Archives of Physical Medicine and Rehabilitation | George Mason |
| Biomedical Instrumentation & Technology (formed by merger of Medical Instrumentation and Biomedical Technology Today) | Virginia Commonwealth |
| Biotechnic & Histochemistry | Virginia Commonwealth |
| British Journal of Occupational Therapy | Virginia Commonwealth |
| Canadian Journal of Medical Laboratory Science | Virginia Commonwealth |
| Canadian Journal of Occupational Therapy | Virginia Commonwealth |
| Clinical Chemistry | Virginia Commonwealth |
| Clinical Electroencephalography | Virginia Commonwealth |
| Clinical Laboratory Science | Radford Univ. |
| Dental Assistant | Virginia Commonwealth |
| Dysphagia | Virginia Commonwealth |
| Ear and Hearing | James Madison |
| Emergency | George Mason |
| Emergency Medical Services | College of Health Sciences |
| Emergency Medical Technician Legal Bulletin | College of Health Sciences |
| Emergency Medicine | Shenandoah Univ. |
| JEMS: Journal of Emergency Medical Services | College of Health Sciences |
| Journal of Allied Health | College of Health Sciences |
| Journal of Athletic Training | Longwood |

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|---|----------------------------|
| Journal of Burn Care & Rehabilitation | Virginia Commonwealth |
| Journal of Cardiopulmonary Rehabilitation | George Mason |
| Journal of Communication Disorders | Radford Univ. |
| Journal of Dental Hygiene | Northern Virginia CC |
| Journal of Diagnostic Medical Sonography | Tidewater CC |
| Journal of Extra-Corporeal Technology | Virginia Commonwealth |
| Journal of Head Trauma and Rehabilitation | James Madison Univ. |
| Journal of Laboratory and Clinical Medicine | Virginia Commonwealth |
| Journal of Nuclear Medicine Technology | Virginia Commonwealth |
| Journal of Nutrition Education | Lynchburg College |
| Journal of Nutrition for the Elderly | Virginia Commonwealth |
| Journal of Orthopaedic and Sports Physical Therapy | Lynchburg College |
| Journal of Prosthetics and Orthotics | Marymount Univ. |
| Journal of Rehabilitation | Longwood College |
| Journal of Speech, Language, and Hearing Research (formerly J. of Speech and Hearing Research, 1958-96) | Old Dominion Univ. |
| Journal of the American Academy of Audiology | Radford Univ. |
| Journal of the American Academy/Physician Assistants | College of Health Sciences |
| Journal of the American Dietetic Association | James Madison Univ. |
| Journal of the American Health Information Management Association | Tidewater CC |
| Journal of the Canadian Dietetic Association | James Madison |
| Laboratory Medicine | Virginia Commonwealth |
| Medical Laboratory Observer: MLO | Radford Univ. |
| Occupational Therapy in Health Care | Virginia Commonwealth |
| Occupational Therapy in Mental Health | Virginia Commonwealth |
| Occupational Therapy Journal of Research | Shenandoah Univ. |
| Orthopaedic Physical Therapy Clinics of North America | Shenandoah Univ. |
| OT Week | Shenandoah Univ. |
| Pediatric Physical Therapy | College of Health Sciences |
| Physical and Occupational Therapy in Geriatrics | Virginia Commonwealth |
| Physical and Occupational Therapy in Pediatrics | Old Dominion Univ. |
| Physical Medicine and Rehabilitation Clinics of North America | College of Health Sciences |
| Physical Therapy | Northern Virginia CC |
| Physician Assistant | College of Health Sciences |
| Physiotherapy | Virginia Commonwealth |
| Physiotherapy Canada | Virginia Commonwealth |
| Professional Medical Assistant | Tidewater CC |
| PT: Magazine of Physical Therapy | Shenandoah Univ. |
| Radiologic Technology | Virginia Western CC |
| Respiratory Care | Mountain Empire CC |

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| RRT | Tidewater CC |
| Topics in Emergency Medicine | College of Health Sciences |
| Topics in Geriatric Rehabilitation | Radford Univ. |
| Topics in Health Information Management | College of Health Sciences |
| Topics in Health Record Management | Northern Virginia CC |
| Transfusion | Virginia Commonwealth |
| Ultrasonic Imaging | Virginia Commonwealth |

| Nursing Titles | Institution |
|--|-----------------------------|
| AANA Journal | Old Dominion Univ. |
| AAOHN Journal | Christopher Newport Univ. |
| Advanced Practice Nursing Quarterly | George Mason Univ. |
| American Journal of Critical Care | Marymount Univ. |
| American Journal of Infection Control | Virginia Commonwealth Univ. |
| American Journal of Nursing | Virginia Western CC |
| American Nurse | Marymount Univ. |
| ANNA Journal | College of Health Sciences |
| ANS Advances in Nursing Science | George Mason Univ. |
| AORN Journal | Lynchburg College |
| Applied Nursing Research | Radford Univ. |
| Archives of Psychiatric Nursing | George Mason Univ. |
| Canadian Nurse | Lynchburg College |
| Cancer Nursing | Old Dominion Univ. |
| Clinical Nurse Specialist | Radford Univ. |
| Clinical Nursing Research | Shenandoah Univ. |
| Computers in Nursing | Marymount Univ. |
| Critical Care Nurse | Marymount Univ. |
| Critical Care Nursing Clinics of North America | George Mason Univ. |
| Critical Care Nursing Quarterly | Blue Ridge CC |
| DOCN Dimensions of Critical Care Nursing | Old Dominion Univ. |
| Gastroenterology Nursing | George Mason Univ. |
| Geriatric Nursing | Radford Univ. |
| Heart and Lung | Lynchburg College |
| Holistic Nursing Practice | George Mason Univ. |
| Home Healthcare Nurse | College of Health Sciences |
| Image | Old Dominion Univ. |
| International Nursing Review | Radford Univ. |
| JOGNN | Old Dominion Univ. |
| Journal of Advanced Nursing | George Mason Univ. |

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| Journal of Cardiovascular Nursing | Marymount Univ. |
| Journal of Child and Adolescent Psychiatric Nursing | George Mason Univ. |
| Journal of Community Health Nursing | George Mason Univ. |
| Journal of Continuing Education in Nursing | College of Health Sciences |
| Journal of Emergency Nursing | Marymount Univ. |
| Journal of Gerontological Nursing | Virginia Western CC |
| Journal of Intravenous Nursing | Virginia Commonwealth Univ. |
| Journal of Neuroscience Nursing | George Mason Univ. |
| Journal of Nurse-Midwifery | Old Dominion Univ. |
| Journal of Nursing Administration | Radford Univ. |
| Journal of Nursing Care Quarterly | Radford Univ. |
| Journal of Nursing Education | Virginia Western CC |
| Journal of Nursing Staff Development | Marymount Univ. |
| Journal of Ophthalmic Nursing and Technology | Virginia Commonwealth Univ. |
| Journal of Pediatric Health Care | Marymount Univ. |
| Journal of Pediatric Oncology Nursing | George Mason Univ. |
| Journal of Perianesthesia Nursing | Virginia Commonwealth Univ. |
| Journal of Perinatal & Neonatal Nursing | Radford Univ. |
| Journal of Post Anesthesia Nursing (title changed to J. of Perianesthesia Nursing) | Virginia Commonwealth Univ. |
| Journal of Practical Nursing | Virginia Commonwealth Univ. |
| Journal of Professional Nursing | James Madison Univ. |
| Journal of Psychosocial Nursing and Mental Health Services | Tidewater CC |
| Journal of the Association of Nurses in AIDS Care | George Mason Univ. |
| Journal of Vascular Nursing | Virginia Commonwealth Univ. |
| Journal of Wound, Ostomy and Continence Nursing | Marymount Univ. |
| MCN | Northern Virginia CC |
| N & HC Perspective on Community | Christopher Newport Univ. |
| Neonatal Network | Northern Virginia CC |
| Nurse Educator | Shenandoah Univ. |
| Nurse Practitioner | Lynchburg College |
| Nursing | Virginia Western CC |
| Nursing Administration Quarterly | Old Dominion Univ. |
| Nursing Clinics of North America | George Mason Univ. |
| Nursing Diagnosis | Shenandoah Univ. |
| Nursing Economics | Old Dominion Univ. |
| Nursing Management | James Madison Univ. |
| Nursing Outlook | Marymount Univ. |
| Nursing Research | George Mason Univ. |
| Nursing Science Quarterly | Christopher Newport Univ. |

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|-------------------------------------|-----------------------------|
| Nursing Times | Shenandoah Univ. |
| Oncology Nursing Forum | Virginia Commonwealth Univ. |
| Orthopaedic Nursing | Marymount Univ. |
| Pediatric Nursing | George Mason Univ. |
| Public Health Nursing | James Madison Univ. |
| Regan Report on Nursing Law | James Madison Univ. |
| Rehabilitation Nursing | James Madison Univ. |
| Research in Nursing & Health | George Mason Univ. |
| RN | Virginia Western CC |
| Seminars in Oncology Nursing | Lynchburg College |
| Virginia Nurses Today | Christopher Newport Univ. |
| Western Journal of Nursing Research | George Mason Univ. |

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Source: http://www.gmu.edu/library/fen/viva/nah_inst.html

The Virtual Library of Virginia

**Project for the Cooperative Retention of
Nursing and Allied Health Journal Titles**

Institutional Title Commitments

Alphabetically by Institution

| Institution | Allied Health Titles | Nursing Titles |
|--------------------------------|--|--|
| Blue Ridge CC | | Critical Care Nursing Quarterly |
| Christopher Newport University | American Journal of Physical Medicine & Rehabilitation | AAOHN Journal N & HC Perspectives on Community Nursing Science Quarterly Virginia Nurses Today |
| College of Health Sciences | American Journal of Occupational Therapy Annals of Emergency Medicine Emergency Medical Services Emergency Medical Technician Legal Bulletin JEMS: Journal of Emergency Medical Services Journal of Allied Health Journal of the American Academy of Physician Assistants Pediatric Physical Therapy Physical Medicine and Rehabilitation Clinics of North America Physician Assistant Topics in Emergency Medicine Topics in Health Information Management | ANNA Journal Home Healthcare Nurse Journal of Continuing Education in Nursing |
| George Mason University | Archives of Physical Medicine and Rehabilitation Emergency Journal of Cardiopulmonary Rehabilitation | Advanced Practice Nursing Quarterly ANS Advances in Nursing Science Archives of Psychiatric Nursing Critical Care Nursing Clinics of North America Gastroenterology Nursing Holistic Nursing Practice Journal of Advanced Nursing Journal of Child and Adolescent Psychiatric Nursing Journal of Community Health Nursing Journal of Neuroscience Nursing Journal of Pediatric Oncology Nursing Journal of the Association of Nurses in AIDS Care Nursing Clinics of North America Nursing Research Pediatric Nursing Research in Nursing & Health Western Journal of Nursing Research |
| James Madison University | Ear and Hearing Journal of Head Trauma and Rehabilitation Journal of the American Dietetic Association Journal of the Canadian Dietetic Association | Journal of Professional Nursing Nursing Management Public Health Nursing Regan Report on Nursing Law Rehabilitation Nursing |

| | | |
|----------------------------------|---|--|
| Longwood College | Journal of Athletic Training Journal of Rehabilitation | |
| Lynchburg College | Journal of Nutrition Education Journal of Orthopaedic and Sports Physical Therapy | AORN Journal Canadian Nurse Heart & Lung Nurse Practitioner Seminars in Oncology Nursing |
| Marymount University | Journal of Prosthetics and Orthotics | American Journal of Critical Care American Nurse Computers in Nursing Critical Care Nurse Journal of Cardiovascular Nursing Journal of Emergency Nursing Journal of Nursing Staff Development Journal of Pediatric Health Care Journal of Wound, Ostomy and and Continence Nursing Nursing Outlook Orthopaedic Nursing |
| Mountain Empire CC | Respiratory Care | |
| Northern Virginia CC | Journal of Dental Hygiene Topics in Health Records Management Physical Therapy | MCN Neonatal Network |
| Old Dominion University | Journal of Speech, Language and Hearing Research formerly J. of Speech and Hearing Research, 1958-96) Physical & Occupational Therapy in Pediatrics | AANA Journal Cancer Nursing DOCN Dimensions of Critical Care Nursing Image JOGNN Journal of Nurse-Midwifery Nursing Administration Quarterly Nursing Economics |
| Radford University | American Journal of Audiology American Journal of Speech-Language Pathology Clinical Laboratory Science Journal of Communication Disorders Journal of the American Academy of Audiology Medical Laboratory Observer: MLO Topics in Geriatric Rehabilitation | Applied Nursing Research Clinical Nurse Specialist Geriatric Nursing International Nursing Review Journal of Nursing Administration Journal of Nursing Care Quarterly Journal of Perinatal & Neonatal Nursing |
| Shenandoah University | Emergency Medicine Occupational Therapy Journal of Research | Clinical Nursing Research Nurse Educator Nursing Diagnosis Nursing Times |
| Tidewater CC | AARC Times Applied Radiology Journal of Diagnostic Medical Sonography Journal of the American Health Information Management Association Professional Medical Assistant RRT | Journal of Psychosocial Nursing and Mental Health Services |
| Virginia Commonwealth University | American Journal of Electroneuro- diagnostic Technology American Laboratory Biomedical Instrumentation & Technology Biotechnic & Histochemistry British Journal of Occupational Therapy Canadian Journal of Medical Laboratory Science Canadian Journal of Occupational Therapy Clinical Chemistry Clinical Electroencephalography Dental Assistant Dysphagia Journal of Burn Care & Rehabilitation Journal of Extra-Corporeal Technology Journal of Hospice and Palliative Care Journal of Laboratory and Clinical Medicine | American Journal of Infection Control Journal of Interventional Nursing Journal of Ophthalmic Nursing Journal of Perianesthesia Nursing Journal of Post Anesthesia Nursing Journal of Practical Nursing Journal of Vascular Nursing Oncology Nursing Forum |

| | | |
|---------------------|--|---|
| | Journal of Nuclear Medicine Technology Journal of Nutrition for the Elderly Laboratory Medicine Occupational Therapy in Health Care Occupational Therapy in Mental Health Physical & Occupational Therapy in Geriatrics Physiotherapy Physiotherapy Canada Transfusion Ultrasonic Imaging | |
| Virginia Western CC | Radiologic Technology | American Journal of Nursing Journal of Gerontological Nursing Journal of Nursing Education Nursing RN |

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