Introduction/Mission Statement

Purpose of a Collection Development Policy

Selection Responsibilities

Formats

Deselection Criteria for Print and Multimedia Materials

Special Considerations in Materials Selection

| Monographs               | 5 |
| Journals/Serials        | 5 |
| Electronic Databases    | 5 |
| Gifts                   | 5 |

Principal Collections

| Keith & Shirley Campbell Library (Campbell) | 6 |
| Cooper Medical School of Rowan University Library (CMSRU) | 7 |
| Rowan University School of Osteopathic Medicine Health Sciences Library (RowanSOM) | 8 |

Specialized Collections

| Reference                 | 9 |
| Streaming Media           | 9 |
| Government Publications   | 9 |
| Free/Open Access Online Resources | 10 |
| Performing Arts Collection| 10 |
| University Archives and Special Collections | 10 |

Questions and Suggestions

Review and Revision

Appendices

1. Request for Consideration Forms | 12 |
2. American Library Association’s (ALA) Library Bill of Rights and Interpretations | 24 |
3. ALA and the Association of American Publishers Freedom to Read Statement | 29 |
4. Gift Policy | 33 |
5. Subjects Collected | 35 |
   a. Campbell Library | 35 |
   b. CMSRU Library | 36 |
   c. RowanSOM Library | 37 |
6. Subject Scope Descriptions (Campbell) | 39 |
Introduction/Mission Statement

Rowan University Libraries supports the educational and research mission of Rowan University through the judicious selection, management, promotion and training in the use of information resources and services as well as through the provision of an environment conducive to academic and social engagement and the promotion of intellectual curiosity.

Rowan University Libraries provides resources that enhance research, promote excellence, and support the curriculum of the University. Rowan University Libraries is committed to coordinating the selection of materials both by those who develop and distribute them and by those who use them, and to ensure that all members of the University community, irrespective of location, have access to the same content, whenever possible.

Purpose of a Collection Development Policy

1. To guide the development and management of the collections and information resources of the Rowan University Libraries in a manner that supports the vision, mission and plan of Rowan University.

2. To communicate collection/information resources management goals and objectives to the university community.

3. To provide a balanced collection of materials in formats that support the University’s instructional programs and the basic research needs of its faculty.

4. To promote careful stewardship in the allocation of fiscal resources in support of current and proposed curricula.

5. To foster the collection and preservation of regional historical materials through the University Archives and Special Collections.
Selection Responsibilities

While all members of the Rowan community may recommend materials for the collection, final responsibility for the development of a balanced collection rests with the libraries. Faculty members, who are subject specialists, share responsibility with librarians for the selection of materials in support of teaching and research. It is the responsibility of the librarians, however, to provide tools for selection and to oversee the final selection of materials. Requests for desired items should be made by submitting the appropriate Request for Consideration form (Appendix 1).

Within the philosophical framework of intellectual freedom, Rowan University Libraries subscribes to the American Library Association’s (ALA) Library Bill of Rights and its interpretations (Appendix 2). Rowan University Libraries also subscribes to the Freedom to Read Statement jointly adopted by ALA and the Association of American Publishers (Appendix 3). Among other rights, these statements affirm that no materials shall be excluded because of the origin, background, or view on current and historical issues, and that censorship should be challenged.

Rowan University Libraries is committed to providing an inclusive and accessible experience for all library users. In keeping with the Americans with Disabilities Act (ADA), efforts will be made to select materials in formats needed to accommodate identified disabilities among members of the Rowan University community in order to ensure equal access to library resources.

Rowan University Libraries reserves the right to make the final decision on those materials and resources that will be acquired for or deselected from its collections. The Collection Development Committee guides the implementation of the Collection Development Policy.

Formats

Rowan University Libraries is committed to collecting and maintaining a hybrid collection of materials, where resources are collected in the most appropriate format for their intended use. While collecting primarily in electronic format, resources not available in electronic format or for which other attributes make another format more appropriate will be collected. Print journal archives will not be deaccessioned unless suitable electronic replacements are available. Purchases of multimedia materials typically will be limited to formats which are supported by the University, as discussed under “Specialized Collections”.
Selection Criteria

Rowan University Libraries welcomes suggestions for the addition of resources from the University community. Collection decisions will be made based on the following criteria:

1. Support for the teaching and research mission of the University
2. Demonstrated or anticipated demand by multiple users for the resource
3. Appropriate scholarly and intellectual level
4. Currency of the resource
5. Authority of the resource
6. Depth of coverage required for the discipline
7. Reputation of the publisher or provider
8. Format, as discussed above

Deselection Criteria for Print and Multimedia Materials

Rowan University Libraries reviews collection holdings periodically, as appropriate to each academic discipline, to determine what materials may be withdrawn in order to maintain a balanced and useful collection. Deselection decisions will be made based on the following criteria:

1. Age of title in relation to subject matter
2. Duplicate copies that are no longer needed
3. Superseded
4. Authoritiveness of content
5. Outdated or unsupported formats
6. Value to current curriculum and/or faculty research
7. Availability in a more accessible, electronic format
8. Physical condition (e.g., damage or mold)
9. Use (except seminal items or those with historical value)
10. Lost or missing items not appropriate for replacement.
Special Considerations in Materials Selection

1. Monographs
   a. Where appropriate for the content, the e-book format is preferred; hardbound editions are preferred over paperbacks
   b. Duplicates: except for special circumstances, multiple copies of a title will not be ordered

2. Journals/Serials
   a. Electronic format is preferred, when available
   b. Reputation and importance (e.g., impact factor) in the relevant discipline(s)
   c. Access to content, including such considerations as:
      i. Indexed in databases to which the University Libraries subscribes
      ii. Inclusion of back files, embargo periods, availability of permanent access if subscription is discontinued

3. Electronic Databases: Access must be through University authentication. Resources in CD-ROM format and any which require dedicated machines or specifically identified users (username/password access) will not be purchased.

4. Gifts will be considered in accordance with the Gift Policy (Appendix 4).
Principal Collections

1. Keith & Shirley Campbell Library (Campbell)

Campbell Library provides resources that enhance research, promote excellence, and support the curriculum of programs based at Rowan University in Glassboro, NJ. The Glassboro campus is comprised of:

- College of Communication and Creative Arts
- College of Education
- Henry M. Rowan College of Engineering
- College of Health Sciences
- College of Humanities and Social Sciences
- College of Performing Arts
- Rohrer College of Business
- College of Science and Mathematics
- Global Learning and Partnerships
- School of Earth and Environment

Librarians select resources via professional selection tools, reviews and faculty input. The Library maintains Circulating, Reserve and Reference collections, as well as several specialized collections. Selection decisions for these collections vary according to the needs of our constituents. Items for these collections are acquired in the most appropriate format - print, online, or media. Electronic sources are preferred in order to ensure that all members of the University community, irrespective of location, have access to the same content, whenever possible.

Resources selected for the general Circulating Collection focus on both general and specific topics in the subject areas in which research and education are conducted. Introductory texts, core resources and monographs on specialty topics are all included in the collection. However, the Library does not purchase textbooks to support specific course offerings.

The Library is committed to preserving the collection as a support to instruction, curriculum and research. A list of specific subject areas collected is included in the Subjects Collected Lists (Appendix 5a) and further described in the Subject Scope Descriptions (Appendix 6).
2. Cooper Medical School of Rowan University Library (CMSRU)

The CMSRU Library acquires materials and provides access to information resources in support of education, research and clinical practice needs of faculty, residents, staff and students of the Cooper Medical School of Rowan University. It also supports the Institutes of Cooper University Hospital, which include:

- Cooper Bone and Joint Institute
- Cooper Cancer Institute
- Cooper Heart Institute
- Cooper Neurological Institute
- Children’s Regional Hospital at Cooper University Hospital
- Critical Care Medicine
- Cooper Digestive Health
- Cooper Level 1 Trauma Center
- The Ripa Center for Women’s Health and Wellness at Cooper University Hospital
- Surgical Specialties
- Vascular Surgery Program
- Nursing

The Library maintains Circulating, Reserve and Board Review collections. Selection decisions for these collections vary according to the needs of its constituents. Items for these collections are acquired in the most appropriate format - print, online, or media. Electronic sources are preferred in order to ensure that all members of the University community, irrespective of location, have access to the same content whenever possible. A list of specific subject areas collected is included in the Subjects Collected Lists (Appendix 5b).

Resources selected for the general Circulating Collection focus on both general and specific topics in the subject areas in which research, education and clinical practice are conducted. Introductory texts, core resources and monographs on specialty topics are all included in the collection.

The Library's Reserve Collection includes materials used for course work in the medical school and Graduate Medical Education program. The Library owns multiple copies of required texts for each course, as well as copies of recommended textbooks, software and other media used in the curriculum. New editions of standard texts are acquired as needed.
Items selected for the Board Review Collection focus on the needs of students taking the board certification examinations as well as resident physicians taking specialty exams. These include subject specific titles as well as general question/answer texts and media.

Items are chosen for the various collections based on faculty input, review of selection tools in the biomedical sciences and clinical medicine, and requests by users. Preference is generally given to materials which are available in an online format.

3. Rowan University School of Osteopathic Medicine Health Sciences Library (RowanSOM)

The Health Sciences Library in Stratford supports the educational, clinical and research needs of the School of Osteopathic Medicine, the Graduate School of Biomedical Sciences and the Stratford Division of the Kennedy University Hospital. The Library’s collections address the variety of scholarly information needs of the students, staff, faculty and physicians in these programs and communities.

The Library maintains several collections: a Circulating Collection, Reserve Collection, Board Review Collection and a special collection on the History of Osteopathic Medicine. Items selected for these collections vary according to the constituents’ needs and are chosen based on faculty input, review of selection tools in the biomedical sciences and clinical medicine, and user requests. Materials are acquired in the most appropriate format - print, online, or media. A list of specific subject areas collected is included in the Subjects Collected Lists (Appendix 5c).

The Circulating Collection focuses on both general and specific works in the subject areas in which research, education and clinical practice are conducted. Introductory texts, core resources, and monographs on specialty topics are all included in the collection.

The Reserve Collection includes materials used for course work in the School of Osteopathic Medicine and the Graduate School of Biomedical Sciences. The Library obtains multiple copies of each required textbook and at least one copy of the recommended textbooks for each course, as well as software and other media used in the curriculum. New editions of standard texts are acquired as needed.

The Board Review Collection supports the needs of students taking medical board certification examinations as well as resident physicians’ specialty exams. These include both general question-and-answer texts and media, and subject specific titles.
The History of Osteopathic Medicine collection includes materials in various formats which reflect both national and New Jersey-specific history pertaining to this subject. Items are obtained as they are identified and reviewed for relevance to the collection.

**Specialized Collections**

1. **Reference**
   The Reference collection consists of information resources, in both electronic and print formats, which are designed to be consulted for discrete information rather than read in their entirety, as well as resources that guide the user to additional sources of information.

2. **Streaming Media**
   a. The primary purpose of the streaming media collection is to support the instructional needs of Rowan University faculty, students and staff. The collection also supports and enriches the University’s cultural and intellectual resources.
   b. The collection consists of program titles in the most current and dependable software formats, specifically in multiple-user networked digital form, either through licensing to provide content online via local support or through subscription for content delivery by authorized vendors.
   c. Streaming media are purchased from the central budget and all requests must be submitted to the Collection Development Committee for review. Some streaming media titles may also be available in a single-user format at one of the libraries.
   d. The Collection Development Committee will review streaming media resources for renewal or deselection in accordance with the guidelines as discussed elsewhere in this policy.

3. **Government Publications**
   The Library’s Government Publications collection is a selective depository for US government documents distributed through the Library Programs Service (LPS) of the Government Publication Office (GPO). The Library’s Government Publications support and enhance the general collection management goals of the Library, with an emphasis given to areas that support the research and curricular needs of the university.
4. Free/Open Access Online Resources

Free and/or open access resources will be evaluated according to the general guidelines for collection development. Requests for including these items in Rowan University Libraries indices (e.g., catalog, A-Z lists) must be submitted to the Collection Development Committee for consideration. It must be noted that limitations inherent to such resources may negatively impact discoverability.

5. Performing Arts Collection

The Performing Arts Collection supports the research and curricular needs of the Music and Theatre & Dance Departments, and provides interdisciplinary material for all departments. The Collection also supports the cultural, intellectual, and recreational interests of the entire University community. The collection consists of:

a. Music scores
b. Sound recordings (primarily on compact disc) of all forms of music
c. Performance, documentary, and instructional DVDs covering all performing arts
d. Scripts and published plays
e. Reference works covering performing arts.

6. University Archives and Special Collections

University Archives and Special Collections collect, preserve and make available materials pertaining to the history of the University and of Southern New Jersey. Among the material types found in the collection are diaries, correspondence, deeds, legal and business records, rare books, periodicals and other publications, as well as oversize materials such as maps, newspapers and photographs. The Archives are open to the University community at large as well as to outside researchers, including genealogists.

The University Archives includes yearbooks, curricula, course catalogs, syllabi, student newspapers and publications including theses and dissertations, Board of Trustees’ minutes and administrative department materials as well as select faculty papers and monologs. The University Archives also contains materials related to the 1967 Summit between Soviet Premier Aleksei Kosygin and U.S. President Lyndon Baines Johnson, which took place on the Glassboro campus.

Special Collections includes both manuscript and rare book materials related to the Colonial and Civil War eras, county and local history, Native American and Quaker history in Southern New Jersey, 19th and 20th century children’s books, and papers of prominent citizens of Southern New Jersey.
Questions and Suggestions

Questions or suggestions concerning this policy or the collections of the Rowan University Libraries should be submitted to the Associate Provost of Library Information Services.

Review and Revision

This Collection Development Policy will be reviewed and revised as necessary, and at a minimum of every five years, to ensure that it continues to address the needs of the Rowan University Community.

Appendices

1. Request for Consideration Forms
2. American Library Association’s (ALA) Library Bill of Rights and Interpretations
3. ALA and the Association of American Publishers Freedom to Read Statement
4. Gift Policy
5. Subjects Collected
6. Subject Scope Descriptions (Campbell)
APPENDIX 1: Request for Consideration Forms

Database/Trial Form
Please complete this form to request a new subscription database or a trial.
Contact Susan Fink, if necessary, to supply any information required to obtain subscription price quotes.
It is suggested that you print out the blank form, gather the required information, and then return to complete the form.
* Required

Your Name: *

Email Address: *

Database/Resource Title: *

URL (if known/applicable): *

Recommended by: *

Description of the Database/Resource: *
Include information on how/what it adds to the Rowan University Libraries collection and how it fills an unmet need.

Is there an option for a trial? *
- Yes
- No
- Unsure

Is this a request for a trial or a subscription? *
- Trial
- Subscription
Which department, class, or program will it support? Is it multidisciplinary in nature?

Does this overlap with any currently held resource?

Does it complement any currently held resource?

Dates Covered:

Updating Frequency:

Format of Content (Indexing w/citations, abstracts, full-text, images, etc.)

Producer/Content Provider:

Vendor (if different from Provider):

Vendor Contact Name, Phone, or Email:

Subscription Time Frame (one year, three years, etc.):
Is the entire database available for simultaneous users?

- Yes
- No
- Unsure

If the entire database is available for simultaneous users, is it unlimited or is there a specific number (if so, what is that number)?

Price Quote:

Would you be willing to review this database/resource annually?

- Yes
- No
- Unsure

Additional Comments:

Submit

Never submit passwords through Google Forms.
Journal Request Form

Please complete this form to request a new journal subscription. For one-time purchases of journal backfiles, the Wish List Purchase Request (http://goo.gl/forms/GUPB7rLyk5) should be used.

Contact Susan Fink, if necessary, to supply any information required to obtain subscription price quotes.

It is suggested that you print out the blank form, gather the required information, and then return to complete the form.

* Required

Your Name: *

Email Address: *

Journal Title: *

Recommended by: *

Description of the Journal: *
Include information on what it adds to the Rowan University Libraries collection and/or why it is unique.

Which department, class or program will it support? *

Publisher: *

Cost: *
Format Availability: *
- Print
- Online
- Both

Are backfiles included in the license? *
- Yes
- No

If so, what years are covered?

If Rowan University Libraries ends the subscription/license, will Rowan University Libraries have access to the content that has been paid for? *
- Yes
- No
- Unsure

Does Rowan University Libraries currently have any full text access to this journal? *
- Yes
- No

If so, how do we have access and for what years?

What database, if any, is this journal indexed in? *

Impact Factor/Eigen Factor (from Journal Citation Reports): *

Number of ILL Requests in the last five years: *

Additional Comments
Special Purchase Request Form
Please complete this form to request any single item over $400.

It is suggested that you print out the blank form, gather the required information, and then return to complete the form.

* Required

Your Name: *

Email Address: *

Item Title: *

Recommended by: *

Description of the item: *
Include Information on how/what it adds to the Rowan University Libraries Collection.

Which department, class or program will it support? Is it multidisciplinary in nature? *

Publication/Vendor Information: *

Cost: *
Wish List Purchase Request Form

Please complete this form to request a one-time purchase that may have substantial upfront costs but has minimal or no ongoing costs (backfiles of journals, databases or special collection of purchased e-books, etc.)

It is suggested that you print out the blank form, gather the required information, and then return to complete the form.

* Required

Your Name: *

Email Address: *

Resource Title: *

URL (if know/applicable): *

Recommended by: *

Description of the resource: *
Include information on how/what it adds to the Rowan University Libraries Collection and why it is a good Wish List candidate.

Which department, class or program will it support? Is it multidisciplinary in nature? *
Dates Covered: *

Updating Frequency: *

Format of Content (indexing w/citations, abstracts, full-text, images, etc.) *

Producer/Content Provider: *

Vendor (if different from Provider): *

Vendor Contact Name, Phone, or Email: *

Pricing Structure/Criteria (include price quote): *

Additional Comments:

Submit

Never submit passwords through Google Forms.
Free/Open Access Review Form

* Required

Your Name: *

Email Address: *

Resource Title: *

Resource URL: *

Recommended by: *

Type of Resource: *
(Website, database, journal, etc.)

Subjects Covered: *

Relevant Campus(es) *
- Campbell
- SOM
- CMSRU

Brief Description: *
Product/Resource Trial Evaluation Form  
(For Non-Library Staff)

What is the name of the product/resource?  

What type of user are you?  
- Faculty  
- Department Chair  
- Student  
- Other: 

How likely would you be to use this resource?  
1 2 3 4  
Not Likely ○ ○ ○ ○ Very Likely

In what area would you most use this resource?  
- Class Assignments  
- In-Class Use (Instruction)  
- Research  
- Patient Care / Health Care  
- Other: 

If this resource is for instruction, how soon would you incorporate it into your class?  
- Immediately  
- Less than 3 months  
- Between 3 months and a year  
- More than a year  
- Not Applicable

How valuable would this resource be to you?  
1 2 3 4 5 6  
Not Valuable ○ ○ ○ ○ ○ Extremely Valuable

Please share any additional feedback with regard to this resource.
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.

Interpretations of the Library Bill of Rights

Although the Articles of the Library Bill of Rights are unambiguous statements of basic principles that should govern the service of all libraries, questions do arise concerning application of these principles to specific library practices.

Following are those documents designated by the Intellectual Freedom Committee as Interpretations of the Library Bill of Rights and background statements detailing the philosophy and history of each. For convenience and easy reference, the documents are presented in alphabetical order. These documents are policies of the American Library Association, having been adopted by the ALA Council.

Access for Children and Young Adults to Nonprint Materials: Library collections of nonprint materials raise a number of intellectual freedom issues, especially regarding minors. Article V of the Library Bill of Rights states, "A person's right to use a library should not be denied or abridged because of origin, age, background, or views."

Access to Digital Information, Services, and Networks: 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. Libraries and librarians protect and promote 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.

Access to Library Resources and Services for Minors (previously named Free Access to Libraries for Minors): Library policies and procedures that effectively deny minors equal and equitable access to all library resources available to other users violate the Library Bill of Rights. The American Library Association opposes all attempts to restrict access to library services, materials, and facilities based on the age of library users.

Access to Library Resources and Services Regardless of Sex, Gender Identity, Gender Expression, or Sexual Orientation: The American Library Association stringently and unequivocally maintains that libraries and librarians have an obligation to resist efforts that systematically exclude materials dealing with any subject matter, including sex, gender identity, or sexual orientation.

Access to Resources and Services in the School Library Media Program: The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shapes the resources and services of a school library media program, the principles of the Library Bill of Rights apply equally to all libraries, including school library media programs.
Challenged Resources: 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 that reflects the Library Bill of Rights, and that is approved by the appropriate governing authority.

Diversity in Collection Development: 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 preferences to limit their degree of tolerance in collection development, because freedom is indivisible.

Economic Barriers to Information Access: A democracy presupposes an informed citizenry. The First Amendment mandates the right of all persons to free expression, and the corollary right to receive the constitutionally protected expression of others. The publicly supported library provides free, equal, and equitable access to information for all people of the community the library serves. While the roles, goals and objectives of publicly supported libraries may differ, they share this common mission.

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 all 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.

Exhibit Spaces and Bulletin Boards: Libraries often provide exhibit spaces and bulletin boards. The uses made of these spaces should conform to the Library Bill of Rights: Article I states, "Materials should not be excluded because of the origin, background, or views of those contributing to their creation." Article II states, "Materials should not be proscribed or removed because of partisan or doctrinal disapproval." Article VI maintains that exhibit space should be made available "on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use."

Expurgation of Library Materials: 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).

Importance of Education to Intellectual Freedom: Through education programming and instruction in information skills, libraries empower individuals to explore ideas, access, and evaluate information, draw meaning from information presented in a variety of formats, develop valid conclusions, and express new ideas. Such education facilitates intellectual access to information and offers a path to intellectual freedom.

Internet Filtering: In the span of a single generation the Internet has revolutionized the basic functions and operations of libraries and schools and expanded exponentially both the
opportunities and challenges these institutions face in serving their users. During this time many schools and libraries in the United States have installed content filters on their Internet access. They have done so for a variety of reasons, not least of which is the requirement to comply with the Children’s Internet Protection Act (CIPA) in order to be eligible to receive federal funding or discounts through the Library Services and Technology Act, Title III of the Elementary and Secondary Education Act, and the Universal Service discount program (E-rate), or to comply with state filtering requirements that may also be tied to state funding. Their rationale for filtering is that it is better to have filtered access than no access.

**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.

**Labeling Systems:** The American Library Association affirms the rights of individuals to form their own opinions about resources they choose to read, view, listen to, or otherwise access. Libraries do not advocate the ideas found in their collections or in resources accessible through the library. The presence of books and other resources in a library does not indicate endorsement of their contents by the library. Likewise, providing access to digital information does not indicate endorsement or approval of that information by the library. Labeling systems present distinct challenges to these intellectual freedom principles.

**Minors and Internet Interactivity:** The digital environment offers opportunities both for accessing information created by others and for creating and sharing new information. The rights of minors to retrieve, interact with, and create information posted on the Internet in schools and libraries are extensions of their First Amendment rights.

**Library-Initiated Programs as a Resource:** Library-initiated programs support the mission of the library by providing users with additional opportunities for information, education, and recreation.

**Meeting Rooms:** Many libraries provide meeting rooms for individuals and groups as part of a program of service. Article VI of the Library Bill of Rights states that such facilities should be made available to the public served by the given library "on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use."

**Prisoners Right to Read:** The American Library Association asserts a compelling public interest in the preservation of intellectual freedom for individuals of any age held in jails, prisons, detention facilities, juvenile facilities, immigration facilities, prison work camps and segregated units within any facility.

**Privacy:** Privacy is essential to the exercise of free speech, free thought, and free association. See also Questions and Answers on Privacy and Confidentiality.

**Rating Systems:** Libraries, no matter their size, contain an enormous wealth of viewpoints and are responsible for making those viewpoints available to all. However, libraries do not advocate
or endorse the content found in their collections or in resources made accessible through the library. Rating systems appearing in library public access catalogs or resource discovery tools present distinct challenges to these intellectual freedom principles.

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.

Services to People with Disabilities (New as of the 2009 Midwinter Meeting in Denver, CO): ALA recognizes that persons with disabilities are a large and often neglected part of society. In addition to many personal challenges, some persons with disabilities face economic inequity, illiteracy, cultural isolation, and discrimination in education, employment, and the broad range of societal activities. The library plays a catalytic role in their lives by facilitating their full participation in society.

The 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 Freedom to Read Statement

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and
librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life.
Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7. It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the
application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.


A Joint Statement by:

American Library Association
Association of American Publishers

Subsequently endorsed by:

American Booksellers Foundation for Free Expression
The Association of American University Presses, Inc.
The Children's Book Council
Freedom to Read Foundation
National Association of College Stores
National Coalition Against Censorship
National Council of Teachers of English
The Thomas Jefferson Center for the Protection of Free Expression
APPENDIX 4: Gift Policy

Update: March 4, 2016

Rowan University Libraries Mission
Rowan University Libraries supports the educational and research mission of Rowan University through the judicious selection, management, promotion, and training in the use of information resources and services as well as through the provision of an environment conducive to academic and social engagement and the promotion of intellectual curiosity.

Rowan University Libraries Collections Mission
The Rowan University Libraries provides resources, data and content that enhance research, promote excellence and support the curriculum of Rowan University. Rowan University Libraries is committed to coordinating the selection of materials both by those who develop and distribute them and by those who use them, and to ensure that all members of the Rowan University community, irrespective of location, have access to the same content.

Gifts in Kind
Rowan University Libraries does not accept unsolicited gifts. Donations of materials will be considered if they meet the criteria of offering a distinctive impact that will advance the instructional, learning and research mission of the University. Potential donors of item(s) which they believe meet(s) these criteria may contact the appropriate campus library listed below. In most cases, library staff will require a list of offered materials before bringing or sending any gift materials to Rowan University Libraries. Staff will review the list to determine whether the offered items meet the above criteria and to determine if they are already available at any Rowan University library. Items which are already owned by or accessible from the Rowan University Libraries general collections are not accepted by Campbell Library, but may be selectively accepted at the discretion of the CMSRU or RowanSOM Libraries. Exceptions may also be made for the Performing Arts Collection and for the University Archives and Special Collections. In special cases, library staff may arrange for an examination of the offered materials prior to accepting or declining the donation. See appendices for guidelines for specific special collections.

In evaluating potential gifts, Rowan University Libraries must remain cognizant of the significant resources required and the costs incurred in handling, processing, accessioning, cataloging, storing, conserving, preserving and providing access to contributed materials. The condition of an item may be considered when deciding whether to accept a specific donation. Rowan University Libraries may also require accompanying monetary donations to help defray the costs associated with processing, storing, and preserving gifts. All philanthropic gifts should be handled through the Rowan University Foundation.

Once a donation has been accepted, Rowan University Libraries will contact the donor regarding delivery and/or shipping instructions. Rowan University Libraries will not pay for the shipment of donated items.

Once donated, gifted items become the absolute and unconditional property of the University. There is no guarantee that any item given to any Rowan University Library, in any manner, will be added to the collection. Rowan University Libraries reserves the right to determine retention, location, cataloging treatment, and other considerations related to the use, maintenance, removal or disposal of materials without any obligation whatsoever to the person who donated the materials.

Gift Acknowledgment and Valuation
When donations are accepted by Rowan University Libraries, the donor will receive a letter signed by the Rowan University Foundation Executive Director acknowledging the gift. This letter can be used to claim a tax deduction for charitable giving. Appraisals of gifts in kind to Rowan University Libraries for tax deduction purposes are the sole responsibility of the donor. Rowan University Libraries and the
Foundation do not appraise donated items. Any item(s) having a value greater than $5,000 must have an outside appraisal performed and the donor must submit IRS Form 8283 for signature by the appropriate Foundation representative. A qualified appraisal can be made no earlier than 60 days before the date of the gift. Anyone who intends to claim a tax deduction for charitable giving should consult with a tax advisor regarding any applicable rules or conditions.

**For More Information**
Anyone interested in finding out more about making a donation to Rowan University Libraries may contact:

Campbell Library: Debbie Gaspar, 856-256-4963

Cooper Medical School of Rowan University (CMSRU) Library: Barbara Miller, 856-342-2523

Performing Arts Collection: Debbie Gaspar, 856-256-4963

Rowan School of Osteopathic Medicine (RowanSOM) Library: Jan Skica, 856-566-6802

Rowan University Foundation: R.J. Tallarida, Jr., 856-256-5413

University Archives and Special Collections: Rebecca Altermatt, 856-256-4474

**Performing Arts Collection**
The Performing Arts Collection at Rowan University follows the gift policies of Rowan University Libraries with the following additions and modifications:

Music scores already in the library collection are accepted if the Music Librarian determines that there is a need for multiple copies.

The following types of material are not accepted:
- Sets of performing parts that are not complete
- Sheet music of single, popular songs
- Precollege-level instrumental method and instruction books
- Items intended for one-time use, such as pedagogical materials with workbooks or worksheets
- Pre-CD and DVD recording formats, except in extremely rare instances where the content is deemed particularly desirable for the collection and no newer format is available
- Archival and other miscellaneous materials such as concert programs, letters, and pamphlets, unless they have a specific significance to the library or music department and their respective missions
- Moldy, mildewed, or water-damaged items

**University Archives and Special Collections**
Due to the nature of these collections, a separate policy has been developed to address their specific needs and requirements. For more information, please contact the Archivist as noted above.
### APPENDIX 5: Subjects Collected

Sa: Campbell Library

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APPENDIX 6: Subject Scope Description

Rowan University Libraries: Campbell Library
SUBJECT SCOPE OF THE COLLECTION

Please use the following template to assign a level of collection for each of the subject areas for which you act as liaison, based on the information requested below. Definitions of levels are found at the end of this document. Be prepared to provide a rationale for the level of collection you select.

This information is to be reviewed every two (2) years, with updates and revisions to be submitted by February 1.
Date of most recent review:

Subject Area:
Library Liaison/Contact:
Level of Collection (as defined below):

I. Description of Department
   A. Number of Fulltime Faculty
   B. Number of Students (Undergraduate and Graduate)
      Undergraduate Majors:  Graduate Students:
   C. Number of Courses Offered:
      Undergraduate:  Graduate:
      How many of these are:
      On-campus only:  Online/Hybrid:
   D. Are there plans to expand/contract the number of courses or degree programs offered? If so, please describe.
II. Scope of Coverage

A. Languages collected (primary and selective) or excluded

B. Geographical areas covered by the collections in terms of intellectual content, publication sources, or both, and specific areas excluded, as appropriate

C. Chronological periods covered by the collection in terms of intellectual content, movements or schools, and specific periods excluded, as appropriate

D. Chronological periods collected in terms of publication dates, and specific periods excluded, as appropriate

E. General Subject Boundaries and Library Locations
   (Major Library of Congress call number ranges/subject area designations.)

F. Additional Scope Notes:

Collection Level Definitions
The Research Libraries Groups (RLG) developed a system of collecting levels known as the RLG Conspectus. While intended mainly for uniform evaluation of collections in research libraries, these collecting levels have also evolved into a meaningful set of definitions for library collection development policy statements.

- **Out of Scope**: The library does not intentionally collect materials in any format for this subject.

- **Minimal**: A subject area in which few selections are made beyond very basic works.

- **Basic Information**: A collection of up-to-date materials that serves to introduce and define a subject and to indicate the varieties of information available elsewhere. It may include dictionaries and encyclopedias, selected editions of important works, historical surveys, important bibliographies, handbooks, and a few major periodicals.

- **Instruction Support**: A collection which is adequate to support the course work of undergraduate and most graduate instruction, or sustained independent study of less than research intensity. It includes a wide range of basic monographs (both current and retrospective), complete collection of the works of more important writers, selections from works of secondary writers, a selection of representative journals and reference tools.

- **Research**: A collection that includes the major published source materials required for dissertations and independent research, including materials containing research reporting, new findings, scientific experimental results, and other information useful to researchers. It also includes all important reference works and a wide selection of specialized monographs as well as an extensive collection of journals and databases in the field.

- **Comprehensive**: A collection which includes all significant works of recorded knowledge, in all applicable languages, for a defined and limited field.