Palo Alto College
Ozuna Library

Collection Development Guidelines

Revised August 2015
# Collection Development Guidelines

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Collection Development Guidelines
INTRODUCTION

Collection Development Guidelines are designed to communicate the Ozuna Library’s collection goals. It is not feasible for the Library to collect all possible resources in every discipline. It is therefore necessary to clearly define collection goals and prioritize and develop procedures to implement them.

No institution is static and changes in academic settings are expected. The Collection Development Guidelines should have flexibility to allow for the changing needs of the institution.

The freedom to read, research, and learn is fundamental in the educational process. The Alamo Colleges policy D.3.5 Academic Freedom and Responsibilities (Appendix A) affirms that academic freedom is essential to fulfill the ultimate objectives of an educational institution and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth.

The Ozuna Library accepts, endorses and incorporates into this document the American Library Association (ALA) Bill of Rights (Appendix B), the ALA Statement on Freedom to Read (Appendix C), and the Texas Library Association Statement on Intellectual Freedom (Appendix D).
RESPONSIBILITY FOR SELECTION

General

The ultimate responsibility for the Ozuna Library collection of resources is with the Dean of Learning Resources. Librarians are assigned by the Dean as liaisons to each academic department to work with the department chair or their representative. The library liaisons assume the responsibility of the selection of all resources, in all formats, for the subject areas associated with their assigned academic department.

The library liaisons will strive to maintain a collection that insures that the quantity and quality of resources meet the needs of the institution.

Specific

Any college administrator, faculty, staff, student, or community member may make requests for resources. Requests are forwarded to the library liaison responsible for the specific subject area of the request. The library liaison determines the suitability of purchase of the request using a specific set of criteria.

The library liaison will review standard library selection tools as well as subject area sources for reviews of new resources. The library liaison will supply the department chair or designated representative with Guidelines for Selection of Library Resources by Faculty (Appendix E), as well as a list of appropriate review sources and forms for requesting resources.

CRITERIA FOR SELECTION

Library resources are defined as all resources collected or leased by a library regardless of format. This includes, but is not limited to books, periodicals, pamphlets, posters, maps, microforms, audiovisuals, and resources in digital (i.e., e-books, streaming video) or other formats.

The primary function of Collection Development of the Ozuna Library is to provide resources to support the curriculum of the college. Resources, in all formats, will be selected that directly support and supplement classes and programs of study offered at the college. The Ozuna Library will also provide resources for basic information needs. The Ozuna Library will, as a secondary function and as funds permit, provide resources that support community and recreational needs.

Library resources will be collected on a level equivalent to the level designated by the ALA Research Libraries Group Conspectus as, Study or Instructional Support Level 3a Introductory (Appendix F). Exception to this level will be made for the Children’s Library collection.
Selection will be made primarily from English language resources. Basic works in languages taught by the college will be selected. In recognition of the predominately Hispanic heritage and culture of both the student body and the surrounding community, resources may be selected in Spanish, particularly those important works that are unavailable in English.

Cooperative Collection Development for library resources selection may be coordinated with other institutions when possible.

Duplicate copies of titles may be purchased if actual or anticipated demand dictates. Duplicates may be designated as Reference to insure availability.

The Library does not purchase course textbooks. Exceptions may be made if there are no other resources are available on a particular subject.

INTEGRATED COLLECTION

In order to encourage a holistic approach to the educational process, and access to information sources that support that process, the Library will maintain an integrated collection of library resources. Most resources, when format permits, will be shelved by Library of Congress Classification Number. This arrangement allows the user to find sources on a given subject shelved together. Exceptions may be made to this rule at the direction of the Dean with input from the librarians.

CHALLENGED RESOURCES

Persons challenging library resources must complete the Request for Reconsideration of Library Resources form (Appendix G). Only completed and signed requests will be acknowledged.

The challenged resource will be reviewed by an ad hoc committee appointed by the Vice President of Academic Success, based on recommendations from the Library. The committee will be comprised of at least two librarians, a tenured faculty member from another department, a staff representative, a student representative, and a community representative. The recommendations of the committee will be forwarded to the Dean for action, in collaboration with the Vice President of Academic Success. Then the individual or organization challenging the resource will be notified of the decision.
CHILDREN’S LIBRARY

The Children’s Library (CL) collection contains resources for children up to age 12 which includes board books, picture books, chapter books, reference books, videos and other digital resources. All CL resources are cataloged using the Library of Congress classification.

Scope of Coverage

The CL makes available a collection which offers educational resources and resources appropriate for teaching students in kindergarten through 7th grade. Though the bulk of the current collection includes activity books, literature for children, reference sources and media/electronic resources, if curriculum guides, academic content standards and curriculum resources become available these too will be considered for integration into the collection.

Resources in the CL are primarily written in the English language. However, when available, children’s literature titles and resources used to teach foreign languages and bilingual/multicultural education are also included.

Emphasis is placed on collecting teaching resources of current significance, preferably those published within the last ten years; however, select items of historical or research value may be acquired and/or retained.

Types of Resources Collected

The CL resources may include wordless picture books, story picture books, pop-up books, easy reading, classics, folk literature, airy tales, mythology, modern fantasy, poetry, plays, fiction and nonfiction. Emphasis is given to the acquisition of award winning books and authors and to resources about Texas history, local culture, and, by local and Texas authors.

Resources that exhibit sensitivity to issues of gender, disability, and underserved populations, as well as respect for diverse cultures, customs and belief systems are also considered for the CL collection.

Reference resources intended for children and for those who will work with them are collected.

Media resources in a variety of formats representing a range of concepts, age levels, skills and topics are collected for children and for future teachers and library workers.

Children’s periodical titles will also be considered.
Selection Priorities

To the extent that funding is available, resources for the CL will be selected and acquired in the following order:

1. Most of the fiction and non-fiction award winning titles identified in the Caldecott, Newberry, Belpre and similar national book competitions which are recommended by Education, Reading, Library and other faculty as well as Bluebonnet and other local awards.
2. Some of the fiction and non-fiction titles accompanied with reviews, recommended by Education, Reading, Library and other faculty.
3. A few of the fiction and non-fiction titles, accompanied with reviews, recommended by CL users.

GOVERNMENT DOCUMENTS


Resources will be selected in appropriate formats using the Library’s Criteria for Selection as a guideline. Particular emphasis will be placed on the needs of the college and community. Suggestions from administrators, faculty, staff, students and members of the community are encouraged.

Appropriate indexes will be maintained to access the Government Documents collection. The collection will be cataloged using the Library of Congress Classification System and appear in the Online Public Access Catalog.

In accordance with the integrated collection statement of this policy, Government Documents are shelved with other library resources if format permits. Microfiche, CD’s and DVD’s are filed by Superintendent of Documents classification number in appropriate storage cabinets.

SERIALS

The Serials Collection is defined as resources purchases on a subscription basis including, but not limited to, magazines, journals, newspapers, continuations, and indexes, in all formats.

The responsibility for the selection of the Serials Collection is distributed amongst the librarian liaisons and the Dean. The library liaisons will select resources in their
respective subject areas. The lead reference librarian will provide input to the Dean for the selection of general resources that do not fall into a specific subject area.

Serials selection represents a long term commitment of resources, both financial and personnel. Serials selection will be made with both the general criteria for selection of library resources and the additional considerations of availability from contracted vendors, availability of back files, and availability of indexing. Reviews and if possible, sample issues, will be consulted for requested serial purchases. Suggestions for new serials titles may be made by administrators, faculty, staff, students, members of the community through the appropriate department liaison. The department liaison will evaluate the suggestions and determine the suitability and appropriateness to the collection.

Serials are cataloged using the Library of Congress Classification System. The Serials Collection is a non-circulating collection. Print copies of Serials may be withdrawn from the collections when microform copy is received. Appropriate viewing and copying facilities for non-print formats will be available for public use.

**VERTICAL FILE**

A Vertical File of resources including, but not limited to, pamphlets, fliers, local newspaper clippings, fact sheets, maps, and selected resources of 50 pages or less, with special emphasis on local and regional interests, will be maintained.

Responsibility for the selection and organization of the Vertical File Collection will be assigned to a librarian by the Lead Reference Librarian. The Vertical File Collection will be a non-circulating collection organized alphabetically using Library of Congress Subject Headings and will be located in an easily accessible area with appropriate signage.

Government Documents that meet the general selection criteria for the Vertical File may be included in the Vertical File. The Government Documents are cataloged and appear in the Online Public Access Catalog with “Vertical File” designated as a location. The documents will be filed by the first subject heading that appears in the citation.

The librarian assigned responsibility for the Vertical File will be responsible for the removal of resources that are outdated, inaccurate or superseded. The removal of Government Documents from the Vertical File will be in accordance with Federal Depository Guidelines. The Vertical File should be reviewed, at the least, on an annual basis for withdrawal of resources.
LEISURE READING

The Leisure Reading collection is a circulating collection of popular reading resources such as fiction, biography, humor, etc. maintained for recreational reading purposes. It also serves the function of providing a fiction collection apart from the Library of Congress classified fiction. Resources in the Leisure Reading Collection may be duplicated elsewhere in the collection.

The Leisure Reading collection is included in the Online Public Access Catalog with location designated as “PAC Leisure Reading”. This is an exception to the integrated collection statement of this policy.

GIFTS

The Library accepts donations of resources. Donated resources will be subject to the Library’s selection criteria. Donated resources will be reviewed by the appropriate discipline librarian to determine suitability and appropriateness of the donated resource for the collection. Resources that do not meet selection criteria will be returned to the donor or discarded via the Fixed Asset Transfer process.

The Library will not assess the value of donated resources. A thank you letter will be sent to donors with a list of the donated titles. The Technical Services Librarian will prepare a thank you letter for the Dean’s signature.

WITHDRAWAL OF LIBRARY RESOURCES

As library resources age and the information in them becomes outdated, inaccurate, or superseded, they may be removed from the collection. Certain resources that fall in this category may be considered to be of historical value and may be retained.

Resources that are in irreparable condition may be removed from the collection. Every effort will be made to replace these resources or find substitutes for them if they are useful to the collection.

Withdrawal of books, audiovisuals and software will be the responsibility of the department liaison in their assigned subject areas. Withdrawal should be a continuous process. Each subject area should be reviewed on a periodic basis by the subject librarian so that the entire collection is reviewed annually. Liaisons may request departmental review of resources selected for withdrawal.

Unbound issues of serials for which microforms are available may be removed from the collection. Superseded indexes will be removed from the collection. Subscriptions to titles that no longer support a curriculum area may be discontinued by
the librarian liaison for that subject area and the back files of discontinued titles may be removed from the collections if they are determined to be of no lasting value.

Resources, other than Government Documents which have their own guidelines for withdrawal, will be disposed of in accordance with Alamo Colleges procedures.

APPENDIX A

D.3.5 (Policy) Academic Freedom and Responsibilities
Responsible Department: Vice Chancellor for Academic
Success Board Adoption: 4-28-09
Last Board Action: 4-28-09
Reviewed: 11-3-15

All members of the faculty are entitled to academic freedom as defined in the 1940 Statement of Principles on Academic Freedom and Tenure formulated by the Association of American Colleges and the American Association of University Professors as revised by these associations in November 1989 and January 1990. The pertinent provisions of this statement are as follows:

1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities for the institution.

2. Teachers are entitled to freedom in the classroom in discussing the subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.
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.

APPENDIX C

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.

Adopted June 25, 1953, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004
TEXAS LIBRARY ASSOCIATION

INTELLECTUAL FREEDOM STATEMENT

A. PREAMBLE

The Texas Library Association holds that the freedom to read is a corollary of the constitutional guarantee of freedom of the press. Freedom of choice in selecting materials is a necessary safeguard to the freedom to read, and shall be protected against extra-legal, irresponsible attempts by self-appointed censors to abridge it. The Association believes that it is the essence of democracy that citizens shall have the right of free inquiry and the equally important right of forming their own opinions, and that it is of the utmost importance to the continued existence of democracy that freedom of the press in all forms of public communication be defended and preserved. The Texas Library Association subscribes in full to the principles set forth in the Library Bill of Rights of the American Library Association, Freedom to Read Statement, and interpretative statements adopted thereto.

B. AREAS OF CONCERN

LEGISLATION. The Texas Library Association is concerned with legislation at the federal, state, local, and school district level which tends to strengthen the position of libraries and other media of communication as instruments of knowledge and culture in a free society. The Association is also concerned with monitoring proposed legislation at the federal, state, local, and school district level which might restrict, prejudice, or otherwise interfere with the selection, acquisition, or other professional activities of libraries, as expressed in the American Library Association's Library Bill of Rights and the Freedom to Read Statement.

The Intellectual Freedom Committee works with the Legislative Committee to watch proposed legislation, at the various levels, which would restrict or interfere with the selection, acquisition, or other professional activities of libraries.

INTERFERENCE. The Association is concerned with proposed or actual restrictions imposed by individuals, voluntary committees, or administrative authority on library materials or on the selection judgments or on the procedures or practices of librarians.

The Intellectual Freedom Committee attempts to eliminate restrictions which are imposed on the use or selection of library materials or selection judgments or on the procedures or practices of librarians, receives requests for advice and assistance where freedom has been threatened or curtailed, and recommends action to the Executive Board where it appears necessary.
MATERIALS SELECTION POLICY. The Texas Library Association believes that every library, in order to strengthen its own selection process, and to provide an objective basis for evaluation of that process, should develop a written official statement of policy for the selection of library materials.

The Intellectual Freedom Committee encourages all libraries to develop a written statement of policy for the selection of library materials which includes an endorsement of the Library Bill of Rights.

EDUCATION. The Texas Library Association is concerned with the continuing education of librarians and the general public in understanding and implementing the philosophy inherent in the Library Bill of Rights and the ALA Freedom to Read Statement.

The Intellectual Freedom Committee supports an active educational program for librarians, trustees, and the general public.

LIAISON WITH OTHER ORGANIZATIONS. The Texas Library Association, in order to encourage a united front in defending the right to read, shall cooperate with other organizations concerned with intellectual freedom.

The Intellectual Freedom Committee advises on Texas Library Association positions and cooperates with other organizations.

Adopted September 15, 1992 by the TLA Council.

Reaffirmed April 7, 1995 by the TLA Council
APPENDIX E

GUIDELINES FOR THE SELECTION OF LIBRARY RESOURCES
BY FACULTY

In general, requests should be made for resources that directly support the curriculum of the College. Faculty are encouraged to select resources in their subject areas. Selections should be made from review sources of personal knowledge. Publisher’s brochures, advertisements and promotional resources are not considered review sources.

Books

Indicate what programs and courses the material would benefit and how it would be used, i.e. Required reading, suggested supplementary reading, required for research topics, other. Textbooks are generally not purchased for the library collection unless there is a specific purpose for the presentation of the material in that format, i.e. mathematics. Hardcover editions are preferred to paperback. Books that are out of print may be difficult to locate for purchase through our purchasing system; select alternative material if possible.

Serials

The purchase of Serials title represents an ongoing financial commitment. Indicate what programs and course the material would benefit and how it would be used. Points of consideration are price, availability of indexing, and back file availability in microform or electronic format. Selection of a new Serial title may result in the cancellation of a current subscription title.

Audio Visual

The Library will consider acquiring videos in DVD or streaming format that support class curriculum.
APPENDIX F

The Research Libraries Group developed a system of collecting levels, known as the RLG Conspectus, intended primarily for the uniform evaluation of collections in research libraries. The use of these collecting levels evolved from a tool for evaluation into a meaningful set of descriptors employed in library collection policy statements. These levels are used in the Library of Congress policy statements to define the extent of the Library's collections. The general definitions of these collecting levels are:

**Out-of-Scope:** The Library does not collect in this area.

**Minimal Level:** A subject area in which few selections are made beyond very basic works. For foreign law collections, this includes statutes and codes.

**Basic Information Level:** A collection of up-to-date general materials that serve to introduce and define a subject and to indicate the varieties of information available elsewhere. It may include dictionaries, encyclopedias, selected editions of important works, historical surveys, bibliographies, handbooks, a few major periodicals, in the minimum number that will serve the purpose. A basic information collection is not sufficiently intensive to support any courses of independent study in the subject area involved. For law collections, this includes selected monographs and loose-leaf titles in American law and case reports and digests in foreign law.

**Instructional Support Level:** A collection that in a university is adequate to support undergraduate and most graduate instruction, or sustained independent study; that is, adequate to maintain knowledge of a subject required for limited or generalized purposes, of less than research intensity. It includes a wide range of basic monographs, complete collections of works of more important writers, selections from the works of secondary writers, a selection of representative journals, and reference tools and fundamental bibliographical apparatus pertaining to the subject. In American law collections, this includes comprehensive trade publications and loose-leaf materials, and for foreign law, periodicals and monographs.

**Research Level:** 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 is intended to include all important reference works and a wide selection of specialized monographs, as well as a very extensive collection of journals and major indexing and abstracting services in the field. Older material is retained for historical research. Government documents are included in American and foreign law collections.

**Comprehensive Level:** A collection which, so far as is reasonably possible, includes all significant works of recorded knowledge (publications, manuscripts, and other forms), in all applicable languages, for a necessarily defined and limited field. This level of collecting intensity is one that maintains a "special collection." The aim, if not achievement, is exhaustiveness. Older material is retained for historical research. In law collections, this includes manuscripts, dissertations, and material on non-legal aspects.
APPENDIX G

Palo Alto College
Ozuna Library

Request for Reconsideration of Library Resources

Anyone with a concern regarding any of the Library’s resources may request a reconsideration of the resource. Completion of this form is the first step in the resource reconsideration process.

A committee to review the request for reconsideration will be appointed by the Vice President of Academic Success (VPAS). The recommendations of the committee will be forwarded to the Dean of Learning Resources who, in collaboration with the VPAS, will make a final decision regarding the resource. The individual submitting the request will be notified by the Dean of Learning Resources.

Date of Request_________

Requestor’s Name_________________________________________________________

Signature________________________________________________________________

Address_________________________________________________________________

ZIP Code________ Telephone #’s________________ ____________

E mail_________________________________________________________________

Requestor represents:

____ Self

____ Organization___________________________________________________________

Address of Organization_____________________________________________________

Web site address of organization_____________________________________________
Resource to be reconsidered:

Author______________________________________________________________

Title______________________________________________________________

Format: _____Book_____Newspaper_____Magazine/Journal_____Audiovisual
________Software______other Electronic Media______Web Site______Other

1. What brought this resource to your attention?

2. Did you read or view the entire work?

3. Are you considering the resource as a whole?

4. What do you believe is the theme of the resource?

5. What objections do you have to the resource?

6. What is good or favorable about the resource?

7. Are you aware of any reviews or evaluations by recognized critics concerning the resource?

8. What resource of equal quality would you recommend that would as clearly convey information on the subject?

9. What is your recommendation to the Ozuna Library concerning this resource?
   _____withdraw from the collection
   _____limit to reference use only
   _____other (Please explain)