

Collection Management Policy

M.W. Bell Library, Guilford Technical Community College

I. INTRODUCTION: PURPOSE OF THIS POLICY

The Guilford Technical Community College (GTCC) Libraries support the mission of GTCC by providing access to quality, relevant information resources for the teaching and learning needs of the College. This policy establishes a process for prioritizing, evaluating, selecting, maintaining, and removing items from the collection in order to ensure they are suitable for the GTCC community. College administration, faculty, students, library staff, and the community at large participate in developing this collection.

II. COLLEGE MISSION STATEMENT

Guilford Technical Community College provides access to lifelong learning opportunities for personal growth, workforce productivity, and community service. We serve all the diverse segments of Guilford County's population, delivering quality educational programs and services, through partnerships with business, community groups, and other educational institutions.

III. LIBRARY PURPOSE STATEMENT

To provide access to excellent information resources, instruction and service to our community of users

IV. PROFILE OF GTCC COMMUNITY

GTCC is a comprehensive two-year community college. GTCC offers college transfer courses in Arts and Sciences, as well as programs in Biological Technologies, Business Technologies, Commercial and Artistic Production Technologies, Construction Technologies, Engineering Technologies, Health Sciences, Industrial Construction and Engineering Technologies, Public Service Technologies, and Transportation System Technologies (see Appendix A for a full list of all curriculum programs). The College also has Continuing Education, Adult Education, English for Speakers of Other Languages, and Community Service Programs. In 2001, 11,884 students were enrolled in curriculum programs and over 30,000 were enrolled in continuing education programs. Approximately 231 full-time and several hundred part-time faculty members provide instruction at GTCC. *

GTCC is a non-residential campus that serves a diverse student population including traditional, non-traditional, and international students. 76% of GTCC students work part or full time, and 30% of curriculum students attend night classes. Over half of curriculum students are female and 37% are minorities.* GTCC's open door policy means that the College accepts persons with a wide range of abilities and degrees of maturity.

The College's main campus is located in Jamestown, North Carolina, between the cities of Greensboro and High Point, in Guilford County. Additional GTCC locations in Guilford County include the Greensboro, Wendover Avenue, campus, the Aviation Center at Piedmont Triad International Airport in Greensboro, the Small Business Center in Greensboro, and the High Point campus. Physical library facilities and resources are provided at the Jamestown, Wendover Avenue, and High Point locations.

* Statistics from *Guilford Technical Community College General Catalog 2003-2004*

V. LIBRARY RESOURCES: DEFINITIONS AND GOALS

GTCC Library collections include all information resources that the Library makes available to its users, by whatever means. This includes all resources the library selects, purchases, organizes, manages, and makes available for access and use by the College community. Some resources are purchased and retained in the local physical collection in the library. Other resources are obtained by licensing access from commercial vendors and by sharing access or physical materials with other libraries or other GTCC departments. This policy pertains to all information resources managed by the library regardless of ownership, format or other manifestation of the resource.

Developing and managing the collection are ongoing activities. This document establishes policy for these ongoing processes that are meant to achieve the following:

- Collect and provide access to resources that meet the curricular and informational needs of the GTCC College community.
- Support and advance the mission of the College by providing access to excellent information resources in support of lifelong learning.
- Encourage and support a broad range of participation in the collection management process among members of the College community.
- Provide a broad spectrum of resources representing a balance of points of view in a variety of formats.
- Maintain an awareness of the relationship between the College and the library and how the College community's needs affect the library and its collections.
- Systematically develop and evaluate collections and access to them.
- Pursue cooperative and coordinated collection development with other libraries and other College departments.
- Spend and track funds allocated to the library in such a manner that they provide the greatest benefit for the College community.

VI. RESPONSIBILITY FOR SELECTION OF RESOURCES

The ultimate responsibility for the selection of materials rests with the Board of Trustees. The President, operating within the framework of Board Policy, delegates this responsibility to the Director of the Library, who in turn shares the responsibility with all other librarians. The library has final responsibility to insure that the collection meets its stated goals, objectives, and priorities within the designated budget.

All members of the GTCC community are encouraged to initiate requests for library resources. Faculty members are considered subject specialists within their fields, so they are urged to make recommendations in their respective disciplines and to incorporate library materials into course development. The library encourages faculty participation by channeling appropriate information to faculty for recommendations and by incorporating suggestions initiated by faculty into the collection. The library also performs scheduled periodic reviews of collections by subject area, and invites faculty in each area to participate in the process (see Appendix B for a description of the program review process). The library welcomes and encourages requests not only from faculty, but also from students, staff and other members of the community.

Library professional staff shares responsibility in selecting materials to fulfill identifiable needs in the collection or to supplement selections made by faculty and others. Because Library professionals can best judge the balance of the collection as a whole and have daily access to current reviewing media, final decisions concerning acquisitions rests with them. The Technical Services Librarian manages the day-to-day acquisition of resources and is responsible for determining suitable vendors, negotiating contracts, etc. in conjunction with the GTCC Purchasing Department.

Decisions regarding the acquisition of materials that require an ongoing commitment such as periodicals, standing orders, and licensed databases require a consensus among librarians. All GTCC librarians must approve the acquisition of any resource over \$200 that requires an ongoing commitment.

VII. COLLECTIONS AND ACCESS PRIORITIES

- The main priority in acquiring and/or providing access to new resources is to provide resources that will support the teaching and learning needs of the College specific programs. . .
- Because college transfer courses focus on the first two years of an undergraduate curriculum, current resources for undergraduates are a major focus of the collection. This includes materials that do not necessarily relate to specific courses or programs at any given time but are comprised of core academic works, reference materials, etc.
- The collection also provides resources relevant to general informational needs, the intellectual and professional growth and the cultural development and recreational activities of the student body and faculty.
- Special priority is given to resources that are needed for specific programs so that a collection can be established to meet the primary needs of that curriculum.
- Primary emphasis is on the acquisition of current titles. Retrospective works are acquired only when there is an identified need and as funds permit.
- Faculty members' requests for materials that are needed for their courses are given priority.

VIII. GENERAL CRITERIA FOR SELECTION

Selection of library resources is a continuous process affected both by changes in the curriculum and the community of users, as well as the publication or availability of new materials. To assure development of a collection in accord with goals, criteria have been established for the evaluation of resources. These general criteria apply to all resources that may be acquired or licensed by the library:

- Timeliness of information
- Accuracy and objectivity
- Contribution to depth or breadth of collection
- Attention of reviewers and/or critics
- Reputation and significance of author, creator
- Suitability of format for library use
- Availability or scarcity of materials on the subject considered
- Coverage in indexes (particularly important for periodicals)
- Intended level of reader or viewer
- Potential library use
- Cost

IX. LEVELS OF COLLECTION DEVELOPMENT AND SELECTION OF RESOURCES BY SUBJECT

Due to the needs of the curriculum, patron use, and demand, the library selects or makes available resources of certain subjects more extensively than those in other subject areas. Librarians select and approve resources to purchase partly based on guidelines detailed in Levels of Collection Development by Subject (see Appendix C). These subject priorities may change over time as the College curriculum shifts and new subject areas need to be emphasized.

X. COLLECTION DEVELOPMENT AND MANAGEMENT POLICIES FOR TYPES AND FORMATS OF RESOURCES COLLECTED

A. Books

As with all resources, priority for books to be purchased is given to titles that are needed within the curriculum. This includes information needed for papers, class assignments, research, etc.

General Considerations:

- Hardcover books are the preferred form to purchase.
- Paperback books are purchased for popular fiction, when multiple copies of a book are needed, and when hardcover is not available or is prohibitively expensive.
- The Library purchases books at reading levels appropriate to College programs, including those to support the Adult Basic Education, Compensatory Education, and English for Speakers of Other Languages programs.
- Large print books are collected on a minimal level, when the need arises
- Rare, out of print, and limited editions are generally not purchased. Occasionally out of print titles are acquired, particularly when they fill a specific literary, historical, or informational need that cannot be met in any other way.
- As a general practice, the library does not provide duplicate or multiple copies of titles. Rarely, multiple copies may be selected for high demand items or those titles that are needed at more than one GTCC library location.

1. Nonfiction books:

- Textbooks are collected at a minimal level only when material covered is not available elsewhere or other materials are too specialized for student use. Except in extraordinary cases or when requested by faculty, copies of textbooks in current use on campus will not be purchased. The college bookstore or faculty may supply the library with a copy for to place on reserve if needed.
- New editions of books that are frequently used and need to be updated are purchased and the previous edition is deselected.
- Reference books that provide ready access to information are purchased. This includes regularly published materials such as almanacs, yearbooks, and biennials as well as encyclopedias, dictionaries indices, and other collections of and guides to information. Due to the restrictions on use of reference books and the increasing availability of reference information in electronic formats, new print reference materials are not given priority. However, when there is an identified need for a reference book(s), reference librarians will authorize any new purchase, particularly if the cost exceeds a certain amount. Librarians periodically review ongoing purchases of regularly published reference materials (continuations) to ensure they continue to meet the needs of the curriculum.
- Research material needed by faculty for their own use is purchased only when students can also use the resource. Interlibrary loan will be used to otherwise supply needed research materials.
- See Section X E-2 for policies regarding the selection of online books.

2. Fiction Books:

- Books that support the curriculum as well as widely recognized classics that are included on reading lists and reputable "best" lists are collected.
- A collection of fiction books for recreational reading is maintained to encourage further reading and add greater dimension to the college experience. This collection may include current best sellers as well as popular paperbacks.
- A short story collection is maintained that consists of widely recognized classic short stories and other titles as needed to support the curriculum.

3. Children's Books:

- Children's books are collected to support the instructional needs of the Early Childhood Education program and the instructional and recreational needs of the Children's Center. The Newberry and Caldecott Medal and Honor books are purchased annually.

B. Periodicals

The library collects and/or provides access to periodicals such as newspapers, journals, magazines and newsletters. The main purpose of the periodical collection is to provide access to current information and scholarship in support of the college curriculum. Periodicals in the collection are evaluated for their inclusion in an index, price and audience level; their support for particular courses or programs; and whether they meet general informational needs. Anyone in the college community can initiate a purchase request for a new print periodical. However, because periodical subscriptions are increasingly expensive and represent an ongoing commitment by the library, a new periodical request undergoes an increased degree of scrutiny and requires consensus by all Librarians before the library can commit to the purchase.

1. Print Journals and Magazines:

- The library keeps a back file of five years of issues for all the journals to which it currently subscribes except for specifically identified titles. Print back files are not housed for journals to which the library does not currently subscribe.

2. Newspapers:

- Are collected on a basic level to adequately cover local, state, and national news.
- The library keeps a back file of three month's issues for all the newspapers to which it currently subscribes except for specifically identified titles. Back files are not housed for newspapers to which the library does not currently subscribe.

3. Online Journals

- See Section X E-3 for policies regarding the selection of online journals.

C. Audiovisual Materials

Audiovisual materials are selected primarily to meet curricular needs. The library currently collects the following audiovisual resources: videocassettes, DVDs, audiocassettes, audio compact discs, compact discs, computer programs, and other multimedia as it is developed. The library does not purchase duplicate or multiple copies of audiovisual materials.

1. Educational Videocassettes and DVDs

- Because videocassettes and DVDs that are educational or informative in nature are used primarily in the classroom, these resources are selected only upon request from faculty or instructors unless there is a clear, demonstrated need for specific information in a video format. If possible, all videos or DVDs are obtained for preview before purchase so that instructors can evaluate whether or not the content is useful for a class.
- Any individual or set of videocassettes or DVDs that costs over \$200 must be approved by all Librarians before purchasing

2. Entertainment Videocassettes and DVDs

- The library maintains a collection of entertainment videocassettes and DVDs for recreational viewing. This collection was originally established with money provided by the Student Government Association (SGA). The library continues to add to this collection as funds permit in order to provide a leisure benefit for students and to encourage general library use.

3. Audio Books

- The library maintains a collection of audio books that includes audiocassettes and audio compact discs as well as fiction and nonfiction. In general this collection is maintained for recreational purposes and new current and popular titles are selected as funds permit.

4. Compact Discs/Computer Software

- These resources are selected only upon request from faculty or instructors unless there is a clear, demonstrated need for specific information only available as part of a compact disc or computer software. Compact discs that come with books are considered part of the books and are not separately collected or circulated.

5. Multimedia

- The library does not regularly or actively collect multimedia resources. However, when there is a demonstrated need for these resources to support the curriculum, multimedia resources are purchased. The approval of all Librarians is necessary for items that cost over \$200.

6. Telecourses

- Telecourse videocassettes may be housed and circulated in the library, however the library is not responsible for purchasing or processing these.

D. Microforms

Although the library does maintain an existing collection of microforms, it no longer purchases or obtains microforms. The current collection of microforms will be systematically withdrawn as microform technology is phased out.

E. Electronic Resources

Electronic resources concern the following: textual data files (online books or journals), bibliographic data files (e.g. periodical indexes), and multimedia graphic or audio data files. Criteria for selection of these resources do not differ substantially from those used for print or other resources as discussed in the General Selection Criteria (see section VIII).

1. Periodical Databases:

- The Library contracts with database vendors to license access to bibliographic, periodical, and full-text databases. Online databases, particularly periodical databases, are standard resources for providing access to articles, citations/abstracts and full text information and for providing a reference point for locating further information. These resources are collections of records that contain references to articles, many of which are full text. The Library selects databases with content that supports the curriculum when there is a demonstrated need for articles and other full text information. Databases are the preferred format for providing access to an index of periodical articles due to the ease of searching and the ability to access content online, often remotely. Databases are sometimes the preferred format for providing access to full text contents of books or articles or selected excerpts from books for the same reasons (see also the policy on ebooks in section X E-4)
- Selection of online databases is based on standard collection selection criteria (see section VIII.) as well as the functionality and appropriateness of the format, the content of the information, the adequacy of coverage, the ease of use of the interface, technical aspects, and reliable, consistent access. Full text databases are preferred over indexes or those with limited full text.
- Databases may be provided through statewide or local consortia.
- A database may be selected specifically for the form as long as content supports the curricular needs of the College and other selection criteria are met.
- The library may decide to subscribe to a database for a trial period in order to judge the content and usability of a resource that could require a long-term assessment.
- Because a subscription to an online database represents an ongoing commitment, a request for access to a new online database will undergo an increased degree of scrutiny and will require the approval of all Librarians.

2. E-books

- Online books or ebooks are selected to supplement the physical book collection and to provide a means to access monographic material without having to obtain it at a physical library location; this is especially important for distance learning students. Typically, ebooks are collected as a group when a vendor makes available a specific

collection the content of which is applicable to the curriculum of the College. E-books may be collected that are provided as part of a state or local consortium. As distance learning and online classes increase it may become more important to specifically collect ebooks and maintain a collection comparable to the physical collection. In that case, the ebook collection will need to be monitored and usage closely tracked. The same policies for selection that apply to physical books apply to ebooks. Currently, fiction ebooks are not collected.

3. E-Journals

- Print vs. Electronic – As the library expands the number and type of online resources that are accessible from anywhere, more journals are provided through subscriptions to online databases. Librarians periodically evaluate the accessibility of print subscriptions through these databases. If it is determined that demand and use can be met through full text journal content in an online database, and a permanent archive or back file is not seen as necessary, print subscriptions may be cancelled where equivalent content is available through databases (see Periodical Databases in Section X E-1 for more policies governing online periodical database subscriptions).
- Currently, online journals are not purchased as individual titles. However, as online resources are increasingly emphasized and distance learning courses continue to expand, it may be necessary in the future to subscribe to individual online journals in order to facilitate access to the same information that is provided in a physical format. When and if this occurs, decisions to purchase new journals will follow the same guidelines as those for print copies with the additional criterion of whether content and need fit the accessibility of this format.

4. Webpages:

- The library evaluates websites for objectivity, authority and applicability to the curriculum.

F. Government Documents

Documents will be collected on a minimal level only when they are appropriate for a subject field. Documents are interfiled among the physical collection. No attempt will be made to become a comprehensive depository of documents for a subject area.

G. Other Resources

The library does not systematically collect the following types of resources:

Textbooks currently in use at GTCC

Theses, dissertations

Laboratory Manuals

Instructor's Manuals

Information File Materials

Course Outlines

Desk Copies

Computer Software

16mm Films

Sound Filmstrips

Vinyl Recordings

Musical Recordings

Kits

Transparencies

Charts

Games

Maps

Pictures, Photographs, Posters

Manuscripts

XI. SELECTION AIDS AND PROCESSES

Librarians consult a variety of sources to find materials appropriate for the collection. As much as possible, selection is made from published reviews in standard reviewing sources such as *Choice*, *Library Journal*, and *Publisher's Weekly* and discipline-specific journals. Reviewing journals and publication announcements are regularly routed to all librarians. A resource is selected if at least two librarians recommend it and funds are available. Selection is made from publisher's catalogs and announcements only where there is a need for materials on subjects for which sufficient reviewed materials cannot be located. Other aids that may be used in identifying new materials are bibliographies and special lists published by professional associations, commercial publishers or books vendors.

As stated in Section VI faculty members are considered subject specialists and their recommendations are a main source of identifying new subject-appropriate materials. Librarians route announcements, reviews and other information about new resources to appropriate faculty as a means of soliciting requests for these and other resources that are needed to support the curriculum. See Appendix B for a further discussion of the policies and processes in place for involving faculty in the selection and collection maintenance processes.

XII. COOPERATION WITH OTHER LIBRARIES

The close proximity of other institutions of higher learning, the accessibility of their library collections and those of special libraries in the area are factors that influence selection decisions. The library, as a rule, does not purchase expensive and/or infrequently used materials available in area libraries. Cooperation, especially in reference assistance and sharing of resources through interlibrary loan, is widely practiced on the state as well as the local level.

XIII. GIFT MATERIALS

- The Library welcomes gifts but accepts them only with the understanding that it has the right to handle, dispose, house, or provide access to the gifts in a manner which is in the best interest of the college, and that it retains unconditional ownership of the gifts accepted into the collection. Gift materials may be added to the collection provided that they meet the library's criteria as previously expressed in the collection development policy. Limitations of space, processing costs, and physical condition are other considerations in the decision to accept gifts. Outdated textbooks, popular magazines, and materials in poor physical condition are not accepted. Resources that are not systematically collected by the library (see section X G) are not accepted as donations.
- A commitment to accept gifts may be made by any library staff member. Donors must be informed of the library's gift policy before materials are considered for acceptance. Only the Technical Services Librarian is authorized to accept large, multi-volume or unusual donations.
- The Library reserves the right to review all gifts before acceptance. Library staff evaluates all gift materials before they are accepted into the collection. If a gift is composed of more than one hundred items, a library staff representative should visit the location where these items are housed. The staff member will select items considered most useful and these items will be further evaluated once received at the library.
- Donors must complete a gift materials form upon presentation of donated materials (see Appendix D).
- On request, the library will provide the donor with a list of items accepted. It cannot, however, assign a monetary valuation for tax or other purposes. On request, the donor will also be informed when materials are not accepted and will be asked to claim those unaccepted materials within one week of notification. After that time, the library will dispose of the materials as it sees fit, and the items are not considered part of the library's collection.

XIV. COLLECTION EVALUATION

- Librarians regularly review the collection to evaluate whether the resources that make up the collection are appropriate and useful for supporting the mission of the College and meeting its curricular and information needs. A variety of methods may be employed in evaluating the collection. The most important evaluative effort is the collection review by program that involves faculty as subject experts (see Appendix B for a further explanation of this process). Librarians also regularly look at usage statistics and review materials by publication date to determine if resources are useful and relevant.

XV. DESELECTION

- In order to provide a relevant up-to-date collection, the Library systematically removes or cancels access to obsolete, unused or damaged materials (a process called withdrawal from the collection or deselection). Deselection is important to make the best possible use of space and resources and to maintain the relevance and usefulness of the collection. Deselection is conducted with the same care that materials are selected for the collection using the same criteria set forth in the Criteria for Selection.
- Professional library staff members review materials recommended for deselection. Faculty members who serve as subject specialists will be consulted when titles are in question for their subject content rather than for physical condition, duplication, etc (see Appendix B for details about annual collection reviews by program).
- Titles may be deselected for the following reasons (see Appendix E for further details of deselection criteria):
 - Duplicate copies may exceed guidelines for duplication of materials.
 - Superseded editions, unless they contain valuable illustrations, bibliographies, footnotes, maps, or information not found in later editions.
 - Contain obsolete information unless they have historical value.
 - Outdated popular works.
 - Poor physical condition.
 - Available in alternative format, e.g. periodicals on microfilm.
 - Evidence showing that materials are not used and resources need to be reallocated for new materials.
 - Reduced budgets necessitate canceling subscriptions or orders for resources due to insufficient funds.
- Consideration will be given to whether funding is available to replace withdrawn information
- Books having value by virtue of some unique characteristic will not be withdrawn.
- Materials will not be withdrawn because they contain controversial or unpopular opinions.
- When the decision to withdraw is made, materials will be disposed of according to guidelines from the Department of Community Colleges.

XVI. INTELLECTUAL FREEDOM

- M. W. Bell Library reaffirms the principles contained in the Library Bill of Rights, the Freedom to Read Statement, and the Freedom to View Statement (see Appendix F) when making selections for the collection.
- No title shall be excluded from the collection because of the race, nationality, sex, or political, social, or religious views of the author. No title shall be excluded because of subject content.
- The choice of library materials by a patron for personal use is an individual matter. Any patron is free to reject information for himself but may not exercise censorship to restrict the freedom of use and/or access to others.

XVII. CHALLENGED MATERIALS

- Occasionally objections to a selection will be made despite the care taken to select materials for student, faculty, and community patron use. When this occurs, the principles of the Freedom to Read and Freedom to View Statements (see Appendix F) and the professional responsibility of the staff should be defended rather than the materials. While the library does not endorse every idea contained in the materials it makes available, it does believe such materials should be available to those who desire and need them. It will oppose every encroachment on intellectual freedom by any individual or group.
- If materials are challenged:

1. A "Request for Review of Library Materials" (see Appendix G) is to be completed by the individual or group desiring to have materials reconsidered. No action will be taken unless this request is completed.
2. This information and the material questioned will be made available to the Director of the Library.
3. The Director of the Library shall discuss the challenged material with the complainant(s).
4. If, after the discussion, the complainant(s) wish(es) to continue the challenge, the Director of the Library shall refer the matter to the Vice President of Instruction.
5. The Vice-President shall form an ad hoc Review Committee to consider the request and make its recommendation in writing to the complainant(s) and to the Director of the Library.
6. If either party (considered to be the Complainant(s) and Director of the Library) is not in agreement with the recommendation of the ad hoc Review Committee, they may appeal the decision in writing to the President. The President shall arrange a meeting with the complainant(s), the Director of the Library, and the Chairperson of the ad hoc Review Committee. (S)He shall serve as the presiding officer. Both parties and the Chairperson of the Review Committee shall be advised in writing of the outcome of this meeting.
7. Final decision on challenged material rests with the President.
8. All meetings called for the purpose of evaluating challenged materials shall be open to any interested individuals or groups. During the process, the Director of the Library shall be responsible for placing the challenged materials on reserve so that anyone interested may read, reread, or study them.

Collection Management Policy
of M.W. Bell Library, Guilford Technical Community College

Approved: _____

Date: _____

Appendix A ¹

PROGRAMS OF STUDY AT GTCC

Arts & Sciences Division

Arts and Sciences - College Transfer

Associate in Arts:

- General Studies
- Pre-Major Art Education
- Pre-Major Business Administration
- Pre-Major Business Education/Marketing Education
- Pre-Major Criminal Justice
- Pre-Major Elementary Education
- Pre-Major English
- Pre-Major English Education
- Pre-Major Health Education
- Pre-Major History
- Pre-Major Nursing
- Pre-Major Physical Education
- Pre-Major Political Science
- Pre-Major Psychology
- Pre-Major Social Science Secondary Education
- Pre-Major Social Work
- Pre-Major Sociology
- Pre-Major Speech/Communication Studies

Associate in Fine Arts:

- Pre-Major Drama
- Pre-Major Music

Associate in Science

- General Studies
- Pre-Major Biology and Biology Education
- Pre-Major Chemistry and Chemistry Education
- Pre-Major Engineering
- Pre-Major Mathematics

Associate in General Education

Biological Technologies Division

- Biotechnology

Business Technologies Division

- Accounting
- Business Administration
- Computer Programming
- Entertainment Technology
- Information Systems
- Internet Technologies

- Media Sales Professional
- Office Systems Technology Associate
- Medical Office Administration Associate
- Medical Transcription Diploma
- Paralegal Technology

Commercial and Artistic Production Technologies Division

- Advertising and Graphic Design

Health Sciences Division

- Associate Degree Nursing (Integrated)
- Practical Nursing (Integrated)
- Dental Assisting Website
- Dental Hygiene Website
- Emergency Medical Science
- Human Services Technology
- Medical Assisting
- Physical Therapist Assistant
- Surgical Technology

Industrial Construction & Engineering Technologies Division

Construction Technologies

- Air Conditioning, Heating and Refrigeration Technology
- Carpentry
- Construction Management Technology
- Electrical/Electronics Technology

Engineering Technologies

- Architectural Technology
- Civil Engineering Technology
- Electronics Engineering Technology
- Mechanical Engineering Technology
- Surveying Technology
- Telecommunication and Network Engineering Technology

Industrial Technologies

- Chemical Process Technology
- Industrial Systems Technology
- Machining Technology
- Manufacturing Technology
- Turfgrass Management Technology
- Upholstery
- Welding Technology

Public Service Technologies Division

- Basic Law Enforcement Training
- Cosmetology
- Criminal Justice Technology

- Culinary Technology
- Early Childhood Associate
- Fire Protection Technology
- General Occupational Technology
- Hotel and Restaurant Management
- Occupational Education Associate

Transportation Systems Technology

- Autobody Repair
- Automotive Systems Technology
- Aviation Management and Career Pilot Technology
- Aviation Systems Technology
- Heavy Equipment & Transport Technology

¹ Programs are frequently added and/or revised. See www.gtcc.edu for the most current list of programs available.

Appendix B

Review of Collections by Program

Library staff coordinates the review of the collection of resources for every program area on a regular schedule to ensure that resources for all subject matter are as current, timely and relevant to the curriculum as possible. Although library staff initiates the reviews, faculty members must cooperate and lend their subject expertise to make the review meaningful and effective. The collections for each program area are reviewed every five years on a rotating.

Library staff members identify resources in the collections that are outdated, unused or physically aged. Faculty members are asked to review these resources and recommend whether or not they should be permanently removed from the collection. At the same time faculty are asked to make recommendations for resource to replenish and/or augment the current collection. Library staff will search for suitable resources and provide a list and/or catalogs from which faculty members can select items for the library to purchase and add to the collection. The library will focus on purchasing new resources for those collections that are undergoing review in any given year and will spend a comparatively larger percentage of the budget on those materials.

Appendix C

Levels of Collection Development by Subject

Materials are selected according to the following levels of collection intensity:

Extensive - Collection that is adequate to support two-year college transfer courses and vocational programs or basic skills programs. It is sufficient in depth and scope to include technical and scholarly works and supports curriculum courses where the library is used.

Basic - Collection that is selective and serves to introduce and define the subject. It includes standard works sufficient for usual demands and supports curriculum courses where the library is seldom used.

Minimal - Collection for which few selections are made beyond basic works because of little demand or need.

Out of scope - Collection for which selections are rarely, if ever, made because information is not needed or requested.

Detailed Selection of Resources by Subject

I. Fiction

A. Classic literature will be added to the collection as extensively as possible.

B. Collections of short stories are added to the collection on a basic level.

C. Best Selling Novels are added to the collection on a basic level. Current bestsellers may be regularly added to the collection to provide recreational reading and encourage library use.

D. Popular Reading Novels are acquired on a minimal level in paperback form to satisfy recreational reading needs of students, faculty, and community patrons.

II. Nonfiction

A. The library strives to provide access to an extensive collection of resources in the following subject areas (not in order of emphasis):

Business Management
Child Development
Communication
Community Colleges
Criminology/Criminal Justice
Culinary Science/Food/Beverage Technology
Dental Hygiene/Assisting
Emergency Medical Science
Entertainment Technology
Health Sciences
Literature and literary criticism
Law/Paralegal
Medical Assisting
Psychology
Nursing
Sociology/Social Issues and Problems
U. S. History
Vocational Guidance/Career/Scholarships/College
World History

B. The library strives to provide access to a basic collection of resources in the following subject areas (not in order of emphasis):

Architectural Technology
Art
Aviation
Automobile Mechanics/Repair
Biology

Carpentry/Cabinetmaking
Civil Engineering
Commercial Art/Advertising
Composition
Computers and Computer Programming
Cosmetology
Economics
Education
Electrical Engineering
English for Speakers of Other Languages
English Grammar
Environment
Film and Video Production
Fire Science
Heating/Air Conditioning/Refrigeration
International Relations
Journalism
Life Skills
Marketing
Math
Office Administration
Pharmacology
Philosophy
Plumbing
Politics
Real Estate
Religion
Science
Statistics
Surgical Technology
Theater/Drama/Film

C. The library seeks to provide access to a minimal collection of resources in the following subject areas (not in order of emphasis):

Accounting
Anatomy
Astronomy
Banking/Finance
Chemistry
Construction
Customs
Drafting
Etiquette
Folklore
Foreign Languages
Geology
Interior Decoration
Library Science
Meteorology
Military Science
Music
Pharmacology
Photography
Physical Education
Physics
Sports
Surveying
Transportation
Welding

Appendix D

M. W. BELL LIBRARY GIFT MATERIALS

DATE: _____

DONOR'S NAME: _____

ADDRESS: _____

PHONE NUMBER: _____

Thank you for donating these materials to Guilford Technical Community College's library collection. The M. W. Bell Library welcomes gifts of books, videos and other library materials that support the College's academic curriculum and contribute to the general interests of the college community.

The Library gratefully accepts gifts as long as no restriction is placed upon their use. Acceptance of gifts will be determined based on whether or not items contribute to our collection development goals as stated in the Library's Collection Development Policy. A decision to accept or reject materials will also be based on other factors including whether or not we have sufficient titles or other editions in the subject field, space limitations, and physical condition and age of the materials. The Library reserves the right to dispose of inappropriate or duplicate gift items through resale or other means. For further explanation of the library's gift policy, please see the Technical Services Librarian.

Do you want to be notified in writing as to how many titles we add to the library's collection (a letter of notification is for income tax purposes; however, we do NOT place a cash value on donations)?

YES _____ NO _____

Please notify us if you wish to have a gift plate added to each title you donate.

Your generosity and support through gifts of library materials are very much appreciated.

Staff member receiving (if Technical Services Librarian not available):

Appendix E

General Deselection Guidelines

All of these points should be considered in the deselection process. Deselection should be an ongoing process that is coordinated with input from faculty who are subject experts. The library also systematically reviews the entire collection annually throughout the year.

1. Has the book been used?

- Reports are run that show items with a last activity date of over 5 years ago and/or fewer than three activities throughout the life of the item.
- Review of titles should take into consideration how heavily the subject area is used and the book budget.

2. Is the book attractive and in good condition?

- Is there a book jacket? Is the book torn, dirty or faded?
- Is the spine broken, pages falling out, pages torn or damaged?
- Are paperbacks frayed or ripped, held together with tape?
- The collection should look as attractive as possible. Titles should be weeded or replacements ordered if books are not in good condition. Important books that are no longer in print may be sent to the bindery.

3. Is the information in non-fiction and reference books current and accurate?

- Check the copyright date on the back of the title page. This consideration is most important in the areas of science, medicine/health, business, law, technology, and geography.

Specific Deselection Guidelines

I. Nonfiction

000 – Generalities – Base weeding decisions on demand and circulation statistics.

Computer books – weed after 4 years

Encyclopedias – weed after 3 years

100 – Philosophy and Psychology – Weed based on condition and use.

200 – Religion – Weed based on condition and use.

300 – Social Science – Regularly weed for duplicate copies, out of date books and items that are damaged or in poor condition.

Law, Politics, Public administration – weed after 5 years or when laws or administrations change.

Business and Investment – weed after 5 years

Careers – weed after 5 year.

400 – Languages – Retention and weeding are based on condition and circulation.

500 – Pure Sciences – This area contains subjects in which information is quickly dated or even proven wrong. Some areas must be weeded regularly based on copyright date to ensure currency and accuracy of this area.

Sciences – Weed every 5 years. Areas such as physics and astronomy may need to be weeded more frequently.

Mathematics – weed based on condition and use.

600 – Applied Science – Information in this area needs to be current. Most titles in this area should not be over 5 years old. Historical matter can be kept indefinitely and weeded by condition and use.

Anatomy and Physiology – Information in these subjects changes little over time. Weed based on condition and use.

700 – Arts

Fashion, Crafts and Home Design – weed most materials by condition and use. Emphasize current trends and styles.

Arts & crafts, hobbies – weed by condition and use

Sports and Music – favor the current topics, athletes and performers

Art and art history – weed by use and condition.

800 - Literature

Literature, writing guides, and criticism - weed according to use.

900 – Geography, History, and Biography

Geography, World and US History should reflect recent changes and should be monitored according to use.

Atlases – weed every 3 – 5 years

Biographies – weed primarily by use and condition.

II. Fiction and Fiction Genres

Use and condition are the primary factors to consider.

III. Reference

Annual review of the reference collection is necessary to insure current information is available. Weeding guidelines follow those above for non-fiction. Superseded editions are weeded or may be moved to non-fiction collection.

Appendix F

Library Bill of Rights

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

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

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

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 avoid the subversion of politics and the corruption of morals. We, as citizens 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 citizen, by exercising critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow citizens.

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 need the help of censors to assist them in this task. 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.

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 or unpopular with 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 with any expression the prejudgment of a label characterizing it 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 the citizen. 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.*

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.

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 citizens 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; revised January 28, 1972, January 16, 1991, July 12, 2000, by the ALA Council and the AAP Freedom to Read Committee.

Freedom to View Statement

The **FREEDOM TO VIEW**, along with the freedom to speak, to hear, and to read, is protected by the **First Amendment to the Constitution of the United States**. In a free society, there is no place for censorship of any medium of expression. Therefore these principles are affirmed:

1. To provide the broadest access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantees of freedom of expression.
2. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.
3. To provide film, video, and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.
4. To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video, or other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.
5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

This statement was originally drafted by the Freedom to View Committee of the American Film and Video Association (formerly the Educational Film Library Association) and was adopted by the AFVA Board of Directors in February 1979. This statement was updated and approved by the AFVA Board of Directors in 1989.

