TARRANT COUNTY COLLEGE DISTRICT LIBRARY COLLECTION DEVELOPMENT GUIDELINES

INTRODUCTION

Libraries are dedicated to the concept of a positive and innovative approach to the education process, and to providing those materials and services most beneficial to the students, faculty, staff and the Tarrant County community. As a Core Requirement of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the adequate and appropriate provision of library and information resources is essential to the college. The Library collection should reflect the resource needs and support the vision and mission of Tarrant County College (TCC). The purpose of this document is to outline how library materials will be selected to meet these needs.

TCC MISSION STATEMENT

TCC provides affordable and open access to quality teaching and learning.

COLLEGE GOALS & PRINCIPLES

By committing to the institution's 3 Goals and 8 Principles, TCC will function as One College, be Student Ready, and Serve the Community. These goals are the lens, and the principles are the focus through which TCC employees approach their work every day.

3 GOALS

One College
TCC will function as One College to provide a consistent and successful student experience.

Student Ready College
TCC will put students at the core of all programs and services, so that they are welcomed, engaged, and supported inside and outside the classroom.

Serve the Community
TCC will serve the community and be its first choice for partnership.

8 PRINCIPLES

Learning Commons
Learning Commons are an integrated component with the College-wide active learning experience and foster greater student engagement by meeting student needs in a dynamic and flexible environment. Libraries are
undergoing physical and programmatic changes and are less about books and more about supporting learning activities.

**Integrated Instructional Learning Environments**
The College embraces a culture of teaching and learning as the foundation of its mission, and supporting innovation in space, technology, and teaching practices serves as the core for student learning and success. To that end, the transformation of learning spaces beyond the traditional format to accommodate additional learning experiences such as experiential and active learning environments, helps better support the learning needs of students.

**Integrated Student Success Model**
The College dedicates significant resources focused on student success including faculty and staff, space, equipment, and technology. Successful integration of these resources is fundamental to the learning experience, so that the College is a welcoming environment for students that promotes learning.

**Student Experience**
A Student-Ready College provides an experience for students that is welcoming, simple to understand, provides a clear pathway, and breaks down barriers. Streamlined processes which are more student-centric ensure that students get through the door and on their desired pathway more quickly.

**High Schools**
Building and maintaining strong P-20 partnerships is essential for the student pathways to success. The dual enrollment (Early College High Schools) and dual credit partnerships with local ISDs support student transition to college.

**Scheduling and Facility Utilization**
A student-centered schedule of classes is offered and supports student access and success.

**Campus Character and Quality**
A Student-Ready College provides a welcoming and easily navigated experience for students and uses space effectively to maximize the student experience.

**Workspace Environments**
Redesigned workspace environments will promote more collegiality, enhance spatial quality, provide flexibility and increased efficiency, and support a culture of collaboration.

**ETHICS**
Library staff will maintain the highest ethical standards as stated in the American Library Association’s Code of Ethics (See Appendix A).

**STATEMENT ON INTELLECTUAL FREEDOM**
TCC strongly supports the Library Bill of Rights (See Appendix B), the Freedom to Read Statement (See Appendix C), and the Freedom to View statement (See Appendix D).
STATEMENT ON THE ACCEPTANCE OF STANDARDS

TCC operates under the rules and regulations of the Texas Higher Education Coordinating Board and strives to exceed the standards of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

BUDGET

The DRCM is responsible for developing and managing a materials budget in accordance with district policies and procedures. Funds allocated for the Library collection are not used for materials to be placed permanently in department or division collections.

RESPONSIBILITY FOR SELECTION

The responsibility for selection of materials is vested in the DRCM and the Library Director in cooperation with the college community. Public Services Librarians, as well as other library staff serve as selectors of material to be included in the library collection. Library Directors are responsible for final approval of selected material based on the principles and evaluative criteria outlined in this selection policy for materials purchased within the Library Materials budget lines. The DRCM, in coordination with the Library Directors and the IT approval chain, is responsible for final approval for materials purchased within the DRCM budget lines.

CRITERIA FOR SELECTION

The Library will contain materials to enrich and support the curriculum. The collection will include materials that:

- Represent multiple viewpoints of controversial issues with high-quality authoritative resources, enabling students to develop critical thinking and responsible decision-making skills.
- Develop study and life skills.
- Improve job related skills.
- Encourage life-long learning.
- Support an equitable and inclusive environment for the student ready goal of Tarrant County College District.

EVALUATIVE CRITERIA

In selecting physical materials for inclusion in the collection the following criteria will be considered:

- Educational objectives and support of the curriculum: Materials must relate to the educational objectives and/or support the curriculum of TCC.
• Lasting value: Longevity of the content, including but not limited to:
  o Quality of scholarship - the information in the resource logically pertains to its apparent subject; the information is reliably accurate, demonstrably factual and reasonably comprehensive or complete within the context of the subject; and the citations or links within the resource are valid.
  o Uniqueness of content or treatment. Interdisciplinary resources that can be used by many patrons are favored.
  o Appropriateness of the level of treatment (depth, breadth, reading level, etc.)
  o Objectivity - the information presented is open to verification and validation within the context of the subject.
  o Currency of information and/or frequency of updating, as assessed within the context of the subject.
  o Quality of the physical condition of the product, if applicable.
  o Authoritativeness of the author and/or reliability of the publisher, compiler, producer, vendor, etc.
  o Content should support an equitable and inclusive environment that represents the cultural variety of the community.
  o Format is appropriate to technology currently available and provides for accessible access.
• Cost: TCC will consider overall cost, purchasing method, and potential budget restrictions.
• Strength of present holdings in subject areas or similar subject areas.

In selecting electronic resources, the following criteria will be considered in addition to the above general criteria for physical materials:

• Remote access availability and number of simultaneous users allowed. Resources restricted to a specific location will be considered on a case-by-case basis.
• Usability: Standards for the proper functionality of the resource include but are not limited to:
  o Compatible with current technology standards and devices
  o Absence of additional fees or registrations,
  o Accessibility for patrons with disabilities. Including but not limited to:
    ▪ Absence of barriers for alternative methods of access
    ▪ Captions for video content
  o Ease of use for technical novices.
  o Adequate help resources.
  o Adequate output options (printing, downloading, sharing).
  o Adheres to established standards for readability and usability.
  o Availability of digital archiving rights.
  o Ease of archiving, replacing, or preserving.
• Network hardware and/or software compatibility.
• Quality and usability of retrieval/search engine.
• Availability and quality of vendor support.
• Compliance with minimum standards for licensing and contract terms.
• Treatment of graphics, formulae, and other nonstandard characters.
• Availability of standardized usage statistics.
• The ongoing availability of accurate metadata to support the representation of the resource in the district library systems to promote discoverability.
• Other technical manageability concerns.
A rubric for evaluating electronic resources is included in Appendix E.
TEXTBOOKS

Students are responsible for the purchase of textbooks and other materials currently used in the classrooms. Textbooks, workbooks, and lab manuals will not be purchased by libraries to be made available to students in lieu of purchase. An instructor may place one or more copies on reserve for student use in the library.

GIFTS POLICY

Gifts that meet the same criteria as new materials shall be considered for inclusion in the collections. Acceptance of a gift does not imply inclusion in the collections. The Library Directors must be free to dispose of gifts to their library as they see fit.

No value appraisal will be given to the donor and it is the responsibility of the donor to assess the value of any donation for their own taxes, using the appropriate IRS forms. The Gift Receipt Form is presented as Appendix F and G.

COPYRIGHT INFORMATION

Library staff comply with the provisions of the U.S. Copyright Law (17 USC 107) and its amendments. Please refer to the Tarrant County College district copyright statement for additional information: https://www.tccd.edu/about/legal/copyright-statement/.

INTRA-LIBRARY AND INTER-LIBRARY COOPERATION

Due to budget and space constraints, the Libraries are unable to collect all materials. However, several free services are available to provide students in good standing with the Library with additional resources.

- Intra-campus loans - Library materials are loaned among all TCC campuses.
- TexShare - a reciprocal borrowing program that allows registered users of participating institutions to directly borrow materials from the libraries of other participating institutions.

In addition to the services above, Faculty and Staff in good standing with the Library may request:

- Interlibrary loans - Library materials are requested from outside of the District.

Community members in good standing with the Library may request:

- Intra-campus loans - Library materials are loaned among all TCC campuses.
COLLECTION MAINTENANCE

Collection Review and Withdrawal

Materials that no longer meet evaluative selection criteria will be removed from the collection. This includes both material that has become dated or irrelevant and material that does not circulate. Damaged and worn material will systematically be withdrawn and replaced as needed.

Each Library Director is responsible for determining the criteria utilized in reviewing the collection and selecting items for withdrawal for their campus library collection. This duty may be assigned to a Subject Librarian under the Library Director’s supervision. The Library Director is free to set their own standards or make use of a standardized weeding system, such as the CREW Method.

The libraries will follow IRS policies regarding gift donations. Donations may not be withdrawn from the collection without the express permission of the Library Director.

Challenges to the collection

Each campus Library Director is responsible for their campus library collection. Challenges will be directed to the Library Director in writing, stating the nature of the challenge and proposed resolution. (See Appendix G) The Library Director, in coordination with the appropriate Subject Librarians, makes the final decision on challenged material. Requests for additions to the collection may be made in the same manner. All requests for appeals will be directed to the Library Director’s Vice-President for consideration.

Challenges to the Physical Collection

Each campus Library Director is responsible for addressing challenges to their campus physical library collection. Challenges will be directed to the Library Director in writing, using the Request For Reconsideration of Library Materials Form, stating the nature of the challenge and proposed resolution. The Library Director, in coordination with the appropriate Subject Librarians, will make the final decision on all challenged materials. All requests for appeals will be directed in writing to the campus’ Vice President of Academic Affairs for consideration. The Request For Reconsideration Form is presented as Appendix H.

Challenges to the Electronic Collection

Any challenges to electronic materials will be brought to the attention of all Library Directors and representatives from DRCM. Challenges will be directed to the Library Directors in writing, using the Request For Reconsideration of Library Materials Form, stating the nature of the challenge and proposed resolution. The Library Directors will make the final decision on all challenged materials. All requests for appeals will be directed in writing to all Vice Presidents of Academic Affairs for consideration. The Request For Reconsideration Form is presented as Appendix H.
Collection Assessment

Collection assessment is a continuing process. The collection must be evaluated using both quantitative and qualitative methods to ensure balance. Quantitative methods may include, but are not limited to circulation counts, connection to the curriculum, cost per use, age and relevance, number of items on course reserve and the physical condition of the material. Qualitative methods may include but are not limited to user surveys of faculty and students, as well as courtesy audits by peer libraries with similar collections.

COLLECTION DEVELOPMENT POLICY REVIEW

This policy shall be reviewed annually, revised as necessary and approved or amended by the District’s Library Directors. This policy shall also be reviewed in concert with updates to the TCCD Strategic Plan.

Approved/Amended by: TCC Library Directors on June 30, 2021
APPENDIX A

LIBRARY CODE OF ETHICS

I. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.

II. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.

III. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired, or transmitted.

IV. We respect intellectual property rights and advocate balance between the interests of information users and rights holders.

V. We treat co-workers and other colleagues with respect, fairness, and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.

VI. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.

VII. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.

VIII. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.

APPENDIX B

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.

VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people’s privacy, safeguarding all library use data, including personally identifiable information.

APPENDIX C

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:

I. *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.

II. *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.

III. *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.

IV. *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.

V. *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.

VI. 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.

VII. 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.

A Joint Statement by:

American Library Association of American Publishers

Subsequently endorsed by:

APPENDIX D

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:

I. 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 guarantee of freedom of expression.

II. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.

III. 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.

IV. 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.

V. 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.

Endorsed January 10, 1990, by the ALA Council
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<tr>
<th>Criteria needed to justify purchase</th>
<th>Criteria Guidance</th>
<th>Specified Criteria</th>
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<tr>
<td><strong>1.</strong> What is the unmet need? Explain the importance and rationale for purchasing this electronic resource.</td>
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<td>Consider: Is there a gap in current resources? Does the proposed resource offer something more or better or different than current resources? What program/course does this support? Was this requested? By whom? Why?</td>
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<td><strong>2.</strong> What is the desired capability?</td>
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<td>General Guidelines:</td>
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<td>• What does this resource offer that the library doesn’t already have?</td>
<td>Library Electronic Resources are licensed/purchased for college-wide use and must allow for IP range authentication and EZ Proxy use.</td>
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<td>• How does it compare with other electronic resources the library has?</td>
<td>New electronic resource requests are for a specific electronic resource, often based on a faculty request or library staff recommendation.</td>
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<tr>
<td>• How will this technology enrich the student learning environment (i.e., critical thinking,</td>
<td>All electronic resources are</td>
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<td>Creative thinking, problem solving, or a deeper understanding of course objectives etc....)</td>
<td>reviewed by Digital Resources and Collection Management and the Database and Virtual Library Committee using their Electronic Resources Rubric. Accessibility review? Specific to this resource:</td>
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<td><strong>3. How does this electronic resource align with the college mission or the principle(s)?</strong></td>
<td><strong>General Guidelines:</strong> Electronic resources align with the college mission because they are purchased to directly support quality teaching and learning. Electronic resources align with: The One College goal because they are usually licensed/purchased for college-wide use by all students, faculty, and staff. The Student Ready goal because they provide access to quality learning materials directly related to courses and programs to students 24/7? Serve the community by providing access at all campuses. SACS reaccreditation 11.1 – The library core requirements</td>
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<td></td>
<td>Specific to this resource:</td>
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| 4 | Library Electronic Resources are licensed/purchased for college-wide use and therefore are available to all students, faculty and staff. However, certain electronic resources are crucial for certain programs (such as the paralegal program at NE). Answer the following questions considering which groups of users will benefit more from the addition of this resource. **Who and/or what will be impacted? Specify:**  
  • End user(s), group, or organization—which programs and/or courses are the target user group for this resource?  
  • Campuses/Locations  
  • Process/systems (e.g., Ad Astra scheduling software)  
  • Replacement or expansion of an existing electronic resource? If so, what?  
  • Replacement or extension of a |
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<th>5</th>
<th><strong>Potential consequences if we don't address this unmet need? Explain</strong></th>
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<td><strong>Compliance Issue</strong></td>
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<td><strong>Lose Accreditation</strong></td>
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<td>- Be sure to include any program specific accreditations</td>
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<td><strong>Lower % of student completions</strong></td>
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<td><strong>Budgeted funds are not utilized</strong></td>
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<td><strong>Negative impact on enrollment, recruitment, or market share</strong></td>
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<td><strong>Underprepared graduates for workforce</strong></td>
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<td></td>
<td><strong>Underprepared transfer students</strong></td>
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<td><strong>Negative effect on pedagogy/teaching and learning</strong></td>
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<td><strong>Negative effect on...</strong></td>
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<th>General Guidelines</th>
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<td>For accreditation we must show that we provide adequate and appropriate library and learning/information resources (SACS Section 11.1).</td>
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|   | To provide adequate support for the institution's curriculum and mission, an institution's students, faculty, and staff have access to appropriate collections, services, and other library-related resources that support all educational, research, and public service programs wherever they are offered and at the appropriate degree level. The levels and types of educational programs offered determine the nature and extent of library and learning resources needed to support the full range of the institution's academic programs. Qualified, effective...
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| **faculty delivery**  
  • **Negative effect on student access** (i.e., if we could only provide access in the library or could only purchase a limited number of print items). | staff are essential to carrying out the goals of a library/learning resource center and the mission of the institution, and to contributing to the quality and integrity of academic programs. The purpose of this Core Requirement is to ensure that an institution offers adequate and appropriate library collections, services, and other related learning resources to support the mission of the institution. If the institution has research and/or public service missions in addition to its educational mission, the standard applies to those aspects of library and learning/information resources as well. |

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<td>6. For renewals, what is the cost per use?</td>
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<td>7. For renewals, what is the total cost compared to the last renewal data? What discount was negotiated?</td>
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<td><strong>What is the definition of a use?</strong></td>
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<td><strong>What is the usage metric? (usage)</strong></td>
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|   | **Number of courses/sections/faculty that utilize?**  
   - Number of students?  
   Also add any details/explanations about the broad or specialized nature of this resource to help explain the audience numbers, cost per use etc. | | |
APPENDIX F

TARRANT COUNTY COLLEGE DISTRICT LIBRARY
RECEIPT FOR DONATED MATERIALS

Received From: _____________________________________________________________

Date Received: ___________________________________________________________

Address:  __________________________________________________________________

Books: ______ Paperbacks: ______ Magazines: ______

Other (Specify): __________________________________________________________

TCCD libraries welcome and accept gifts with the understanding that not all items will be added to the collection. Gifts must be unqualified – they cannot be returned to the donor.

TCCD library staff will issue receipts for donated materials, however, the IRS does not permit the assessment of monetary value.
APPENDIX G

TARRANT COUNTY COLLEGE DISTRICT LIBRARY
MEMORIAL BOOKS

For Patron Donor

This book is being given in memory of: _____________________________________________

Donated by: ________________________________________________________________
Address: ________________________________________________________________

Amount donated for purchase of book: __________

Please fill in suggested subjects which were of interest to the deceased from which to select Memorial Book:

______________________________________________________________

Names and addresses of family members to be notified:

______________________________________________________________

______________________________________________________________

FOR LIBRARY USE:

Author: ____________________________________________________________

Title of Memorial Book: ____________________________________________

Classification: ___________________________ Publisher_____________________

Price: _________________________________ Where assigned: _______________________

Family Notified (Date): _________________ Donor Thanked: _______________________

PLEASE FILL IN ALL BLANKS
APPENDIX H

REQUEST FOR RECONSIDERATION OF LIBRARY MATERIALS

Tarrant County College Libraries

If you wish to request reconsideration of library resources, please return the completed form to the Library Director.

Title ____________________________________________________________

1. Book ☐ Periodical ☐ Other

Author ____________________________________________________________

Publisher _______________________________________________________

Request initiated by _________________________________________________

Address _________________________________________________________

City___________ State ________________________________

Zip_____________________

Telephone ________________________________

Request made on behalf of: ☐ Yourself ☐ An organization (name)  

2. Other group (name) ______________________________________________

Did you read/view the entire work? ☐ YES ☐ NO

What is your objection? Please be specific. Cite pages.  

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

What is positive about the work?  

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

What do you feel might be the result of reading/viewing the material?  

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
For what library patrons would you recommend this work?
__________________________________________________________________________________________________

What do you believe is the theme of this work?
__________________________________________________________________________________________________

What resource(s) do you suggest to provide additional information on this topic?
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Action requested:

1. Return it to the staff selection committee/department for reevaluation
__________________________________________________________________________________________________

2. Other; explain
__________________________________________________________________________________________________

In its place, what work would you recommend that would convey as valuable a perspective of the subject treated?
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

SIGNATURE ____________________________________________________________

From: Texas Library Association Intellectual Freedom Handbook