

LIBRARY COLLECTION DEVELOPMENT POLICY

I. PARAMETERS OF THE COLLECTION POLICY

1. Community Description

The J. William Horsey Library supports the curriculum of Tyndale University College & Seminary. *The Library* holds over 160,000 physical items, including bound periodical volumes and audiovisual resources. In its role supporting one of Canada's largest Seminaries, the library has particular strengths in Church History and New Testament studies in English. Special collections include the J. Percival Baldwin Puritan Collection, and the NAITTS Indigenous Studies Collection. The Education Library which occupies a separate space on campus primarily supports the Bachelor of Education program. The library also operates the institutional archives

The Library subscribes to more than 170 current periodicals in paper format and in addition, subscribes to a vast array of electronic resources on behalf of the Tyndale Community. This includes access to over 27,000 electronic periodical titles Remote access to electronic resources is available to faculty, registered students and staff. The Library provides reference services, and bibliographic instruction sessions help users orient themselves to the resources available at Tyndale and elsewhere.

2. General Library Objectives

The general objective of the library is to provide a collection that serves as the main source of information resources required by faculty and students in their roles at Tyndale, and to provide services that will enable them to make effective use of our own library resources as well as those available elsewhere. Other objectives include the following:

- a) Support and extend the instructional curriculum;
- b) Shape new knowledge by nurturing research;
- c) Teach users information literacy skills for life-long continuing education;
- d) Represent the traditions of theological thought and religious practice;
- e) Reflect the diversity of theological inquiry

3. Library Policy Formation

The Library Director reports to the Senior Vice President and Academic Dean, Seminary. Library policy is agreed to between the Senior Vice President and Academic Dean and the Library Director and then, as necessary, ratified by the Academic Council. In addition, the Library Director serves on both Faculties, Academic Planning Committees and is a member of the Academic Council. This provides the Library with information on new courses and programs and any changes that are being made in these areas.

The function of this Collection Development Policy is to serve as the basis for clearer communication between the various members of our academic community regarding how the library is and should be developing. Our purpose is to promote understanding and co-operation by providing a means by which institutional progress can be attained efficiently, effectively, and with harmonious working relationships.

It should be noted that the scope of this document is limited to development and management of the library collection. It is not an administrative manual covering all aspects of library operations and services, most of which are not included here.

II. ADMINISTRATIVE POLICIES

1. Responsibility for Selection

Selection is an interactive activity of the library and the faculty. All faculty members are strongly encouraged to recommend the acquisition of materials in their subject fields. Any member of the administration, faculty, staff, student body, or community-at-large may request or suggest that material be added to the collection. However, the final selection of library materials shall be determined by the Library Director who is ultimately responsible for the development of the library and for the management and control of the library budget. This arrangement not only allows for responsible management and balanced growth; it also provides for flexible response to changing needs not identified in this collection development policy.

2. Faculty Participation

Although the Library Director routinely orders materials that are clearly relevant to the collection, faculty participation in selection decisions is needed and welcomed. In order to encourage participation, the library will route selected print periodicals to the faculty for selection purposes. Faculty may initial items desired and return them to the library. Requests from faculty members not ordered immediately are filed by the library into folders for each discipline. Periodically, requesters and/or department chairs may be asked to reconsider requests that have not been acted upon after a long period of time. Faculty may also be requested to help prioritise orders. They may also request to review their selection folder at any time.

3. Donated Materials

Donated materials are welcomed and accepted as long as they are in good condition with

the understanding that the Library Director is free to determine the appropriate disposition of these materials. Materials will only be added if they conform to the selection criteria established in the collection development policy, although more leniency may be allowed in interpreting the criteria.

Donated materials not needed by the library will be offered to other libraries if they are especially valuable or appropriate for library use (especially in the developing world) or, in most cases, will be put on sale for library users at modest rates, with the income going into the library's operating budget.

Gift labels are usually placed in materials accepted for the collection. When requested, "gift in kind" receipts are issued for donated materials valued at more than \$250. It is then up to the donor to defend any claim made to Revenue Canada. In exceptional cases, the library may agree to purchase a donated item with the understanding that the money will be donated back to the school designated for the library.

4. Funding of Acquisitions

The funds available for collection development come from two sources: the annual budget and restricted funds.

The annual budget allocates these funds primarily by format: books (i.e. monographs), periodicals, audio visual materials and electronic resources. These funds are not further allocated by school, department, or subject area except for the Education Library which has its own budget. It is the responsibility of the Library Director to ensure that the support for each of these areas is provided in a balanced and equitable manner.

The restricted funds are of two types: designated gifts and undesignated income. Designated gifts are sometimes memorial donations and are always used as specified by the donor. Undesignated gifts to the library from outside donors may be used where needed at the Library Director's discretion.

5. Requests for Reconsideration

Requests for reconsideration of material held by the library should be submitted in writing to the Library Director who makes the final decision regarding selection and retention of library materials. Materials have been selected for inclusion in the library for specific purposes, among which is the representation of a wide variety of viewpoints providing exposure to the realities that exist in the subject areas included in this collection. Therefore, materials will not be removed because they are offensive or inferior, but only if it can be shown that the rationale for selection and/or retention is in error.

It is the responsibility of the Library Director to respond to those who request removal of materials, to help them better understand the role of the library and the reasons for inclusion of the materials they object to. Those who are not satisfied with the librarian's response should address their complaint to the Senior Vice President and Academic Dean, Seminary whose decision will be final.

6. New Course Policy

The faculties of Tyndale University College & Seminary have agreed to notify the library in writing when new courses are being considered. The usual practice for course approvals should include the following:

A new course cannot be added to the curriculum until library resources to support that course have been evaluated. The teacher and/or the department sponsoring the course should conduct the evaluation and submit a written summary statement to the Academic Planning Committee. An estimate of any additional support needed should be indicated in the report. This report should then become one of the factors considered when the course is proposed to the faculty.

It is the responsibility of the Library Director to inform the appropriate faculty, department chairperson, and Academic Dean of the implications and consequences of adding any new course without adequate library support. A decision to add a new course without the needed support will normally result in a modification of the collection development policy in order to begin to provide the needed support. Increased budget support will also be requested.

7. Duplicate Copies

Normally, only one copy of a book is purchased and a second may be accepted as a gift. Some duplicates will be kept in the reference collection as determined by the policies for that collection. All purchased duplicates will become part of the library's permanent collection until removed under the weeding policy. Duplicates of print books may also be purchased in ebook format in order to support online courses and students working from a distance. The Library Director will determine whether an additional copy should be purchased.

Because this policy on duplicates is fairly restrictive in practice, yet the needs remain high, the library has attempted to compensate by retaining the right to limit loan quantities and loan lengths; providing a class reserve service; and offering a personal reserve service in which users may request an unavailable item and will be notified when it becomes available and is being held for their use.

Normally, duplicate copies held in either the Horsey Library or Education Library will not be purchased for the other library.

8. Retrospective Collection Development

Budgeted funds will primarily be used for the purchase of in-print materials. Retrospective collection development will therefore be conducted at a low key level except when unique, limited needs arise (such as the addition of a new course or program) or when restricted funds are sufficient to allow for more aggressive efforts. On-line used book dealers will be used to find items in suitable condition.

9. Collection Evaluation

Evaluation of the collection will be an ongoing process as time and staffing permit, and will primarily be conducted by checking library holdings against bibliographies obtained from a number of sources including course syllabi with bibliographies and published subject bibliographies.

The Library will purchase items in the following order of priority:

- a) Items required for Reserve Reading lists.
- b) Items required for Supplementary class reading.
- c) Items needed for the Library's Reference Collection.
- d) Items that are either suggested by the faculty or the Library and that are added on an ongoing basis to the Library's list of pending Collection Development requests.

Further, priority in collection evaluation will be given to those areas where we are attempting to collect at the research, advanced study, and intermediate study levels, and where we are especially weak in areas of current interest and need.

Use and user studies are probably the most effective means of evaluation of those areas collected at less than research level, but lack of resources needed to collect this data severely limits this approach. Circulation and use statistics will also be used to evaluate the adequacy of subject collections. The Library Director will also rely on informal input from faculty and students in these areas. Faculty select from most of these areas, so this input will be used as the basis for ongoing dialogue with faculty selectors.

10. Weeding

The removal of materials from the collection will be done in accordance with the principles established in this collection development policy. That is, the principles for selection will also serve as the principles for retention/removal. Faculty members may be recruited to make recommendations, but the Library Director will be responsible for making the final decision. One of the primary questions that must be considered when weeding is the extent to which the collection should represent the past. As one of the largest theological libraries with a distinctive evangelical heritage in Canada, we must consider our research role in our societal environment, even if our curricular need for these materials is negligible. This is a question of our social responsibility and one of the ways we can help shape new knowledge by nurturing research.

III. GENERAL SELECTION PRINCIPLES

1. Selection Criteria

In recognition of the multiple goals of Tyndale and therefore of the library, materials will be selected on the basis of a wide range of criteria including scholarly merit, user interest, practical utility, long-term value, contribution to collection strengths, and significance to current issues.

An attempt will be made to secure significant works representative of all the leading viewpoints current, although special attention will be given to collecting the major portion of the scholarly literature written by authors in the evangelical tradition as well as a significant portion of the devotional and popular literature written by leading evangelicals. At the same time, since we believe that books are among the greatest instruments of human freedom, titles with merit will not be rejected because of their viewpoints, religious or otherwise.

1.1 Foreign Language Materials

Because *most* programmes at Tyndale do not require competence in a modern foreign language for either admission or graduation, and because the disciplines taught are well represented in English, foreign language materials are included on a modest basis only, in accordance with the following principles:

- a) Monographs in foreign languages will be purchased to support instruction conducted in a particular foreign language. Faculty members are encouraged to request foreign language monographs appropriate for the collection.
- b) Multi-language periodicals and monograph series will be ordered when English is included, but those appearing only in non-English languages will only be ordered if specifically requested by a faculty member or if instruction is offered in that particular language.
- c) In the area of Biblical/Theological studies, care will be taken to select English translations of significant foreign works; indexes and bibliographies providing access to foreign language materials will be provided; materials utilising the biblical languages will be routinely purchased; and scholarly English language materials published throughout the world will be sought out and purchased as much as possible with the limited tools available. Faculty members may recommend foreign language works when they are necessary to support courses where students are required to have used a foreign language.
- d) In order to support the Chinese Ministry Program and the Canadian Chinese School of Theology materials in Chinese will be actively collected and accepted.
- e) Foreign language materials will be integrated into the general collection and not shelved separately. Access by language will be available in the catalogue.

1.2 Canadian Emphasis

In all subject areas collected, a deliberate attempt will be made to collect a selection of materials representing Canadian contributions to and perspectives on the subject. In addition to the curricular subjects, materials addressing current Canadian social issues will be selectively collected to support independent study for those who are preparing for vocations in the Canadian milieu, with special emphasis on the Ontario scene.

1.3 Popular Level Materials

Popular works which are making an impact on society or which present scholarly knowledge in non-technical language will also be collected to the extent that these materials will help students better understand the culture. The practice will be to give popular level materials a lower priority than materials of an academic nature with many of these materials being acquired through donations.

The library attempts to represent the literature of the evangelical movement, much of which is written on at the popular level. Although representation of all segments of the movement will be included, priority will be given to authors who are having a significant impact, and scholars presenting their findings for a popular audience. These materials are intended to document the evangelical movement with primary materials, allow for informed criticism of the movement, provide models for effective ministry, and/or stimulate the spiritual growth of the readers.

1.4 Relationship to Other Libraries

Since the library attempts to be the main source of information for faculty and students in the subjects it has included, there will be much duplication of material available in other nearby libraries. The library will not deliberately rely on other libraries for materials unless the policy for a given subject area specifically specifies this approach. At the same time we recognise that our library is still fairly new in many academic areas, small, and limited more to instructional purposes than other similar libraries. For these reasons we provide interlibrary loan service to faculty and students, and attempt to facilitate their use of other libraries by the provision of holdings and user information whenever possible.

The unique strength of our library collection in relation to others will be the priority given to the relationship of religion to the various fields of study included. In this way we will attempt to complement other more general collections with these more specialised resources that are consistent with our distinctive as a faith-based institution.

IV. POLICIES BY CLIENTELE

1. Students

Students are welcome to suggest titles for inclusion in the library's collections and where these requests fall within the Collection Development Policy and where funds permit they will be honoured. It is a given that the library attempts to represent the fields of study covered by the Tyndale curriculum. In subject areas that are not major areas of instruction, an attempt is made to emphasise materials in these areas that are readable by the non-specialist, non-subject major, and that will allow for independent study beyond the scope of the curriculum. Some recreational and inspirational materials are also included in keeping with a holistic philosophy of education, the large number of students living in residence, and the personal spiritual development objectives of the University College & Seminary.

The provision of materials for use in field education community service and internship settings is the responsibility of the student and the placement agency, and not the responsibility of the library. Students are free to use library materials for these purposes if they desire and if loan policies permit, but library materials are not purposely selected or provided in order to support field education, community service or actual use in ministry. The exception to this is the Bachelor of Education program. The library seeks to collect selected materials for teacher candidates to use in their school placements.

2. Faculty

The library collection covers a wide range of subjects, and is responsible to serve as the main source of information required by faculty in their roles at Tyndale. The following policies are therefore followed:

- a) Although the selection policy for a given area may not justify it, faculty who are engaged in specific research projects or are attempting to develop and maintain expertise in a particular subject within their field should notify the Library Director of their interest so that the library can support them in these endeavours by referring information to them and approving order requests that might normally be relegated to lower priority for acquisitions.
- b) The library will collect a representative collection of materials to support faculty in their various responsibilities: e.g., teaching methods, counselling, student development, field education, etc.
- c) Borrowing privileges greater than those for other categories of user will be allowed. This is desirable because of faculty's unique role in passing on knowledge and in stimulating students to make use of materials with which they as teachers must first become familiar.

3. Administration

The library will collect a representative collection in the areas of administration represented at Tyndale: These include higher education, personnel, accounting, adult and extension education, business management, library science, and public relations.

The library will collect the relevant publications of ABHE, ACBC, ATS, OCT and other relevant accrediting bodies.

The library will operate the Archives for Tyndale as a service to the administration and following policies and procedures authorised by the administration as funding permits.

4. Staff, Retirees and Community Members

The library exists primarily for academic and educational purposes. Official staff functions will be supported on a limited basis if requested and if funds permit. Otherwise, staff use of the library is an employment benefit but not a factor in collection development. Likewise, members of the community-at-large may qualify for borrowing privileges by purchasing a library membership, but neither the library collection nor its services are geared to their needs. Their use of the library is considered a privilege, not a right, which is offered as a good-will gesture because many of those who desire to use the library are also supporters of Tyndale, and because of our desire to serve the community. Retired faculty and staff retain free library borrowing privileges with this same understanding.

V. POLICIES BY FORMAT

1. Books and Textbooks

The library will normally purchase books in one format only either print or electronic. The Library Director or designate will make the decision taking into account the likely users, cost and available shelf space. Ebooks are preferred to support online courses unless the costs are significantly higher than print.

Print books will be purchased in paperback whenever possible. Hardcover books will be ordered when no other format is available or if high use is anticipated.

Paperbacks will usually be covered in house with plastic covers. This will insure that the shelf life of paperbacks will be increased. If heavy use is anticipated they may be sent for binding.

Textbooks will be purchased if requested by a teacher or if they will help guide independent study in a discipline beyond its coverage in the Tyndale curriculum. The library will purchase one copy of each textbook used at Tyndale, but will not be responsible to provide access to that text for all students enrolled in those courses -- students are expected to purchase required texts.

2. Periodicals and **Databases**

Most periodical access is provided in electronic format. Significant access comes as part of database subscriptions and bulk content purchases. The library will subscribe to individual periodicals to support the disciplines of study and related areas needed to address the information needs of faculty and students. With some exceptions, print periodicals should be retained permanently if they are accessible through a database available in the Tyndale library. Print periodicals may be discarded if reliable permanent

electronic access is available or if they are no longer needed. Tyndale's periodical titles are listed in WorldCat the Library's online catalogue. Links are provided to electronic content.

Periodicals from a wide range of Christian organisations and mission boards will be received but only kept for a limited time to expose library users to current concerns and activity in Christian ministry. Where these print periodicals duplicate material freely available on the internet they will not usually be kept. All periodical subscriptions are reviewed annually.

Periodical indexes and databases will be provided for the disciplines emphasised in the Tyndale curriculum, according to the research demands created by the instructional methods employed in each area. Access will be provided in electronic format when available.

3. Newspapers

Newspapers are provided primarily for current awareness. For this reason, only a limited number of newspapers are received in print and they are only kept for a short length of time after being received. Access to digital newspapers will be added as needed for curriculum support when funds are available.

4. Microforms

Materials on microform are no longer actively collected. Existing content will be maintained when digital access is not available and is limited to positive, silver-halide microfiche as much as possible. We will continue to maintain equipment to supply print copies.

Periodicals on microfiche will be stored in alphabetical order by title and will be recorded in WorldCat.

5. Audio Visual Materials

The library will normally only collect AV software that is intended for (1) fulfilment of anticipated course assignments given to students, (2) access to selected Tyndale courses and conferences that have been recorded, (3) anticipated classroom use, and (4) limited general interest, especially music.

6. Audio Visual Equipment

The library will provide the equipment needed for in-library use of each type of AV media collected for public use. AV media may be borrowed for use outside the library, but the equipment will only be available for in-library use.

7. Pamphlets

The library collects and catalogues pamphlets, which are given a full listing in the catalogue.

8. Reference Collection

The Reference Collection will consist of information sources in most of the fields of the humanities and social sciences and selected areas of the natural sciences for the following purposes:

- a) To provide a working coverage of those other subject areas included in the Tyndale curriculum.
- b) To provide an exposure to major disciplines beyond the Tyndale curriculum.
- c) To provide nearly comprehensive reference coverage of the biblical/theological fields (in English).

The Reference Collection will also house materials in heavy demand that should generally be available to users at all times. Included here will be a selection of Bible commentaries and systematic theologies. Normally these materials will be duplicates of materials in the circulating collection. A collection of biblical texts and study Bibles will also be housed in the Reference Collection. Preference will be given to acquiring reference materials in electronic format when economically feasible.

9. Class Reserves

One of the methods used to maximise the availability of limited resources is Class Reserve. This collection consists of materials that the teacher requires a significant number of students to use. The loan periods are considerably shortened in order to allow maximum use within the time limits of the assignment. Materials are automatically removed from Reserve at the end of the course.

Since it is usually impossible to know in advance the number of copies needed on Reserve, Tyndale is committed to keeping photocopy charges at a minimum in order to make it easier for students to make personal copies of what are usually short excerpts from required reading materials on reserve, in keeping with copyright laws.

10. Special Collections

A special collection will be maintained for the following purposes: (1) protection of materials that need repair but are too important to discard, (2) housing rare books, (3) housing collections that donors stipulate must remain intact. All materials in the special collection are to be fully catalogued, and accessible to library users by application at the circulation desk. Although all these materials may be used in the library, which ones may be borrowed will be decided and indicated on a title by title basis.

11. Archives

The Archives is responsible to preserve materials relevant to the history and development of Tyndale and its forbearers and to make those materials available to authorised researchers. This will be accomplished by collecting and maintaining a document records programs, collecting, organising and preserving non-print materials as they become available (i.e., artefacts, films, slides, photos). The Archives is also responsible for a continuing display as well as for other temporary displays, (i.e., Homecoming, Anniversaries).

VI. POLICIES BY CURRICULAR SUBJECTS

Introduction

The primary purpose of this section is to identify the fields of study in the combined Tyndale curriculum and to specify the level at which each subject will be collected. The following qualifications should be noted in interpreting this section:

1. The definitions of the collecting levels are a modification of the American Library Association terminology, while retaining the same structure as the ALA system.
2. The collecting levels should be interpreted in the light of all the other selection criteria given in this policy document, especially part III.
3. Each collection level is understood to include materials collected at the lower levels as well.
4. The fields of study are related to the library classification system. When fields are broken into subdivisions it reflects the emphasis in the Tyndale curriculum.
5. Subdivisions of a subject do not indicate all the possible subdivisions, but only those areas where a special emphasis will be included in the collection.
6. It should be understood that these levels of collecting are an ideal; we strive for them. Also, the interdisciplinary nature of the curriculum often transcends the convenient divisions of the Library of Congress classification system.

VII. COLLECTION LEVELS

1. Comprehensive Level 1

A collection in which the library endeavours, so far as reasonably possible, to include all significant works of recorded knowledge for a defined field. This would include materials in all languages from all locales world-wide and in all formats, including manuscripts, popular materials, ephemera, etc. The Tyndale library collects no subjects at this level.

2. Research Level 2

A collection that includes the major published source materials required for dissertation and independent research, including materials containing research reporting, new findings, and other information useful to researchers. It is intended to include all important reference works and a wide selection of specialized monographs, as well as a very extensive collection of journals and major indexing and abstracting services in the field. Pertinent foreign language materials are included. Older material is usually retained for historical research and actively preserved. A collection at this level supports doctoral and other original research.

3. Advanced Study Level 3A

A collection that is adequate to support the course work of advanced undergraduate and master's degree programs, or sustained independent study; that is, which is adequate to maintain knowledge of a subject required for limited or generalised purposes of less than research intensity. It includes a wide range of basic monographs both current and retrospective, complete collections of the works of the more important writers, selections from the works of the secondary writers, a selection of representative journals, and the reference tools and fundamental bibliographical apparatus pertaining to the subject.

4. Intermediate Study Level 3B

A collection that is adequate to support undergraduate courses and graduate survey courses in the defined field. It includes a judicious selection from currently published monographs supported by seminal retrospective monographs; a broad selection of works of more important writers; a selection of the most significant works of secondary writers; a selection of the major review journals; and current editions of the most significant reference tools and bibliographies pertaining to the subject.

5. Initial Study Level 3C

A collection suitable for supporting introductory graduate or undergraduate courses where required library use is minimal. It includes a selection of the major reference works, bibliographies, and periodicals of the field; but monographs are primarily selected by faculty to support their unique curricular emphasis rather than to systematically cover the literature of the field.

6. Reference Level 4

A highly selective informational level, not satisfactory to support courses, but serving to introduce and define the subject and to indicate the varieties of information available elsewhere. It includes selected dictionaries and encyclopaedias, selected editions of important works, historical surveys, important bibliographies, and a few major periodicals in the field.

Most of these subjects do not formally appear in the regular curriculum but they do support aspects of the curriculum and are often intertwined with theological issues and ministry concerns addressed in the curriculum. Emphasis will be given to materials readable by non-specialists.

7. Minimal Level 5

A subject area in which few selections are made beyond very basic works. Works relating

these areas to Christian thought will be emphasised.

VIII. COLLECTION DEVELOPMENT POLICY CATEGORIES

This key to the library's collection development policy lists topics by general subject area and also provides categories for specialized courses that are offered at Tyndale.

LC Classification	Subject Area	Collection Level
B	Philosophy	3A
BC	Logic	3C
BF	Psychology	3A
BH	Aesthetics	3C
BJ	Ethics	3B
BL	Religion & Religions	3B
BM	Judaism	3C
BP	Islam	3C
BQ	Buddhism	3C
BR	Christianity (incl. History)	3A
BS	The Bible	2
BT	Doctrinal Theology	2
BV	Practical Theology	2
BX	Christian Denominations	3A
C	Auxiliary Sciences to History	3B
D-DR	History of Europe	3A
DS	History of Asia	3C
DT	History of Africa	3C
E -F	History of America	3A
FC	History of Canada	3A
G	Geography	5
GE	Environmental Sciences	3C
GF	Human Ecology	3C
GN	Anthropology	3C
GV	Recreation	5
H	Social Sciences (general)	3A
HA	Statistics	3C
HB-HC	Economics	3B
HD	Industries, Labour	3B
HF	Commerce	3A
HG - HJ	Finance	3B
HM - HX	Sociology	3B
J-JZ	Political Science	3C
K	Law	5
L	Education	3A
M	Music	3B
N	Fine Arts	5
P	Language and Literature	3C
PA	Greek Language & Literature	3B

PC	French Language	3C
PE	English Language	3C
PJ	Hebrew Language	3B
PN	Literature (General)	3B
PR	English Literature	3A
PS	North American Literature	3A
PZ	Juvenile Literature	3C
Q	Science	3C
R	Medicine	5
RC	Psychiatry (esp. Psychotherapy)	3B
Z	Bibliography, Library Science	5

IX. EDUCATION LIBRARY COLLECTION DEVELOPMENT POLICY

1. Definition of Discipline

Education is an applied field that examines issues of teaching, learning, curriculum, evaluation, ethics and policy in real world settings. Scholars in education often incorporate and use theoretical frameworks developed in other disciplines – thus giving the discipline an interdisciplinary feel.

2. Objective

The objective of the collection is to support the practice of teaching, studying and researching for a four semester Bachelor of Education program: Kindergarten to Grade 10.

3. Languages

English language materials are collected and given emphasis. Some materials in French will be purchased to support the teaching and practice of French as Second Language candidates. Other foreign language materials – particularly children’s literature - may be considered to support cultural awareness.

4. Currency & Date of Publication

Works with a focus on the 21st century will be emphasized and given priority. Works published in the late 20th century and/or earlier will be considered and/or sought out, as needed, and upon request.

5. Geographical Coverage

Priority will be given to materials with a North American focus and the occasional item published in the European Union

6. Formats Included

Books, manipulatives, pictures, CD’s, videos, kits, board games, computer software, puppets, periodicals, electronic databases, activity files, government documents, maps,

posters, teaching charts

6. Formats Excluded

Unpublished theses; textbooks and materials for Grades 11 & 12, as well as; limited editions; works by “vanity publishers”; reprints and partial contents (i.e. single issues of journals, electronic versions of single chapters of books, etc.). Adult education materials are held in the main library collection.

7. Publishers

For printed materials, Christian, scholarly and academic publishers are emphasized. For all other materials, the Trillium list as well as textbook lists from local school boards will be taken into very serious consideration.

8. Collection Priorities

<u>Subjects Collected</u>	<u>Collection Level</u>
8.1 History of Education (Canada) (Elementary-Primary)	3A
8.2 Theory and Practice (Systems of Individual Educators & Writers) (Teaching) (Reading) (Educational Psychology) (Child Study) (Kindergarten) (Primary Education) (Elementary and Public Schools) (Secondary and High Schools) (Teacher Training) (Curriculum) (School Administration & Organization) (Teaching Personnel) (Classroom Management & Discipline) (Textbooks) (Educational Tests and Measurements) (Student Life and Youth Culture)	3A
8.3 Special Aspects of Education (Forms of Education) (Social Aspects of Education) (Economic Aspects of Education) (Democratic Aspects of Education) (Education and Policy) (Sociology of Education) (Attendance) (Literacy and Illiteracy) (Moral Education and Character Building)	3A

(Religion and Education)
(Education and Technology)
(Inclusive Education)
(Education of Distinct Groups of People)

8.4 Individual Countries (Canada) 3A

8.5 Textbooks (K-10) 3B

8.6 Juvenile Literature
(Primary) 3B
(Junior) 3B
(Intermediate) 3C

8.7 Additional subject areas, when they relate to education would be:

Psychology (child development, cognition, motivation, emotion) 3B
Sociology 3B
French 3B
Health and Physical Education 3B
Musical Instruction 3B
Visual Arts 3B
Language and Literacy 3B
Science 3B
Mathematics 3B
History 3B
Geography 3B
Technology 3B
English as a Second Language 3B
Religion 3B

X. MAINTENANCE AND PRESERVATION

1. Environmental Measures

1.1 Building Maintenance

Library staff are responsible for keeping all areas of the library clean except for walls, windows, doors, and floors. Staff work-areas are the responsibility of those assigned to those areas. Cleaning and dusting of other areas, including the books, is done under the auspices of the Public Services Librarian.

The Campus Operations Department is responsible for maintenance of the floors, emptying waste containers, painting walls, cleaning the windows, and maintaining the window coverings and other features of the building such as plumbing and heating functions.

1.2 Temperature, Humidity, and Light Control

Responsibility for these areas rests with the Campus Operations Department

2. Disaster Planning

The Fire Safety Plan is under the authority of the Supervisor of Campus.

3. Preventative Measures:

3.1 Ordering

Books are assessed when they arrive to see if they need to be protected with special measures.

3.2 Processing

Dust jackets are covered with plastic covers. Unprotected paperbacks **may be** covered with clear plastic or sent for binding if predicted use is high. AV materials are repackaged if the original container is not suitable. Periodicals are either bound or stored loose in acid-free boxes.

3.3 Reshelving

Library users are requested not to reshelve library materials. Return areas are located throughout the library for the placement of materials that need to be reshelved. Reshelving is conducted under the auspices of the Public Services Librarian. Materials should not be allowed to accumulate so much that finding them becomes a problem.

4. Corrective Measures

4.1 Damages

Shelf readers and circulation desk workers should be alert for materials needing repairs so that they can be sent to the Technical Services Department. These materials are either repaired by hand, rebound, reordered, discarded, or placed in special collections at the discretion of the Library Director.

4.2 Inventory

A partial inventory of the collection should be conducted each summer, as time and staffing permit. Areas to be inventoried are the reference collection, audio visuals, heavily used or problem areas specified by the Library Director, and at least two stack ranges in sequence from previous years as part of a progressive inventory of the entire collection.

Inventory will be conducted for the following purposes:

- a) To identify missing materials in order to replace them if still needed.
- b) To ensure accurate catalogue and holdings records.

- c) To identify materials needing repairs.
- d) To provide some basis for estimated loss rates.