TARRANT COUNTY COLLEGE DISTRICT
LIBRARY COLLECTION DEVELOPMENT POLICY

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. The Library collection should reflect the resource needs and support the vision and mission of Tarrant County College (TCC).

TCC MISSION STATEMENT

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

TCC STATEMENT OF VISION 2015

TCC will be a nationally recognized community college of choice for academic excellence and lifelong learning.

TCC INSTITUTIONAL GOALS

1. Support student learning and success through excellence in teaching and learning, support services, flexible instructional delivery systems, student engagement, learning outcomes assessment, and dynamic curricula.
2. Ensure affordability, accessibility and diversity reflective of the community
3. Promote educational effectiveness through continuous improvement, collaboration with and service to the community, employee engagement, professional development and optimal environment conducive to quality learning and teaching.

LIBRARY STATEMENT OF VISION

Library staff will promote a collaborative and congenial learning environment and will be active partners with the faculty and administration in realizing the College’s mission.
LIBRARY MISSION STATEMENT

Library Directors have the responsibility to provide:

1. An organized and readily accessible collection of materials and equipment needed to meet the institutional, instructional and individual needs of students and faculty;
2. Qualified and engaged staff with appropriate education and experience to serve the needs of students, faculty, and community; librarians must have a professional degree from an ALA accredited institution.
3. Leadership and assistance in the development of instructional systems which employ effective and efficient means of accomplishing educational objectives;
4. Facilities and resources which encourage innovation, learning and community service, and;
5. Other appropriate support in helping to perform the mission and meet the goals of Tarrant County College.

LIBRARY GOALS

1. Provide an organized collection of materials which meets the identified needs of the college community.
2. Maintain library collections and equipment.
3. Provide access to and control of library materials through efficient distribution, circulation and reserve systems.
4. Enrich the college curriculum by working with faculty and staff in the design, development and production of instructional programs and materials.
5. Enhance the quality of the collection through participation in intra-library and inter-library cooperation.
6. Provide bibliographic aids, library instruction and personal assistance with information resource identification, search, retrieval and use.
7. Provide an orientation and library instruction program designed to teach students how to use library resources efficiently.
8. Provide an information literacy program designed to teach students how to evaluate information resources.
9. Assist faculty and staff in locating and obtaining information through the use of local resources, database searching and inter-library loan or purchase of materials.
10. Develop and maintain a capable library staff through systematic programs of recruitment and career development.
11. Establish and maintain an effective liaison relationship between the library staff and the college community to assist in the planning, development, implementation, and systematic evaluation of programs and services that reflect the changing needs of the college.
12. Maintain accessible, well-equipped facilities which encourage maximum use by the campus community.
13. Develop and administer policies and procedures which meet faculty and student needs and support the principles of intellectual freedom and individual rights.
14. Keep abreast of technological and professional developments with a view to applicability for TCC.
15. Provide leadership and assistance in the use of educational technology and in the development of systems that support instructional objectives.

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 (SACS) Commission on Colleges.

BUDGET

The Library Directors are 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 Library Director in corporation with the college community. All requests for additions to the collection are to be forwarded to the Director of Library Services for final approval based on the principles and evaluative criteria outlined in this selection policy.
CRITERIA FOR SELECTION

The Library will contain materials to enrich and support the curriculum, taking into consideration the abilities, maturity, and varied interests of patrons. The collection will include materials that:

1. Represent opposing sides of controversial issues, enabling students to develop critical thinking and responsible decision making skills;

2. Represent cultural, religious, and ethnic groups and their contribution to the American heritage;

3. Aid in the development of study skills;

4. Improve job related skills;

5. Encourage life-long learning through the use of learning resources; and

6. Represent various learning and interest levels necessary to support the open door policy of Tarrant County College District.

EVALUATIVE CRITERIA

General:

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

1. Educational objectives.

2. Enrichment and support of the curriculum.

3. Reading and interest level.

4. Permanent or timely value.

5. Competence and authority.

6. Accuracy of information.

7. Readability.
9. Local resources.
10. Interests of students, faculty, or staff.
11. Historical value.
12. Technical and artistic quality.

**Special:**

In dealing with periodical and non-print materials, the following additional criteria must be considered:

**Periodicals:**

1. Availability of materials in other formats.
2. Inclusion in databases or indexes available at Tarrant County College.
3. Availability of back issues in electronic format.
4. Number of periodicals held in subject area.

**Non-Print Materials:**

1. Uniqueness or significance of the presentation or content.
2. Availability of materials in other formats.
3. Compatibility of format with existing equipment.

**Electronic Databases:**

1. Search capabilities.
2. Availability of materials in other formats.
3. Number of simultaneous users.
4. Training and educational support.
5. Compatibility with standard browsers.
6. Off-campus access and other licensing restrictions.
7. Technical support.
8. Adherence to accessibility guidelines.

WWW Sites:

1. Uniqueness or significance of the presentation or content.
2. Appropriate design for easy use and navigation.
3. Stability of the site and timely maintenance of content.
4. Adherence to accessibility guidelines.

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 collection. Acceptance of a gift does not imply inclusion in the collection. The Library Directors must be free to dispose of gifts as they see fit. No value appraisal will be given to the donor. The Gift Receipt Form is presented as Appendix E. The Memorial Receipt Form is presented

PHOTOCOPYING

Guidelines for Classroom Copying with Respect to Books and Periodicals

The following excerpts are reprinted from the Circular 21: Reproduction of Copyrighted Works by Educators and Librarians (Section C, 2B, ii, Page 7).
The purpose of the following guidelines is to state the minimum and not the maximum standards of educational fair use under Section 107. This statement of guidelines is not intended to limit the types of copying permitted under the standards of fair use under judicial decision and which are stated in Section 107 of the Copyright Revision Bill. There may be instances in which copying which does not fall within the guidelines stated below may nonetheless be permitted under the criteria of fair use.

Single Copying for Teachers

A single copy may be made of any of the following by or for a teacher at their individual request for their scholarly research or use in teaching or preparation to teach a class:

- A chapter from a book
- An article from a periodical or newspaper
- A short story, short essay or short poem, whether or not from a collective work
- A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper

Multiple Copies for Classroom Use

Multiple copies (not to exceed in any event more than one copy per student in a course) may be made by or for the teacher giving the course for classroom use or discussion; provided that:

- The copying meets the tests of brevity and spontaneity as defined below
- Meets the cumulative effect test as defined below
- Each copy includes a notice of copyright

Definitions

Brevity

(i) Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or, (b) from a longer poem, an excerpt of not more than 250 words.
(ii) Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

Each of the numerical limits stated in “i” and “ii” above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.

(iii) Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.
(iv) “Special” works: Certain works in poetry, prose or in “poetic prose” which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience which fall short of 2,500 words in their entirety. Paragraph “ii” above notwithstanding, such “special works” may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such a special work and containing not more than 10% of the words found in the text thereof may be reproduced.
Spontaneity

(i) The copying is at the instance and inspiration of the individual teacher.
(ii) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect

(i) The copying of the material is for only one course in the school in which the copies are made.
(ii) Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.
(iii) There shall not be more than nine instances of such multiple copying for one course during one class term.

The limitations stated in “ii” and “iii” above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.

Prohibitions to I and II above

Notwithstanding any of the above, the following shall be prohibited:

- Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or substitution may occur whether copies of various works or excerpts therefore are accumulated or reproduced and used separately.
- There shall be no copying of or from works intended to be “consumable” in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.
- Copying shall not: (a) substitute for the purchase of books, publisher’s reprints or periodicals; (b) be directed by higher authority; (c) be repeated with respect to the same item by the same teacher from term to term.
- No charge shall be made to the student beyond the actual cost of the photocopying.

Electronic Reserves (E-Reserves)

Electronic Reserves is an extension of traditional library reserves and is managed in accordance with fair use exclusions and the rights of copyright holders as embodied in the current copyright law. TCC will not place materials on electronic reserve without permission of the copyright holder if the nature, scope or extent of copying exceeds the reasonable limits of fair use.

Which Materials Do Not Require Copyright Permission?

- Material in the public domain
- Materials like personal lecture notes or sample exams
- Materials for which the instructor holds the copyright

Guidelines For Placing Copyrighted Materials On E-Reserves.
• All materials placed on E-Reserves will be solely for the non-commercial, educational use of students. Longer works, such as complete books, will not be placed on E-Reserves.
• Copyright notice will appear on the viewing screen of Library Catalog E-Reserves display.
• Appropriate copyright attribution will be entered on the material itself if it does not already appear.
• Access to E-Reserves will be limited to authenticated TCC Library users.
• Instructors will obtain copyright permission from the copyright holder if the material is to be on E-Reserve for more than one semester and will provide a copy of the permission to the Library.

DIGITAL CONTENT

Digital or electronic content, such as e-books, photographs on Web sites and electronic databases are subject to the same protections under the Copyright Act as non-digital, traditional or analog works. In addition, there are specific provisions relating to digital content in the 1998 amendment to the Copyright Act by the Digital Millennium Copyright Act (DMCA).

Many people assume that online content, or content found on Web sites, is not subject to copyright law and may be freely used and modified without permission. This is not true. Others think that online content is not protected unless it carries a copyright notice. This is not true either. Copyright law protects almost all content on the Web or in any other digital or electronic form. Therefore, permission is most likely required to use that work beyond fair use.

What Is Protected?

Any copyright-protected content in a non-digital form will be protected in a digital form. Examples of copyright-protected materials include:

• Print and electronic books
• Analog and digital musical recordings
• Print and e-mail letters
• Web sites
• Embedded works in Web sites

Both electronic and non-electronic databases (such as professional directories and collections of images) may be copyright-protected if they reflect some level of creativity by the author in the selection or organization of the data. With the proliferation of new databases in electronic form, Congress is discussing new legislation to protect even those databases that do not meet the requirements in the Copyright Act.

Unique Uses

The electronic environment features methods of reusing copyright-protected materials. These methods include:

Scanning- scanning or digitizing a work (such as an article, book excerpt of photograph) produces a reproduction of that work. Prior to scanning a work, you must obtain permission from the copyright holder or their agent.
Using Content from a Web Site- before using any content on a Web site, you should determine its copyright status and, if necessary, obtain permission from the copyright holder or their agent.

Posting Content to a Web Site- posting copyright-protected content on a Web site requires permission from the copyright holder or their agent.

Forwarding E-Mail- the copyright in an e-mail belongs to the author of the e-mail. The copyright in an e-mail attachment belongs to the author of the attachment. You must obtain permission from the applicable copyright holder(s) or their agent(s) prior to forwarding an e-mail or e-mail attachment.

Linking to a Web Site- a link on a Web site lets you click and connect to another area of the same site or to a different site. A link from your site to another Web site (especially to a page other than the homepage) may need the consent of that Web site’s owner. U. S. law is not clear on this issue. In an effort to be safe, many organizations only link their own sites to the public home pages (rather than the internal pages) of other Web sites. To ensure compliance, obtain permission even to link to another Web site’s home page.

Electronic Discussion Lists, Bulletin Boards and Newsgroups- copyright law protects all types of electronic discussions, including messages that appear in your e-mail inbox or ones that you access from a Web site or computer network. You should not reproduce or forward any comments from any electronic discussion list, bulletin board or newsgroup without the permission of the copyright holder or their agent.

INTRA-LIBRARY AND INTER-LIBRARY COOPERATION

Intra-campus loans are loans of Library materials among the TCC campuses. This free service is provided to students, faculty, and staff. On certain occasions, it is provided to community members with the understanding that the item is for use in the library.

Interlibrary loans are available to TCC faculty and staff only. Interlibrary Loan requests originate in the library and are forwarded to Technical Services, where personnel verify and order the materials through the OCLC and other appropriate networks.

TCC participates in TexShare, a reciprocal borrowing program. This program is designed to allow the registered users of participating institutions to directly borrow materials from the libraries of other participating institutions. TexShare cards will be made available to students and faculty in good standing with the library.

COLLECTION MAINTENANCE

Collection Review and Withdrawal
Materials that no longer meet evaluative selection criteria will be removed from the collection. Also damaged and worn material will systematically be withdrawn from the collection and replaced as needed.

**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.

**Collection Assessment**

Collection assessment is a continuing process. The collection must be evaluated using both qualitative and quantitative methods to ensure balance. Quantitative methods may include, but are not limited to, circulation counts, number of items on course reserve and citation analysis. 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 October 21, 2011*
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 that make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

APPENDIX C

FREEDOM TO READ STATEMENT

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

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

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

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

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

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

We therefore affirm these propositions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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


A Joint Statement by:

American Library Association
Association of American Publishers

Subsequently endorsed by:

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

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 guarantee 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.

Endorsed January 10, 1990, by the ALA Council
APPENDIX E
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 F
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 G

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

☐ Book  ☐ Periodical  ☐ Other

Author

Publisher

Request initiated by

Address

City  State  Zip

Telephone

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

☐ Other group (name)

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

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

3. What is positive about the work?
4. What do you feel might be the result of reading/viewing the material?

____________________________________________________________________________________

5. For what library patrons would you recommend this work?

____________________________________________________________________________________

6. What do you believe is the theme of this work?

____________________________________________________________________________________

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

____________________________________________________________________________________

8. Action requested:  ☐ Return it to the staff selection committee/department for reevaluation

☐ Other; explain ___________________________________________________________________

9. 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

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