BARTON
LIBRARY

Dare to know

Barton Library Collection Development Plan

Curriculum Support - Customer Service – Collaboration – Curiosity

"A great library cannot be constructed—it is the growth of ages. You may buy books at any time with money, but you cannot make a library like one that has been a century or two a-growing, though you had the whole national debt to do it with."

— John Hill Burton, *The Book-Hunter*

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Purpose

The purpose of Barton Library resources is to support the mission and curricula of Barton Community College, to be a purveyor of information, to promote learning and information literacy, and to be a repository of knowledge, ideas, and matters of the mind and of the soul. In pursuing this objective, the Library champions the Association of College and Research Libraries' Standards for Libraries in Higher Education. The Collection Development Plan describes the Library's collecting practices and defines the scope and nature of library collections for college administration, faculty, staff, and students. This Plan also guides Library staff in developing and maintaining resources, and states the rationale for the selection and deselection of materials to maintain the quality of the collection.

Barton Community College Mission Statement

Barton offers exceptional and affordable learning opportunities supporting student, community, and employee needs.

Barton Library Mission Statement

The Barton Library's primary mission is to provide a well-balanced collection of resources essential to supporting the learning opportunities offered by Barton Community College. In addition, the Library strives to develop, arrange, and maintain information services that spark curiosity, cultivate critical thinking, and encourage a lifelong love of learning.

Barton Library Motto

"Dare to know."

Intellectual Freedom and Diversity of Thought

Barton Library upholds the principles espoused by the American Library Association's Library Bill of Rights, Core Values of Librarianship, Code of Ethics, Freedom to Read Statement, and Freedom to View Statement, the Association of College and Research Libraries' Intellectual Freedom Principles for Academic Libraries, and the Kansas Library Association's Statement on Intellectual Freedom. Additionally, the Library supports the

values of integrity and ethics expressed in the Higher Learning Commission's Criterion 2.D.

The Library has the responsibility to represent through its resources all sides of curricular issues. Because of this commitment to global awareness, some materials in our collection may be considered unorthodox or unpopular by some. However, our goal is to make available diverse viewpoints and expressions in support of the College's academic offerings and to suit the varied backgrounds of students, teaching faculty, and staff. Selection of materials does not express or imply agreement with or approval of the content, viewpoint, implications, or presentation of the materials.

Materials selection and retention are not determined by pressure from external groups or individuals, nor by the possibility that children or adolescents may inadvertently be exposed to materials intended for an adult audience. Parents or legal guardians bear sole responsibility for only their children's use of library materials. While all patrons are free to reject materials for themselves, they cannot restrict others' freedom of access to materials. The Library believes no one person in a constitutional republic has the right to exercise censorship and restrict the intellectual freedom of others.

The Library is not a judicial body. Laws governing obscenity, subversive materials, and other controversial matters are subject to interpretation by the courts. Consequently, the Library will be guided by relevant court decisions when materials are challenged on the basis of obscenity, pornography, subversion, or any other category covered by law. Equally, materials previously judged unlawful will not knowingly be selected.[1]

The First Amendment is the cornerstone of our profession. Thus, the Library opposes any and all attempts at censorship, and works to uphold and preserve the constitutional right of freedom of expression and the free exchange of ideas.

Challenges to Collection Materials

Materials in the Library are selected and made accessible according to established professional standards and sources in order to support the instructional and research needs of the College's students, faculty, and staff. In accordance with the intellectual freedom principles cited above, whether a member of the College community voices an

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[1] Applicable cases include *United States v. One Book Called Ulysses*, 5 F. Supp. 182 (S.D.N.Y. 1933); *United States v. One Book Entitled by James Joyce (Random House, Inc., Claimant)*, 72 F. 705 (1934); *Roth v. United States*, 354 U.S. 476 (1957); *Memoirs v. Massachusetts*, 383 U.S. 413 (1966); *Miller v. California*, 413 U.S. 15 (1973); and *New York v. Ferber*, 458 U.S. 747 (1982).

informal complaint or lodges a formal challenge to the inclusion of an item in the collection, the Library's staff will adhere to the American Library Association's Guiding Principles during the reconsideration process.

Informal Complaint

A patron who wishes to request the reconsideration of library materials for any reason may contact or meet with the Director of Library and College Archives ("the Director"). The Director will attempt to resolve the issue through discussion, an explanation of the selection plan, and the rationale for the item's inclusion. If the patron is not satisfied after speaking with the Director, they may begin the process of filing a formal complaint.

Formal Challenge

Patrons wishing to file a formal written request for reconsideration must use the Reconsideration of Library Materials Form. The Director will acknowledge receipt of the form within twenty-four (24) hours. While remaining in the collection, the challenged resource in question will be reviewed by the appropriate subject specialist librarian and the Director. If necessary, a faculty member may be consulted as an expert in the applicable academic discipline.

The Director will respond to the patron in writing within ten (10) business days and is responsible for making the final decision. The response will include the purposes for the material's inclusion; why it should remain in the collection or may be removed; and relevant references to peer reviews, similar works, the Library Bill of Rights, and/or the Freedom to Read Statement. A copy of the request form without identifying patron information will be submitted to the American Library Association's Office for Intellectual Freedom. Items that have undergone a materials review may not be challenged again within the same three-year period, but may be withdrawn according to standard weeding practices.

Copyright

The Library recognizes and supports the full enforcement of copyright law for the protection of intellectual property rights. All College faculty, staff, and students are required to comply with Title 17 of the U.S. Code (Copyright Act), §§ 101 - 810 regarding the use of copyright protected materials. The Library also recognizes the "fair use" exemption where copyrighted materials may be legally used and reproduced for the

purposes of commentary, criticism, and educational and scholarly activities as set forth by the courts and the U.S. Copyright Office.

For more details, refer to the College's Student Consumer Information page and the Copyright page on the Barton Library's website.

Budget

Melvil Dewey (1906) recognized a library's responsibility to provide "the best reading for the largest number at the least cost."[2] Accordingly, the College provides funds for library resources, both print and electronic, based on priorities and goals identified during the Library's annual strategic planning process. In addition, funding may be supplemented by the non-profit Barton Community College Foundation, by outside grants, and by gifts. No department allocation formula is used to determine acquisitions. This allows the Director, in conjunction with teaching faculty and student input, to make professional judgements to ensure the collection offers materials that are preeminent in their respective fields and best satisfies the curricular and recreation needs of patrons.

Responsibility for Collection Development

Francis K. W. Drury's (1930) most basic principle for book selection states a library should endeavor "to provide the right book for the right reader at the right time."[3] In harmony with this timeless standard, all Library patrons, regardless of status, are encouraged to make requests for library purchases by completing an Acquisition Suggestion Form. If the item is consistent with the collection plan guidelines, and if funds are available, the material will be acquired.

Development of library collections is the scholarly and administrative work of librarians. The end goal being a core collection of essential titles and a body of unique materials that represents research and teaching interests on campus. Barton Library's full-time staff act as subject area specialists according to academic background and research interests when possible. Patricia Knapp (1958), pioneering librarian of the Monteith College at Wayne State University, observed "if we wish the library to function more effectively in the college … we must direct our efforts toward the curriculum, working through the faculty."[4] Following what has become an industry standard, subject specialists work with

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[2] Dewey, M. (1906, February). Origin of A. L. A. motto. *Public Libraries, 2*(2), 55.
[3] Drury, F. K. W. (1930). *Book Selection*. American Library Association.
[4] Knapp, P. B. (1958, December). College teaching and the library. *Illinois Libraries, 40*(10), 831.

their assigned academic disciplines to analyze and evaluate collection subject area resources, and to obtain materials recommendations. Faculty members are encouraged to meet with their Library subject specialist and share curriculum changes and developments. Library staff also utilize standard reviewing resources, such as bibliographies, product descriptions, subject periodicals, library review literature, and publisher's literature and catalogs, to select materials. College staff and students are also urged to make recommendations. Ultimate responsibility for collection development resides with the Director.

Selection Guidelines

Shiyali Ramamrita Ranganathan's first three laws of library science (1931) provide a foundation for materials selection:

- Books are for use
- Every reader his/her book
- Every book its reader[5]

In addition to these best practices, the Library obtains pertinent materials in accordance with the following priorities:

- Materials that support and align with the College's mission and curriculum, and with student learning in general.
- Materials that assist faculty members in performing their teaching and research activities.
- Materials not directly related to College curricula and programs, but still possessing educational, informational, or recreational interest for an educated and conversant College community.

The selection of materials is based on the following criteria:

- Relevance to the College curriculum.
- Projected or existing demand which cannot be met by resources already within the Library collection.
- Contributes to a balanced collection that promotes intellectual diversity.
- The variety of formats in which information is made available.
- Faculty, staff, and student recommendations.
- The information is accurate and objective.

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[5] Ranganathan, S. R. (1931). *The five laws of library science*. Madras Library Association.

- The information is authoritative (based on the reputation of the author and/or the publisher).
- Level of difficulty and scope.
- Cost of material is justified in terms of anticipated use.
- Any ongoing maintenance costs.
- Access and licensing restrictions (particularly with regards to electronic resources).
- The condition of the material.

Space Planning

The Barton Library on the Barton County campus possesses 3,072 linear feet of shelf space for its print collection. Industry standards for library shelving have fixed the "working capacity" of a bookshelf at 65 percent to 80 percent of its actual length. If books are arranged beyond this proportion, the space will become too tightly packed, which could make removing books difficult and cause damage to the spines. Additionally, reshelving books into a crammed space may push neighboring volumes to the rear of the shelf.[6]

The standard shelf in the Library's stacks measures three (3) linear feet. The maximum limit of 80 percent results in 2.4 feet (or 2 feet 4$^{13/16}$ inches) of working capacity per shelf.

The average width of a book in an academic library setting is 0.99 inches, which equates to twelve (12) books per linear foot.[7] The Library has calculated an average number of volumes per linear foot for each of its collections:

Non-fiction and Literary Fiction Collection	Ten (10)
Periodicals (Print) Collection	One (1)
Current Issues Collection	Twenty-eight (28)
Children's Collection	Twenty-seven (27)
Reference Collection	Eight (8)
College Life Collection	Twenty-one (21)
Research & Writing Collection	Eighteen (18)
Oversize Collection	Ten (10)
Kansas Collection	Ten (10)
Popular Fiction Collection	Ten (10)
Multilingual Collection	Sixteen (16)

[6] Lieberfeld, L. (1983, July). The curious case of the library building, *College & Research Libraries, 44*(4), 277-282.

[7] Habich, E. C. (1998). *Moving library collections: A management handbook.* Greenwood Press.

Graphic Novel Collection   Fourteen (14)

Guidelines by Format of Material

The bulk of the collection is a combination of electronic and print formats. However, audiovisual items form an important portion as well. Format is varied in order to meet curricular demands as well as varied learning styles.

Non-Fiction Monographs

Non-fiction book titles considered for purchase must primarily support the College's curriculum and student activities that include the writing of papers, secondary reading, and the completion of class assignments. Hardbound editions are preferred unless the subject matter is a rapidly changing topic; paperback editions will be purchased in this specific instance. Single copies of books will be acquired unless multiple copies are needed for curricular purposes; departmental funds will be solicited for these additional purchases.

Textbooks

Coursework textbooks are not purchased by the Library. Other texts might be purchased if they provide a broad introduction to a topic. Instructors may donate texts or place their own textbook copies on reserve for students' use, if they wish.

Periodicals

The purpose of the periodicals collection, both print and electronic, is to provide access to current information in support of the College curriculum, produce general interest, and offer recreational reading to the College community. Journal, magazine, and newspaper subscriptions represent a continual and often large expense and, thus, are added judiciously. Priority is given to periodicals indexed in one of the Library's online periodical databases and those which supplement full-text electronic resources. Full-text availability from one of the subscription databases will be another factor in determining whether to subscribe to the print version. Generally, if the periodical is available full-text in a subscribed database, the print version will not be purchased.

Electronic Resources

Electronic resources are generally acquired in subscription packages rather than as individual titles. This type of web-based material is frequently preferred over print versions because of the ease of access from remote locations. In addition, many users choose electronic resources since the search tools enhance usability and the electronic version is updated more frequently. All electronic resources, including internet website links, will be chosen according to collection development guidelines.

Audiovisual Resources

Audiovisual resources will be purchased on an as-needed basis to support curricular areas. The emphasis in the selection of audiovisual titles is placed on those which will be directly used by the faculty for instruction or in support of instruction. The Library will make a concerted effort to provide access to streamed media (particularly video) through subscription or license from third party vendors. In addition, the faculty is encouraged to place in the library collections any audiovisual resources they purchase with departmental funds.

Government Publications

Government publications are selected according to collection development guidelines for all materials and are cataloged and integrated into the main library collection.

Popular Fiction

The Library does maintain a large collection of popular fiction for leisure reading. The Library allocates a small portion of its budget to keep this assortment current. The collection is supplemented with donated books and funds. The books are subject to the gift and donation policy.

Children's Literature

The Library purchases selected, high-quality children's literature in support of the course curriculum, as well as the reading interests of children attending the Child Development Center. Emphasis is placed on award-winning and well-reviewed titles. Selection categories for these materials are:

Beginner Reader

- Age Range: 0 to 5
- Word Count: 50 to 1,000 words
- Page Count: 10 to 48 pages; 32 pages is standard.
- Purpose: Books that are designed to be read by an adult to a child, or enjoyed individually as leisure viewing. They usually highlight early concepts such as colors, shapes, counting, the alphabet, and spatial relationships. They may also be novelty books with pop-ups, flaps to lift, various textures, or expandable pages. This category incorporates the traditional definitions of board books and picture books, and some initial choices of easy (or early) reader.
- Topics: This category can include a wide variety of approachable and age-appropriate topics. Fictional works usually showcase one main character, one plot or idea, and one storyline. Other options are concept, activity, and novelty books. They can offer a simple question that is answered by the end. Scholars in the field of children's literature have noted children prefer to read about other children who are slightly older.
- Art and Text: These titles primarily use full-color illustrations on each page to tell the story. The text, if any is present, is not overwhelming, with usually only a sentence or two per page.
- Example: *The Very Hungry Caterpillar* (1994) by Henry Carle

Younger Reader
- Age Range: 4 to 8
- Word Count: 200 to 10,000 words
- Page Count: 32 to 64 pages
- Purpose: Books that are intended for those beginning to read on their own and those who are developing their reading skills. These titles may resemble picture books written for beginning readers but with more text or chapter books for older readers but with short chapters. This category incorporates the traditional definitions of easy (or early or "emergent") reader and early chapter books.
- Topics: The main focus is often on the deciphering of language and the simplicity and repetition of words. The topics and themes are normally lighthearted and usually explore one idea, subject, or theme. Stories feature strong main characters, memorable secondary characters, and basic but well-developed plot lines that can feature family life, friendship, school, or everyday life for elementary-age children.
- Art and Text: The text is typically comprised of short, simple sentence structures with limited vocabulary. There are often only two to five sentences per page. Illustrations in this category are usually full color, although black-and-white art may appear in more advanced examples. Both options aid in deciphering the text while remaining secondary to the story's plot development.
- Example: *Daisy-Head Mayzie* (1994) by Dr. Seuss

Older Reader

- Age Range: 7 to 12
- Word Count: 4,000 to 15,000 words
- Page Count: 64+
- Purpose: The books in this category are written for children who are becoming fluent readers. These titles are longer form fiction divided into chapters. These works serve as a bridge from earlier children's literature to the Young Adult category. Series are popular in this age range. This category incorporates the traditional definitions of chapter books and middle grade books.
- Topics: These books focus on complex yet approachable themes such as family, school, and social situations, or the content may include genres similar to adult fiction (e.g., mystery, adventure, humor, fantasy, science fiction). Age-appropriate romance is limited to crushes and first kisses. Most titles tend to be free of drugs, alcohol use, and profanity. Plots often include setbacks for the protagonists, with an introduction to subplots and more complex storylines. The tone of the stories remains hopeful, even when discussing difficult subject matter such as bullying or divorce.
- Art and Text: Books at the lower end of this age range tend to be heavily illustrated, with art on every other, or every third, spread. Those titles at the upper end may contain a single image per chapter or be limited to a chapter opener. The prose features more complex sentences and plot development, but paragraphs remain short, typically averaging two to four sentences each.
- Example: *The Diary of a Wimpy Kid: Greg Heffley's Journal* (2007) by Jeff Kinney

Reference Books

In general, the Library relies on electronic reference resources. However, subject specific encyclopedias, dictionaries, foreign language instruction, and statistical compendia are sometimes purchased based on the criteria above. A de-emphasis on the purchasing of printed reference books will occur as web-based resources continue to meet patron needs.

Collecting Levels

Non-Fiction and Literary Fiction

In the mid-1970s, the Research Libraries Group (RLG), a collaborative effort of the New York Public Library and Columbia, Harvard, and Yale universities, developed the

Conspectus model, a set of widely accepted uniform standards that define levels of intensity for collection development. The Conspectus was revised in 1996 by the Western Library Network (WLN) and the Association of Research Libraries. The Barton Library has adopted the updated ten-point system, with some revisions, to guide its decisions for collecting materials within the College's academic disciplines. It is important to note that the collection depth indicators are aspirational in nature and represent preferred collecting activity and goals, not the current level of the collection at any one time.

0. **Out-of-Scope:** The Barton Library does not intentionally collect materials in any format for this subject.

1. **Minimal Information Level:** A subject area in which few selections are made beyond very basic works. Collections at this level may support minimal inquiries regarding this subject and include a limited collection of general resources, including monographs and reference works. Periodicals directly dealing with this topic and in-depth electronic information resources are not collected. The collection should be regularly and systematically reviewed for currency of information. Superseded editions and titles containing outdated information should be withdrawn. Classic or standard retrospective materials may be retained. This level is used for disciplines in which some materials are desired, but for which the College does not have degree programs.

   a. **Minimal Information Level–Uneven Coverage:** Few selections are made; there is a haphazard, basic representation of the subject, including only the most essential or introductory materials. This level supports narrowly focused, specific service needs. The collection is consistently maintained even though coverage is limited.

   b. **Minimal Information Level–Minimal Coverage:** Few selections are made; there is a basic representation of the subject through the acquisition of essential authors, some core titles, and a spectrum of points of view. The collection is consistently maintained to cover key areas although there may be a lack of depth or variety in certain subjects. A general collecting criterion for this level will be addressing the needs of only one course.

2. **Basic Information Level:** A selective collection of up-to-date general materials that introduce and define a subject, indicate the varieties of information available elsewhere, and support the basic informational and recreational reading needs of community college students or an educated general public. It may include dictionaries, encyclopedias, selected editions of important works, historical surveys, bibliographies, handbooks, a limited collection of general monographs and reference tools, a limited collection of representative general periodicals, and defined access to a limited collection of owned or remotely accessed electronic bibliographic tools, texts, databases, and journals. The collection should be

regularly and systematically reviewed for currency of information. Superseded editions and titles containing outdated information should be withdrawn. Classic or standard retrospective materials may be retained. This level is used for disciplines in which the College does have degree programs and some materials are desired for secondary reading.

    a. **Basic Information Level–Introductory Coverage:** A judicious collection of introductory monographs, key resources, and reference tools that include basic explanatory works on foundational concepts, histories of the development of the topic, general works about the field and its important personages, general encyclopedias, periodical indexes, and statistical sources. This level includes a wider range of material that offers greater depth in certain area, but may still have gaps. The collection is sufficient to support the inquiries of patrons and high school-aged students attempting to locate general information about a subject. Public libraries will often collect at this depth. A broad collecting standard for this level will be attending to the needs of more than one course within the same academic discipline area.

    b. **Basic Information Level–Advanced Coverage:** A well-rounded collection with strong coverage in most areas and a broader and more in-depth array of introductory monographs and reference tools that include basic explanatory works; histories of the development of the topic; general works about the field and its important personages; a wider array of general encyclopedias, periodical indexes, and statistical sources; a limited collection of representative general periodicals; and defined access to a limited collection of owned or remotely accessed electronic bibliographic tools, texts, databases, and journals. This collection is sufficient to support the basic informational and recreational reading needs of community college students or an educated general public. A rough collecting benchmark for this level will be meeting the needs of more than one course each across two academic discipline areas.

3. **Instructional Support Level:** A collection that is sufficient to support undergraduate and some graduate instruction, or sustained independent study by a lifelong learner, by systematically maintaining knowledge of the primary and secondary topics of a subject area. The collection includes an extensive collection of general monographs and reference works and selected specialized monographs and reference works in appropriate formats; an extensive collection of general periodicals and a representative collection of specialized periodicals; limited collections of appropriate materials in languages other than the primary language of the collection and the country; extensive collections of the works of well-known authors and selections from the works of lesser-known authors; and defined access to a broad collection of owned or remotely accessed electronic resources, including bibliographic tools, texts, databases, and journals. The collection should be

systematically reviewed for currency of information and for assurance that essential and important information is retained, including significant numbers of classic retrospective materials. Most degree programs at the College fall within this level, which constitutes the Library's core collection.

a. **Instructional Support Level–Basic Study Coverage:** The collection provides in-depth resources adequate for imparting and maintaining knowledge about the primary topics of a subject area. The collection includes the most important primary and secondary literature, a selection of basic representative journals and periodicals, a selection of subject-based indexes and abstracts, and defined access to appropriate electronic reference and bibliographic tools pertaining to the subject. Other than those in the primary collection language, materials are limited to learning materials for non-native speakers and representative well-known authors in the original language, primarily for language education. This collection supports a wide range of lower division undergraduate courses, as well as some of the basic independent study needs of the lifelong learner. An inexact collecting guideline for this level will be answering the needs of more than one course each across three to five academic discipline areas.

b. **Instructional Support Level–Intermediate Study Coverage:** This intermediate level provides resources adequate for imparting and maintaining knowledge of more specialized subject areas, and for offering more comprehensive coverage of the subject with broader and more in-depth materials. The collection includes a significant number of rare, historical, and seminal works on the primary and secondary topics in the field, a significant number of retrospective materials, a substantial collection of works by secondary figures, and works that provide more in-depth discussion of research, techniques, and evaluation. These materials are adequate to support upper division undergraduate courses. An indefinite collecting guideline for this level will be resolving the needs of more than three courses each across five or more academic discipline areas.

c. **Instructional Support Level–Advanced Study Coverage:** This all-encompassing level provides resources adequate for imparting and maintaining knowledge about all aspects of the topic, which are more extensive than the intermediate level but less than those needed for doctoral and independent research. The collection includes an almost complete collection of core works including significant numbers of seminal works on the primary and secondary topics in the field; significant numbers of retrospective materials and resources; a substantial collection of works by lesser-known figures; a selection of resources in other languages, including well-known authors in the original language and a selection of subject-specific materials in appropriate languages; defined access to a broad range of specialized electronic resources;

and works that provide more in-depth discussion of research, techniques, and evaluation. This collection supports master's degree level programs as well as other specialized inquiries. The Barton Library will not actively seek to collect at this high level.

4. **Research Level:** This level provides collections that contain the major published source materials required for doctoral study and independent research, including materials containing research reporting, new findings, scientific experimental results, and other information useful to researchers. It is intended to include all important general and specialized monographs and reference works; extensive collections of general and specialized periodicals, major indexing and abstracting services, appropriate materials in languages other than the primary language of the country and collection; and defined access to an extensive collection of owned or remotely accessed electronic resources, including bibliographic tools, texts, databases, and journals. Older material is retained and systematically preserved to serve the needs of historical research. The Barton Library will not collect at the research level for its main collection. The aim of the Cohen Center for Kansas History is to systematically build and maintain a non-fiction collection at the research level.

5. **Comprehensive Level:** This level provides a collection which, so far as is reasonably possible, includes all significant works of recorded knowledge, in all applicable languages, for a necessarily defined and limited field. The aim, if not the achievement, is exhaustiveness. This level of collecting intensity is one that maintains a "special collection" and includes complete collections of published materials, extensive manuscript collections, and broad collections in all other pertinent formats. Older material is retained and systematically preserved to serve the needs of historical research. The Barton Library will not collect at the comprehensive level.[8]

See Appendix #1 for an outline of collecting levels in the non-fiction and literary fiction collection.

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[8] Anderson, J. S. (Ed.). (1996). *Guide for written collection policy statements* (2nd ed.). American Library Association; Standing Committee. (2001). *Guidelines for a collection development policy using the Conspectus model*. International Federation of Library Association and Institutions. Retrieved from https://www.ifla.org/wp-content/uploads/2019/05/assets/acquisition-collection-development/publications/gcdp-en.pdf; Library of Congress. *Collecting Levels*. Retrieved from https://www.loc.gov/acq/devpol/cpc.html.

Popular Fiction and Graphic Novels

The collecting levels for the popular fiction and graphic novel collections are local adaptations of the WLN Conspectus model. Collections of fiction and graphic novels are difficult to evaluate under the scale discussed above.

0. **Out-of-Scope**: The Barton Library does not collect works of this genre.
1. **Minimal Coverage Level**: Although the Barton Library has only a small collection of works in this genre, the most important authors and core titles are present.
2. **Basic Coverage Level**: The Barton Library has a small but well-chosen collection of works of this genre that includes the most important authors and core titles, and some supplementary materials. However, the collection is not sufficiently intensive to support the wide-ranging recreational readings demands of students, faculty/staff, and an educated general public.
3. **Basic Resource Level**: The Barton Library meets the needs of students, faculty/staff, and a highly educated general public with a collection that includes the most important titles in this genre in quantities sufficient to meet patron demand. The Library's collection is comprehensive enough to act as a resource at a local level.
4. **Research Level**: A library has an extensive collection of fiction of this genre, including a wide range of current and classic materials in quantities sufficient to meet the demand of patrons at the local and regional levels. The library retains older materials for purposes of historical research. The Barton Library does not collect at the research level. The aim of the [Cohen Center for Kansas History](#) is to maintain a mission-oriented popular fiction collection at the research level.
5. **Comprehensive Level**: A level reserved for a regional or national library that serves as a research facility for scholars working in this area. The respective library endeavors, so far as is reasonably possible, to include all significant works of fiction, in all applicable languages, for a necessarily defined and limited field or collection. The Barton Library does not collect at the comprehensive level.

See Appendices #2 and #3 for outlines of collecting levels in the popular fiction and graphic novel collections.

Children's Literature

The collecting levels for the children's collection are local adaptations of the WLN Conspectus model. Collections of fiction are difficult to evaluate under the non-fiction and literary fiction scale discussed above.

0. **Out-of-Scope**: The Barton Library does not collect children's materials in this category.
1. **Minimal Coverage Level**: Although the Library provides a small selection of children's materials in this category, important authors and standard titles are included. Subject coverage is sufficient to meet children's basic information and recreation needs.
2. **Basic Coverage Level**: The Library provides a small but well-chosen collection of children's materials in this category. An effort is made to fill gaps, to provide a wide range and depth of topics, and to identify standard authors, titles, and series that need to be added or replaced to give the collection sufficient variety and scope.
3. **Resource Level**: The Library has an extensive collection of children's materials in this category, including a wide range of current and classic materials. The Library retains older materials, as well as the bibliographies, guides, and periodicals needed to support inquires by educators and others interested in the field of children's literature. These materials are adequate to support lower division undergraduate courses, as well as the Child Development Center.
4. **Research Level**: This level provides a collection that can support a research facility for scholars working in the field of children's literature. The Barton Library does not collect at the research level.

See Appendix #4 for an outline of collecting levels in the children's collection.

Barton Archives

The Barton Community College Archives serves as official repository for the College's records of enduring value and, as a result, the institutional memory of the College. As such, the Archives collects, preserves, and provides access to records that primarily document the academic and administrative history, the history of student participation, and the development of Barton Community College. Materials of permanent historical value include inactive records, correspondence, photographs, papers, and publications generated by administration, faculty, staff, and student organizations. Materials are described according to national standards established by the Society of American Archivists and the American Library Association. Due to the unique nature of the materials residing within the collection, the Archives require several specific guidelines for collection development. The examples given below are intended to provide guidance and are not exhaustive.

Guidelines for Collecting Areas

The Barton Archives seeks unique or rare materials in their original format that provide context to the events, activities, and people of Barton Community College. These guidelines establish a recognized college record of significant undertakings and scholarship, while protecting the limited space and budget restrictions of the Archives.

The Barton Archives welcomes:

- Inactive documentation that illustrates the structures, priorities, and decision-making of an academic or administrative unit or campus organization (e.g., organizational charts, grant proposals, strategic plans, meeting notes, correspondence, reports, etc.).
- Barton Community College faculty authored/edited works (works authored by a single faculty member or by multiple faculty members where at least 50 percent of the authors are Barton faculty members, works edited by a single faculty member, or works edited where more than 50 percent of the total content is authored by Barton faculty members).
- Personal accounts of campus life, work, or important events at Barton Community College (e.g., diaries, journals, personal correspondence, scrapbooks, etc.).
- Direct evidence of significant events or work in the life of an individual or organization at Barton Community College (e.g., photographs, press releases, speeches and other prepared remarks, etc.).
- Evidence of the social networks that have existed at Barton Community College (e.g., personal correspondence, documentation of work and family life, photographs, etc.).
- Collected ephemera (e.g., buttons, signs, posters, bumper stickers, pamphlets, playbills, etc.).

The Barton Archives will not accept:

- Rare monographs and manuscripts (Interested donors are encouraged to consider contributing to the main library or Cohen Center for Kansas History collections as appropriate).
- Collected fine artworks (Interested donors are encouraged to consider contributing to the Shafer Art Gallery).
- College records of short-term or transitory value.
- Student, faculty, and alumni papers that are unrelated to the individual's experiences at the College.

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- Works authored by multiple faculty members where less than 50 percent of the authors are Barton Community College faculty members.
- Works edited where less than 50 percent of the total content is authored by Barton Community College faculty members.
- Artifacts with onerous permanent restrictions on access or use of the bulk of the materials.
- Widely distributed sound and video recordings.
- Recordings of media broadcasts that do not feature the donor.
- Reproductions of materials from other archives.
- Facsimiles of extant original materials.
- Third-party medical records (e.g., patient records, therapist's notes).
- Third-party educational records of living persons (e.g., teacher's gradebook or graded copies of student work).
- Textbooks or eBooks.

Format

The Barton Archives accepts materials within the collecting scope outlined above, regardless of format. Some formats (particularly depreciated electronic records and at-risk sound and video formats) have specialized needs for ongoing preservation and use. Decisions on accepting these materials may depend on resource constraints.

Physical Condition of Acquisitions

Because the Barton Archives do not possess dedicated preservation and conservation resources, materials in the best possible physical condition receive a higher likelihood of acceptance. Exceptions may be made in instances where the rarity of an object in any condition merits accepting a less-than-perfect donation. In general, the costs associated with repairing and storing damaged materials are beyond the Archives' limited budget, and imperfect copies will be respectfully declined.

Privacy

In accordance with the [Guidelines for Access to Original Research Materials](#) developed by the Society of American Archivists and the American Library Association, the Barton Community College Archives is committed to providing access to its collections while still respecting the bounds of privacy, confidentiality, and preservation. The Archives staff affirm that donors of archival materials share a responsibility to respect the privacy of third parties. Materials may contain personal information about others. Donors are

responsible for reviewing materials before offering them to the Barton Archives, and, when possible, discussing the inclusion of third-party information with affected individuals and Barton Archives staff.

Special Collections

The Barton Library has established several special collections into which materials have been assembled to address specific needs.

College Life Collection

The College Life Collection is designed to provide Barton students with materials relevant to the college experience. Books on life strategies, soft skills, productive study habits, selecting majors, personal finance, the writing of resumes and cover letters, preparing for interviews, job hunting, and choosing and preparing for a career are contained within this collection.

Current Issues Collection

The Current Issues Collection provides a ready reference for students on the important matters of the day. Multidisciplinary subjects range from business and political science to ethical questions to national security concerns. The short works in the collection offer students an introduction to topics that can be further explored in the Library's wider print and electronic resources.

Kansas Collection

The Kansas Collection is a body of works by 20th and 21st century writers who set Kansas as a central topic or setting. This collection complements the distinctive collecting scope of the Cohen Center for Kansas History by focusing on general works involving Kansas after the end of the Great Depression. Materials published by minor Kansas presses and books chosen for the Kansas Notable Books List are also arranged within the collection. Authors whose writing focuses on Kansas's history and culture are acquired for this collection, while those whose sole association is birth or residence are placed in the main collection.

Professional Collections

The Professional Collections provide materials that support Barton faculty and staff in their academic and administrative roles. The Academia Collection is composed of books that consider the community and culture of institutions and professionals concerned with the pursuits of higher education, research, and scholarship. The Assessment Collection comprises materials that discuss the wide assortment of methods and tools used to collect, analyze, and interpret empirical data in order to refine educational programs and improve student learning and development. The Instruction Collection assembles works on the structured undertaking or practice of planning and teaching academic curricula in higher education.

Research and Writing Collection

The Research and Writing Collection is designed to support the academic endeavors of students. The accumulated materials assist in formulating a well-defined purpose in writing, determining the specific audience, selecting the appropriate use of conventions of format and structure, adopting the voice, tone, and level of formality suitable for the purpose and audience, and developing productive and flexible writing processes, including pre-writing, drafting, revising, and editing and proofreading.

Open Access and Open Educational Resources

Barton Community College strives to make education more affordable and accessible. As such, Barton's OER Initiative, facilitated by The Center of Innovation & Excellence, addresses these student goals while focusing on instructional goals and authentic instructional freedom for faculty regardless of location and mode of delivery. In partnership with the Center, the Library is committed to supporting the expansion of Open Access (OA) and Open Educational Resources (OER) initiatives. Open Access are immediate, online research articles and materials coupled with the rights to use these articles fully in the digital environment at no cost.[9] Open Educational Resources (OER) are teaching, learning, and research materials that are either (a) in the public domain or (b) licensed in a manner that provides everyone with free and perpetual permission to engage in the 5R activities.[10]

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[9] "Open Access Definition" by SPARC is licensed under CC BY 4.0 / A derivative from the original work.
[10] "OER Definition" by Creative Commons is licensed under CC BY 4.0.

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For more information, see the [Barton OER 2021 Guide](#) or contact the [Director of Innovation and Compliance](#).

Gift and Donation Policy

The Library accepts donations of materials provided they add strength to the collection and the donor places no onerous conditions on housing, handling, or disposing of duplicate or surplus items. Library staff reserves the right to decline donated books or dispose of them as the Library sees fit, either through the use of the Free Library program, periodic book fairs, discard, or donation to non-profit organizations. Shelf space and staff time will be prime factors in accepting gifts. Curricular books are subject to collection development guidelines, and the inclusion of leisure reading materials are dependent on the judgment of the Library staff. Donors for whom a written acknowledgement of receipt is desired will need to coordinate gifts through the non-profit Barton Community College Foundation.

Collection Maintenance

Ranganathan's fifth law of library science states "the library is a growing organism."[11] Consequently, Library staff, in consultation with the Library Advisory Board, will curate the collection on a regular basis in order to continually align resources with current teaching and learning needs, as well as to maintain relevancy, accessibility, cost efficiency, and utility of both print and electronic collections.

Non-Fiction and Literary Fiction

The general guidelines for this systematic process are adapted from the [CREW (Continuous Review, Evaluation, and Weeding) Method](#) developed by the Texas State Library and Archives Commission. The Crew Method uses six general criteria for assessing materials that are summarized with the acronym MUSTIE:

- **M** = Misleading — factually inaccurate due to error, revisions in thought, or new discoveries and information that are commonly accepted by specialists in the relevant field.
- **U** = Ugly — the physical condition of the book is worn or damaged beyond mending or rebinding.

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[11] Ranganathan, 1931, 832.

- **S** = Superseded — replaceable by an enlarged, updated, or revised edition or by a more definitive book on the subject.
- **T** = Trivial — the material has no discernible literary or academic merit.
- **I** = Irrelevant —the material no longer meets the needs and/or interests of the Barton community.
- **E** = Elsewhere — the material may be easily obtained in an electronic format or through other means.

As a result, access to some electronic databases may be reduced or discontinued and deselected print materials will be removed from the shelves. Damaged or missing materials are not automatically replaced, but are subject to the Collection Development Plan. Some library materials that are considered classic works in their fields and possess long-term value will be retained despite lack of use.

Government Publications

Government publications will be evaluated according to standards practiced by the Federal Depository Library Program (FDLP). The criteria for weeding include:

- **Superseded Publications**: Materials that have exceeded their advertised time frame, been revised by new editions or issues, been reprinted, or replaced by a cumulative edition or a corrected copy.
- **Substituted Publications**: Materials that have seen one format exchanged for another. This form of substitution can be either tangible (e.g., paper, microfiche, CD/DVD, etc.) or online. Substitutions normally occur when an online format has become available.
- **5-Year Rule**: Materials may be discarded after having been held for five years.

Popular Fiction

The Library's collecting philosophy for popular fiction is to offer a collection that is broad and represents a wide range of reading interests. Every odd-numbered year, students, faculty, and staff shall receive an emailed survey regarding their individual interests in a variety of popular fiction genres. Data derived from this survey shall drive the Library's acquisitions.

See the Library's Overview webpage for more information on fiction genres and sub-genres.

The popular fiction collection shall be maintained according to standard benchmarks:

- **Ongoing series**: The Library shall hold the first two and most current two titles in the series. Patrons are encouraged to use inter-library loan for titles forming the middle of the series.
- **Completed series**: The Library shall weed an entire series five years after the publication of the last title.
- The Library will weed standalone books with publication dates that are more than twenty years old.
- The Library will weed books that have not circulated in the previous ten years.
- The Library shall weed authors who are no longer considered popular.
- The Library will weed books that are in poor physical condition.
- The Library shall weed duplicate copies.
- The Library will occasionally weed books that can be accessed through the State Library's eBook collections.

For those books that match the above criteria, there remain several other considerations for retention:

- Books that are older but have been adapted to a current movie or television series.
- "Classic" works.
- Books that are award winners.

Graphic Novels

The collecting philosophy for the graphic novel collection is identical to that of the popular fiction collection. Every even-numbered year, students, faculty, and staff shall receive an emailed survey regarding their individual interests in a variety of graphic novel genres. Data derived from this survey shall drive the Library's acquisitions.

See the Library's [Overview](#) webpage for more information on the various types of graphic novels.

The graphic novel collection shall be maintained according to standard guidelines:

- **Ongoing series**: The Library shall hold the first three titles in the series. Patrons are encouraged to use inter-library loan for the remainder of the titles.

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- **Unfinished series**: The Library shall weed series that will remain incomplete due to defunct publishers, cancelled publication, or lost licenses.
- The Library will weed graphic novels that are in poor physical condition.
- The Library shall weed duplicate copies.
- The Library will weed standalone graphic novels or entire series that have not circulated in the previous five years.

For those graphic novels that match the above criteria, there remain several other considerations for retention:

- Graphic novels that are older but have been adapted to a current movie or television series.
- "Classic" works.
- Graphic novels that are award winners.

Collection Size

The most recent standards adopted by the Association of College & Research Libraries have declined to offer quantifiable recommendations regarding print collection sizes. However, hard numbers are sometimes useful benchmarks, not absolute decrees, when planning, acquiring, and curating collections.

The formula for calculating the ideal number of relevant print volumes to which the Library should provide prompt access shall be (calculated cumulatively):[12]

1. Basic Collection: 28,050 volumes

2. Allowance per FTE Faculty Member: 50 volumes

3. Allowance per FTE Student: 8 volumes

4. Allowance per academic field: 175 volumes

Nonetheless, the goal of collection development is always quality rather than quantity.

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[12] Adapted from ACRL *Standards for College Libraries*, approved July 3, 1975.

Collection Age

The Library shall strive to offer a collection of current and relevant information sources. The term "current" has been defined as the entire collection possessing an average age of not greater than thirty (30) years while acknowledging that some areas will demand up-to-date materials and others are well-served with older or classic works.

A baseline of twenty (20) years following the publication date has been established for individual titles. Works that fall beyond this span will be scrutinized in accordance with the aforementioned MUSTIE criteria. Libraries retain a traditional role of collector and conservator of significant works, so a publication date of twenty years or more prior to the time of examination is not automatic grounds for weeding.

Plan Review

Collection development is work that requires patience and fortitude, as well as a strategic vision. In his 1853 report to the trustees of the Astor Library, superintendent Joseph Green Cogswell asserted, "Use and time are the only certain tests of the value of a library."[13] With this essential perspective in mind, the Collection Development Plan will be regularly reviewed by Library staff and Library Advisory Board members with revisions being made when appropriate.

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[13] Cogswell, J. G. (1853). *Annual report of the trustees of the Astor Library: for the year. Made to the legislature January 26, 1854*. C. Van Benthuysen.

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Appendices

Appendix #1: Non-Fiction and Literary Fiction Collecting Levels

Collecting Level	Description	Designation
0	**Out of Scope**	
1a	**Minimal Information Level–Uneven Coverage:** Few selections are made; there is a haphazard, basic representation of the subject, including only the most essential or introductory materials. This level supports narrowly focused, specific service needs. The collection is consistently maintained even though coverage is limited.	Uneven Coverage
1b	**Minimal Information Level–Minimal Coverage:** Few selections are made; there is a basic representation of the subject through the acquisition of essential authors, some core titles, and a spectrum of points of view. The collection is consistently maintained to cover key areas although there may be a lack of depth or variety in certain subjects. A general collecting criterion for this level will be addressing the needs of only one course.	Minimal Coverage
2a	**Basic Information Level–Introductory Coverage:** A judicious collection of introductory monographs, key resources, and reference tools that include basic explanatory works on foundational concepts, histories of the development of the topic, general works about the field and its important personages, general encyclopedias, periodical indexes, and statistical sources. This level includes a wider range of material that offers greater depth in certain area, but may still have gaps. The collection is sufficient to support the inquiries of patrons and high school-aged students attempting to locate general information about a subject. Public libraries will often collect at this depth. A broad collecting standard for this level will be attending to the needs of more than one course within the same academic discipline area.	Introductory Coverage

2b	**Basic Information Level–Advanced Coverage:** A well-rounded collection with strong coverage in most areas and a broader and more in-depth array of introductory monographs and reference tools that include basic explanatory works; histories of the development of the topic; general works about the field and its important personages; a wider array of general encyclopedias, periodical indexes, and statistical sources; a limited collection of representative general periodicals; and defined access to a limited collection of owned or remotely accessed electronic bibliographic tools, texts, databases, and journals. This collection is sufficient to support the basic informational and recreational reading needs of community college students or an educated general public. A rough collecting benchmark for this level will be meeting the needs of more than one course each across two academic discipline areas.	Advanced Coverage
3a	**Instructional Support Level–Basic Study Coverage:** The collection provides in-depth resources adequate for imparting and maintaining knowledge about the primary topics of a subject area. The collection includes the most important primary and secondary literature, a selection of basic representative journals and periodicals, a selection of subject-based indexes and abstracts, and defined access to appropriate electronic reference and bibliographic tools pertaining to the subject. Other than those in the primary collection language, materials are limited to learning materials for non-native speakers and representative well-known authors in the original language, primarily for language education. This collection supports a wide range of lower division undergraduate courses, as well as some of the basic independent study needs of the lifelong learner. An inexact collecting guideline for this level will be answering the needs of more than one course each across three to five academic discipline areas.	Basic Study Coverage

3b	**Instructional Support Level–Intermediate Study Coverage:** This middle level provides resources adequate for imparting and maintaining knowledge of more specialized subject areas, and for offering more comprehensive coverage of the subject with broader and more in-depth materials. The collection includes a significant number of rare, historical, and seminal works on the primary and secondary topics in the field, a significant number of retrospective materials, a substantial collection of works by secondary figures, and works that provide more in-depth discussion of research, techniques, and evaluation. These materials are adequate to support upper division undergraduate courses. An indefinite collecting guideline for this level will be resolving the needs of more than three courses each across five or more academic discipline areas.	Intermediate Study Coverage
3c	**Instructional Support Level–Advanced Study Coverage:** This all-encompassing level provides resources adequate for imparting and maintaining knowledge about all aspects of the topic, which are more extensive than the intermediate level but less than those needed for doctoral and independent research. The collection includes an almost complete collection of core works including significant numbers of seminal works on the primary and secondary topics in the field; significant numbers of retrospective materials and resources; a substantial collection of works by lesser-known figures; a selection of resources in other languages, including well-known authors in the original language and a selection of subject-specific materials in appropriate languages; defined access to a broad range of specialized electronic resources; and works that provide more in-depth discussion of research, techniques, and evaluation. This collection supports master's degree level programs as well as other specialized inquiries. The Barton Library will not actively seek to collect at this high level.	Advanced Study Coverage
4	**Research Level:** The Barton Library will not collect at this level.	

5	**Comprehensive Level:** The Barton Library will not collect at this level.	

College Catalogs

LC Classification	Subject	Collecting Level	Comments	Search Terms
Class A	**Collected Works**			
Subclass AC	Collections. Series. Collected works			
AE	Encyclopedias			
AG	Dictionaries and other general reference works			
AI	Indexes			
AM	Museums. Collectors and collecting			
AN	Newspapers			
AP	Periodicals			
AS	Academies and learned societies			
AY	Yearbooks. Almanacs. Directories			
AZ	History of scholarship and learning. The humanities			
Class B	**Philosophy. Psychology. Religion**			
Subclass B	Philosophy (general)			
BC	Logic			
BD	Speculative philosophy			
BF	Psychology			
BH	Aesthetics			
BJ	Ethics			
BL	Religions. Mythology. Rationalism			
BM	Judaism			

BP	Islam, Bahaism. Theosophy, etc.			
BQ	Buddhism			
BR	Christianity			
BS	The Bible			
BT	Doctrinal Theology			
BV	Practical Theology			
BX	Christian Denominations			
Class C	**Auxiliary Sciences of History**			
Subclass C	Auxiliary Sciences of History (General)			
CC	Archaeology			
CD	Diplomatics. Archives. Seals			
CE	Technical Chronology. Calendar			
CJ	Numismatics			
CN	Inscriptions. Epigraphy			
CR	Heraldry			
CS	Genealogy			
CT	Biography			
Class D	**World History and History of Europe, Asia, Africa, Australia, New Zealand, Etc.**			
Subclass D	History (General)			
DA	Great Britain			
DAW	Central Europe			
DB	Austria – Liechtenstein – Hungary - Czechoslovakia			
DC	France – Andorra - Monaco			
DD	Germany			
DE	Greco-Roman World			
DF	Greece			
DG	Italy - Malta			

DH	Low Countries – Benelux Countries			
DJ	Netherlands (Holland)			
DJK	Eastern Europe (General)			
DK	Russia. Soviet Union. Former Soviet Republics - Poland			
DL	Northern Europe. Scandinavia			
DP	Spain - Portugal			
DQ	Switzerland			
DR	Balkan Peninsula			
DS	Asia			
DT	Africa			
DU	Oceania (South Seas)			
DX	Romanies			
Class E	**History of the Americas**			
Subclass E11-143	America			
E151-909	United States			
Class F	**History of the Americas**			
Subclass F1-975	United States local history			
F1001-1145.2	British America (including Canada)			
F1170	French America			
F1201-3799	Latin America. Spanish America			
Class G	**Geography. Anthropology. Recreation**			
Subclass G	Geography (General). Atlases. Maps			
GA	Mathematical geography. Cartography			
GB	Physical geography			
GC	Oceanography			

GE	Environmental Sciences			
GF	Human ecology. Anthropogeography			
GN	Anthropology			
GR	Folklore			
GT	Manners and customs (General)			
GV	Recreation. Leisure			
Class H	**Social Sciences**			
Subclass H	Social sciences (General)			
HA	Statistics			
HB	Economic theory. Demography			
HC	Economic history and conditions			
HD	Industries. Land use. Labor			
HE	Transportation and communications			
HF	Commerce			
HG	Finance			
HJ	Public finance			
HM	Sociology (General)			
HN	Social history and conditions. Social problems. Social reform			
HQ	The family. Marriage. Women			
HS	Societies: secret, benevolent, etc.			
HT	Communities. Classes. Races			
HV	Social pathology. Social and public welfare. Criminology			

HX	Socialism. Communism. Anarchism			
Class J	**Political Science**			
Subclass J	General legislative and executive papers			
JA	Political science (General)			
JC	Political theory			
JF	Political institutions and public administration			
JJ	Political institutions and public administration (North America)			
JK	Political institutions and public administration (United States)			
JL	Political institutions and public administration (Canada, Latin America, etc.)			
JN	Political institutions and public administration (Europe)			
JQ	Political institutions and public administration (Asia, Africa, Australia, Pacific Area, etc.)			
JS	Local government. Municipal government			
JV	Colonies and colonization.			

	Emigration and immigration. International migration			
JZ	International relations			
Class K	Law			
Subclass K	Law in general. Comparative and uniform law. Jurisprudence			
KB	Religious law in general. Comparative religious law. Jurisprudence			
KBM	Jewish law			
KBP	Islamic law			
KBR	History of canon law			
KBU	Law of the Roman Catholic Church. The Holy See			
KD-KDK	United Kingdom and Ireland			
KDZ	America. North America			
KE	Canada			
KF	United States			
KG	Latin America – Mexico and Central America – West Indies. Caribbean area			
KH	South America			
KJ-KKZ	Europe			
KL-KWX	Asia and Eurasia, Africa, Pacific Area, and Antarctica			
KZ	Law of nations			
Class L	Education			
Subclass L	Education (General)			
LA	History of education			

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LB	Theory and practice of education			
LC	Special aspects of education			
LD	Individual institutions – United States			
LE	Individual institutions – America (except United States)			
LF	Individual institutions – Europe			
LG	Individual institutions – Asia, Africa, Indian Ocean islands, Australia, New Zealand, Pacific islands			
LH	College and school magazines and papers			
LJ	Student fraternities and societies, United States			
LT	Textbooks	0		
Class M	**Music and Books on Music**			
Subclass M	Music			
ML	Literature on music			
MT	Instruction and study			
Class N	**Fine Arts**			
Subclass N	Visual arts			
NA	Architecture			
NB	Sculpture			
NC	Drawing. Design. Illustration			
ND	Painting			
NE	Print media			
NK	Decorative arts			
NX	Arts in general			
Class P	**Language and Literature**			

Subclass P	Philology. Linguistics			
PA	Greek language and literature. Latin language and literature			
PB	Modern languages. Celtic languages			
PC	Romance languages			
PD	Germanic languages. Scandinavian languages			
PE	English language			
PF	West Germanic languages			
PG	Slavic languages. Baltic languages. Albanian language			
PH	Uralic languages. Basque language			
PJ	Oriental languages and literatures			
PK	Indo-Iranian languages and literatures			
PL	Languages and literatures and Eastern Asia, Africa, Oceania			
PM	Hyperborean, Indian, and artificial languages			
PN	Literature (General)			
PQ	French literature – Italian literature – Spanish literature – Portuguese literature			
PR	English literature			
PS	American literature			

PT	German literature - Dutch literature - Flemish literature since 1830 - Afrikaans literature - Scandinavian literature - Old Norse literature: Old Icelandic and Old Norwegian - Modern Icelandic literature - Faroese literature - Danish literature - Norwegian literature - Swedish literature			
PZ	Fiction and juvenile belles lettres			
Class Q	**Science**			
Subclass Q	Science (General)			
QA	Mathematics			
QB	Astronomy			
QC	Physics			
QD	Chemistry			
QE	Geology			
QH	Natural history - Biology			
QK	Botany			
QL	Zoology			
QM	Human anatomy			
QP	Physiology			
QR	Microbiology			
Class R	**Medicine**			
Subclass R	Medicine (General)			
RA	Public aspects of medicine			
RB	Pathology			
RC	Internal medicine			
RD	Surgery			
RE	Ophthalmology			

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RF	Otorhinolaryngology			
RG	Gynecology and obstetrics			
RJ	Pediatrics			
RK	Dentistry			
RL	Dermatology			
RM	Therapeutics. Pharmacology			
RS	Pharmacy and materia medica			
RT	Nursing			
RV	Botanic, Thomsonian, eclectic medicine			
RX	Homeopathy			
RZ	Other systems of medicine			
Class S	Agriculture			
Subclass S	Agriculture (General)			
SB	Plant culture			
SD	Forestry			
SF	Animal culture			
SH	Aquaculture. Fisheries. Angling			
SK	Hunting sports			
Class T	Technology			
Subclass T	Technology (General)			
TA	Engineering (General). Civil engineering			
TC	Hydraulic engineering. Ocean engineering			
TD	Environmental engineering. Sanitary engineering			
TE	Highway engineering. Roads and pavements			

TF	Railroad engineering and operation			
TG	Bridge engineering			
TH	Building engineering			
TJ	Mechanical engineering and machinery			
TK	Electrical engineering. Electronics. Nuclear engineering			
TL	Motor vehicles. Aeronautics. Astronautics			
TN	Mining engineering. Metallurgy			
TP	Chemical technology			
TR	Photography			
TS	Manufactures			
TT	Handicrafts. Arts and crafts			
TX	Home economics			
Class U	**Military Science**			
Subclass U	Military science (General)			
UA	Armies: Organization, distribution, military situation			
UB	Military administration			
UC	Maintenance and transportation			
UD	Infantry			
UE	Cavalry. Armor			
UF	Artillery			
UG	Military engineering. Air forces			
UH	Other services			
Class V	**Naval Science**			

Subclass V	Naval science (General)			
VA	Navies: Organization, distribution, naval situation			
VB	Naval administration			
VC	Naval maintenance			
VD	Naval seaman			
VE	Marines			
VF	Naval ordnance			
VG	Minor services of navies			
VK	Navigation. Merchant marine			
VM	Naval architecture. Shipbuilding. Marine engineering			
Class Z	**Bibliography. Library Science. Information Resources (General)**			
Subclass Z	Books (General). Writing. Paleography. Book industries and trade. Libraries. Bibliography			
ZA	Information resources (General)			

Appendix #2: Popular Fiction Collecting Levels

The Barton Library assigns to its popular fiction titles genre designations derived from the Library of Congress Genre/Form Terms list. For those not provided, definitions are locally created.

0. Out-of-Scope
1. Minimal Coverage Level
2. Basic Coverage Level
3. Basic Resource Level
4. Research Level
5. Comprehensive Level

Action and Adventure Fiction	
Collecting Level	Comments

Alternative Histories	
Collecting Level	Comments

Bible Fiction	
Collecting Level	Comments

Biographical Fiction		
Collecting Level		Comments
Sub-genre	Collecting Level	Comments
Autobiographical Fiction		

Coming-of-Age Fiction	
Collecting Level	Comments

Detective and Mystery Fiction		
Collecting Level		Comments
Sub-genres	Collecting Level	Comments

Informal Subsets	Collecting Level	Comments
Cozy Mysteries		
Forensic Fiction		
Noir Fiction		
Informal Subsets	**Collecting Level**	**Comments**
Classic/Traditional Mysteries		
Hard-Boiled Crime Fiction		
Heist Fiction		
Historical Mysteries		
Howdunit Mysteries		
Locked Room Mysteries		
Paranormal Mysteries		
Police Procedurals		
Whydunit		

Domestic Fiction	
Collecting Level	**Comments**

Epic Fiction	
Collecting Level	**Comments**

Fantasy		
Collecting Level		**Comments**
Sub-genre	**Collecting Level**	**Comments**
Superhero Fiction		
Informal Subsets	**Collecting Level**	**Comments**
Comedic Fantasy		
Dark Fantasy		
Fairy Tale Fantasy		
Heroic Fantasy		
High Fantasy		
Historical Fantasy		
Low Fantasy		
Sword and Sorcery		

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Fictional Autobiographies

Collecting Level	Comments

Gothic Fiction

Collecting Level	Comments

Historical Fiction

Collecting Level	Comments

Sub-genre	Collecting Level	Comments
Regency Fiction		

Informal Subsets	Collecting Level	Comments
Family Sagas		
Historical Military Fiction		
Multi-Period Epics		

Horror Fiction

Collecting Level	Comments

Sub-genre	Collecting Level	Comments
Body Horror Fiction		

Informal Subsets	Collecting Level	Comments
Comedy Horror		
Cosmic Horror		
Extreme Horror		
Folk Horror		
Historical Horror		
Psychological Horror		
Quiet Horror		
Techno-Horror		

Humorous Fiction

Collecting Level	Comments

Legal Fiction	
Collecting Level	Comments

Magical Realist Fiction	
Collecting Level	Comments

Medical Fiction	
Collecting Level	Comments

Military Fiction	
Collecting Level	Comments

Mythological Fiction	
Collecting Level	Comments

Nonfiction Novels	
Collecting Level	Comments

Paranormal Fiction		
Collecting Level		Comments
Sub-genres	Collecting Level	Comments
Ghost Stories		
Witch Fiction		

Political Fiction	
Collecting Level	Comments

Psychological Fiction		
Collecting Level		Comments
Sub-genre	Collecting Level	Comments
Stream of Consciousness Fiction		

Realistic Fiction	
Collecting Level	Comments

Religious Fiction	
Collecting Level	Comments

Sub-genres	Collecting Level	Comments
Christian Fiction		
Hanukkah Fiction		
ʿĪd al-Aḍḥā Fiction		
ʿĪd al-Fiṭr Fiction		
Jewish Fiction		
Yom Kippur Fiction		

Romance Fiction	
Collecting Level	Comments

Sub-genre	Collecting Level	Comments
Romantic Suspense Fiction		

Informal Subsets	Collecting Level	Comments
Contemporary		
Fantasy Romance		
Historical Romance		
Holiday Romance		
Inspirational Romance		
Military Romance		
Paranormal Romance		
Romantic Comedy		
Science Fiction Romance		
Sports Romance		
Western Romance		

Science Fiction	
Collecting Level	Comments

Sub-genres	Collecting Level	Comments
Apocalyptic Fiction		

	Collecting Level	Comments
Cyberpunk Fiction		
Dystopian Fiction		
Space Operas		
Steampunk Fiction		
Time Travel Fiction		
Informal Subsets	**Collecting Level**	**Comments**
Biopunk		
Comedy Science Fiction		
Dying Earth		
Lost World Fiction		
Military Science Fiction		
Multiverse		
Nanopunk		
Rejuvenation and Longevity		
Science Fantasy		
Science Fiction Horror		
Space Exploration and Colonization		
Space Westerns		
SpyFi		

Sea Fiction	
Collecting Level	**Comments**

Sports Fiction	
Collecting Level	**Comments**

Spy Fiction	
Collecting Level	**Comments**

Thrillers		
Collecting Level		**Comments**
Informal Subsets	**Collecting Level**	**Comments**
Disaster		
Political Thrillers		

Religious Thrillers		
Supernatural Thrillers		
Techno-Thrillers		

Utopian Fiction	
Collecting Level	**Comments**

War Fiction	
Collecting Level	**Comments**

Western Fiction		
Informal Subsets	**Collecting Level**	**Comments**
Traditional Westerns		
Revisionist Westerns		
Contemporary Westerns		

Appendix #3: Graphic Novels Collecting Levels

The Barton Library assigns to its graphic novel titles genre designations derived from the [Library of Congress Genre/Form Terms](#) list. For those not provided, definitions are locally created.

0. Out-of-Scope
1. Minimal Coverage Level
2. Basic Coverage Level
3. Basic Resource Level
4. Research Level
5. Comprehensive Level

Fiction

Action and Adventure Comics	
Collecting Level	Comments

Alternative Histories (Comics)	
Collecting Level	Comments

Coming-of-Age Comics	
Collecting Level	Comments

Detective and Mystery Comics		
Collecting Level		Comments
Sub-genre	Collecting Level	Comments
Noir Comics		

Domestic Comics	
Collecting Level	Comments

Fantasy Comics	
Collecting Level	Comments

Funny Animal Comics

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Collecting Level	Comments

Historical Comics	
Collecting Level	Comments

Horror Comics	
Collecting Level	Comments

Humorous Comics	
Collecting Level	Comments

Legal Comics	
Collecting Level	Comments

Medical Comics	
Collecting Level	Comments

Mythological Comics	
Collecting Level	Comments

Nonfiction Novels	
Collecting Level	Comments

Paranormal Comics		
Collecting Level		Comments
Sub-genres	Collecting Level	Comments
Ghost Stories		
Vampire Comics		
Werewolf Comics		
Witch Comics		
Zombie Comics		

Political Comics	
Collecting Level	Comments

Psychological Comics	

Collecting Level	Comments

Religious Comics	
Collecting Level	Comments

Sub-genre	Collecting Level	Comments
Bible Comics		

Road Trip Comics	
Collecting Level	Comments

Romance Comics	
Collecting Level	Comments

Science Fiction Comics	
Collecting Level	Comments

Sub-genres	Collecting Level	Comments
Apocalyptic Comics		
Cyberpunk Comics		
Dystopian Comics		
Space Operas (Comics)		
Steampunk Comics		
Time-Travel Comics		

Sports Comics	
Collecting Level	Comments

Spy Comics	
Collecting Level	Comments

Superhero Comics	
Collecting Level	Comments

Thriller Comics	
Collecting Level	Comments

War Comics	
Collecting Level	**Comments**

Western Comics	
Collecting Level	**Comments**

Non-Fiction

Biographical Comics		
Collecting Level		**Comments**
Sub-genre	**Collecting Level**	**Comments**
Autobiographical Comics		

Documentary Comics	
Collecting Level	**Comments**

Educational Comics	
Collecting Level	**Comments**

Instructional Comics	
Collecting Level	**Comments**

Travel Comics	
Collecting Level	**Comments**

True Crime Comics	
Collecting Level	**Comments**

Appendix #4: Children's Literature Collecting Levels

0. Out-of-Scope
1. Minimal Coverage Level
2. Basic Coverage Level
3. Resource Level
4. Research Level

Biography	
Collecting Level	**Comments**

Fantasy Fiction	
Collecting Level	**Comments**

Folklore and Folktales	
Collecting Level	**Comments**

Historical Fiction	
Collecting Level	**Comments**

Realistic Fiction	
Collecting Level	**Comments**

Non-Fiction	
Collecting Level	**Comments**

Science Fiction	
Collecting Level	**Comments**