

# THE SCV LIBRARY

## MANUAL OF POLICIES & PROCEDURES

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“A University is simply a library with other buildings around it.” Shelby Foote

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[Not all policies are included]

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## Part One: Philosophical Policies

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### 1. Our Slogan

*"Charting the Course to Excellence"*

### 2. SCU Mission Statement

#### **Mission (Revised 2009)**

Southwestern Christian University is a Christ-centered liberal arts institution equipping students for a life of learning, leadership, and service; integrating faith, learning, and living; and empowering graduates to excel and to positively impact their world for Jesus Christ.



#### **Motto**

Scholarship • Spirit • Service

#### **Profile**

Southwestern Christian University is a private, four-year Christian university located on a beautifully wooded campus in the Bethany area of metropolitan Oklahoma City. SCU was founded in 1946 by the International Pentecostal Holiness Church and embraces the Holiness, Pentecostal, and Charismatic traditions. A growing Christian liberal arts university, Southwestern currently offers an Associate of Arts degree, eighteen Bachelors degree options, and a Master of Ministry degree with five areas of concentration.

The primary purpose, therefore, of the library on the campus of Southwestern Christian University is in providing space, staff, and materials:

1. To support the need for academic resources in the arts and sciences, Biblical/Theological studies, and professional disciplines represented in the curriculum;
2. To provide higher learning resources from and/or about the Christian worldview; with special emphasis on the history and heritage of the Holiness, Pentecostal, and Charismatic traditions.
3. To foster development of information literacy skills among the students and faculty.
4. To foster habits for lifelong learning in a diverse and global society.

--Southwestern Christian University Library, 2006

### **3. THE SCU LIBRARY MISSION STATEMENT**

The mission of the SCU Library is to provide quality, balanced, and current resources to support the educational goals of the University, to instruct students in effective and ethical skills in information use in contemporary society, to connect the student with enriching activities on campus and off, and to foster habits for lifelong learning.

To accomplish this mission:

- The Library will work cooperatively with instructors and others to integrate information skills with course content.
- The Library facility will provide intellectual and physical access to materials in a variety of formats and views to meet student needs.

- The Library will seek partnerships, through various outreach activities, to connect students to creatively and intellectually enriching events and guests.
- The Library will seek active partnerships, involvement, and support of the administration, instructors, students, and supporters.
- The Library will model reading and learning habits, values, and spread awareness of activities related to learning and literacy.

--Revised, Spring 2008, Spring 2010

#### **4. History of the Library On Campus**

When Southwestern opened in 1946 as Southwestern Pentecostal Holiness College on Northwest Tenth Street in Oklahoma City, a library of some 800 books were already housed in the remodeled barn affectionately called McNew Hall, after a Turpin wheat farmer and minister, David R. McNew.<sup>1</sup>

As the college saw great and rapid growth in the early 1950's the meager opening collection and space were sorely taxed. In 1953 Oral Roberts, well known evangelist and a person instrumental in the founding of the school, donated \$70,000 for construction of a library and administration building combination.<sup>2</sup> In the coming years the college changed names as it moved into a profile that made it one of the largest junior colleges in the country (Southwestern Bible College, Southwestern College, Oklahoma City Southwestern College).

Growth continued and in 1966, following donations from the Light family of Rolla, Kansas, the doors of the new Light Library opened with 15,000 square feet of space, nearly 30,000 books and resources, and a staff of four, two librarians and two clerks. In a matter of years the Irwin family of Tennessee donated additional funds and the Irwin Learning Resources Center was added to the library facilities creating nearly 30,000 square feet, a television studio, and distant learning equipment.

In 1981, the college changed courses and returned to its roots. Moving to Bethany, they opened "Southwestern College of Christian Ministries." As this new campus developed, another combined administration and library opened. This time the library was located on the lower level of the C.H. Springer Learning Center, along with office space, workroom, computer lab, and classroom space.

The collection of resources in the library has been outstanding in areas of Religion and Church History and the entire collection has always been far above standards in collection size. Collections the size of the one at Southwestern Christian University Library are often only found on much larger campuses. Recent targeted improvements are upgrading, updating, and expanding the scope of the collection to better suit the needs of a university.

In 2006, the library responded proactively, despite budgetary limitations, to requests from students for easier access to databases, information, and help. The result was the development of a blog page (<http://sculibrary.blogspot.com/>) and a library webpage that included the requested information: links to paid databases, information on hours, homework helps, contact information for research questions, and links to the SCU Google Email account page.

The campus library has also evolved in its role on the campus over the years, keeping in touch with the changes in education and the library profession. Once merely a "warehouse" of books, the modern

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<sup>1</sup> "Bustling Young College in City Seeks \$250,000". The Oklahoman (May 24, 1953):18.

<sup>2</sup> Ibid, and various yearbooks.

college or university library is a vital hub of the academic life seeking to also develop literacy regarding the location, use, and evaluation of many forms of resources of the 21<sup>st</sup> century. <sup>3</sup>

## 5. Professional Standards : Standards & Guiding Principles

Several professional standards guide and inform the library in its decisions and policies:

- The ALA *Code of Ethics for Librarians*
- *The Bible College Library*. American Association of Bible Colleges.
- *Standards and Assessment for Academic Libraries*. ACRL/ALA ( 2002)
- The ALA *Freedom to Read*
- *Information Literacy Competency Standards for Higher Education* (2000)
- *Information Literacy Instructions, Objectives for: A Model Statement for Academic Librarians* (2001)
- *The Mission of an Undergraduate Library: Model Statement* (1987)
- *Guidelines for Bible College Libraries*. American Association of Bible Colleges and Association of Christian Librarians (1991)
- *United States Copyright Law*
- *Statement of Faith of the IPHC*
- *SCU Objectives and Goals*
- *Christian Internet Ethics* (<http://www.naznet.com/ethics/>)

## 6. Attachments (Based on the policies of Southern Nazarene University Library, 2009)

### A. 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.

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<sup>3</sup> For a complete history of the school refer to “One Night Club and a Mule Barn” (Tate, 2006).

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948, by the ALA Council; amended February 2, 1961; amended June 28, 1967; amended January 23, 1980; inclusion of "age" reaffirmed January 24, 1996.

## **B. Intellectual Freedom Principles for Academic Libraries:**

### *An Interpretation of the Library Bill of Rights*

A strong intellectual freedom perspective is critical to the development of academic library collections and services that dispassionately meet the education and research needs of a college or university community. The purpose of this statement is to outline how and where intellectual freedom principles fit into an academic library setting, thereby raising consciousness of the intellectual freedom context within which academic librarians work. The following principles should be reflected in all relevant library policy documents.

1. The general principles set forth in the *Library Bill of Rights* form an indispensable framework for building collections, services, and policies that serve the entire academic community.
2. The privacy of library users is and must be inviolable. Policies should be in place to maintain confidentiality of library borrowing records and of other information relating to personal use of library information and services.
3. The development of library collections in support of an institution's instruction and research programs should transcend the personal values of the selector. In the interests of research and learning, it is essential that collections contain materials representing a variety of perspectives on subjects that may be considered controversial.
4. Preservation and replacement efforts should ensure that balance in library materials is maintained and that controversial materials are not removed from the collections through theft, loss, mutilation, or normal wear and tear. There should be alertness to efforts by special interest groups to bias a collection through systematic theft or mutilation.
5. Licensing agreements should be consistent with the *Library Bill of Rights*, and should maximize access.
6. Open and unfiltered access to the Internet should be conveniently available to the academic community in a college or university library. Content filtering devices and content-based restrictions are a contradiction of the academic library mission to further research and learning through exposure to the broadest possible range of ideas and information. Such restrictions are a fundamental violation of intellectual freedom in academic libraries.
7. Freedom of information and of creative expression should be reflected in library exhibits and in all relevant library policy documents.
8. Library meeting rooms, research carrels, exhibit spaces, and other facilities should be available to the academic community regardless of research being pursued or subject being discussed. Any restrictions made necessary because of limited availability of space should be based on need, as reflected in library policy, rather than on content of research or discussion.

9. Whenever possible, library services should be available without charge in order to encourage inquiry. Where charges are necessary, a free or low-cost alternative (e.g., downloading to disc rather than printing) should be available when possible.
10. A service philosophy should be promoted that affords equal access to information for all in the academic community with no discrimination on the basis of race, values, gender, sexual orientation, cultural or ethnic background, physical or learning disability, economic status, religious beliefs, or views.
11. A procedure ensuring due process should be in place to deal with requests by those within and outside the academic community for removal or addition of library resources, exhibits, or services.
12. It is recommended that this statement of principle be endorsed by appropriate institutional governing bodies, including the faculty senate or similar instrument of faculty governance.

Approved by ACRL Board of Directors: June 29, 1999  
Adopted July 12, 2000, by the ALA Council.

### C. The Freedom to Read Statement

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to 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.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

*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

#### **D. Code of Ethics of the American Library Association**

As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees and library staffs.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment.

- We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.
- The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.
- 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.
- We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
- 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.
- We recognize and respect intellectual property rights.
- 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.
- We do not advance private interests at the expense of library users, colleagues, or our employing institutions.

- 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. 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.

**Adopted June 28, 1995, by the ALA Council**

#### **E. THE CHRISTIAN INTERNET CODE OF ETHICS**

As a Christian who is active on the internet, I hold myself to certain standards of conduct. They are:

##### **I guard my online relationships**

I recognize that attachments develop as easily on the internet as anywhere else, and sometimes more easily because of the anonymity involved in initial exchanges. I particularly guard against relationships that encroach upon the level of trust and faithfulness that is to exist only within a husband/wife relationship.

##### **I am careful to visit websites that do not compromise my life in Christ**

I am aware that there are sites on the internet that Christians must avoid, including those that contain pornography. I do not visit such sites, even out of curiosity. When, by accident (and it happens to everyone), I find such a page loading, I leave it immediately.

##### **I take care that my written communications reflect Christ in my life**

Even on issues about which I feel passionate, I avoid saying things that I feel might be displeasing to the Lord. I represent myself, and my intentions in a truthful and upright manner in all my exchanges.

##### **I guard my time to assure that my time online is kept in proper balance with the rest of my life**

I realize that the internet can consume time that should be invested elsewhere: family, church, work responsibilities, and other activities that make for a well rounded life. I especially guard against spending time on the internet that should be spent with the Lord.

Source: <http://www.naznet.com/ethics/>

(Permission received via email to post on SCU library website 3/2008)

## ***Part Two: Standard Operational Policies***

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- Collection Development Policy
- Materials Selection Policy
- Collection Development Levels
- Non-print Materials Selection Policy
- Weeding (De-Selection) Policy
- Gifts & Donations Policy
- PRC (Pentecostal Research Collection) Policy & Development Plan
- SCU ARCHIVES Policy
- SCU Library Copyright Policy
- Technology Use Policy
- Inventory Policy – IN PROCESS
- Scheduled Collection Development Chart –in process
- Library Privacy Policy Statement (2010)

### **1. THE COLLECTION POLICY OF SCU LIBRARY 2006-2010**

Collection Development Policy is a revision of policy approved in 1975, 1987,1996, 2001, and 2005.

1. **Community and Purpose:** Southwestern Christian University was established in 1946 as Southwestern Bible College. Over the years additions to the scope of the school have been made, but the common thread has remained a close relationship between education and the Bible. The university enrolls approximately 150 traditional, plus another 150 through its ABLE degree completion program and Graduate School. Fifty percent of the students come from Oklahoma and thirty percent are from out of state. The graduate school enrolls 60 to 70 students, mostly ministry professionals, through a modular course program with classes scheduled in Oklahoma and Georgia. A recent Tulsa location has been added to the ABLE (adult professional studies program) and the Graduate School of Ministry.
2. **Other Resources Available:** The Pentecostal Research Center (PRC) consists of resources concerning the history of the holiness-Pentecostal-Charismatic movements as they relate to the IPHC Ministries (or its parent institutions), the creation of the institution, to educational efforts generally, to theology, doctrine, and outreach. Customers seeking more specific information are referred to any of several nearby institutions. The Noel Brooks Collection is comprised of classic works from the British Pentecostal Bible College in Bristol, England and from the writings of Noel Brooks. The SCU Archives is a limited collection comprised of yearbooks, catalogs, files, and photos dealing with the history of the current school, its people, and its predecessors.
3. **Detailed Subject Areas of the library :**
  - Bible/ Theology /Holy Spirit
  - Church leadership /Church Growth / Renewal/Revitalization
  - Business management /Leadership
  - Christian Education
  - Church Music and Creative Arts
  - English language & literature
  - Education
  - Sports Management and Physical education
  - Social Work and Psychology (Human Family Services)

## 2. SCU LIBRARY Collection & Resources Development Policy

2008, updated for form and clarity

### Mission:

The mission of the SCU Library is to support the academic programs and activities of the Southwestern Christian University community in teaching, learning and research. This is accomplished through the timely provision to students, faculty and staff of appropriate print, media or electronic resources, and assistance and/or instruction in the use of such resources.

### Principles:

The Library adheres to the American Library Association's *Library Bill of Rights, Freedom to Read Statement*, and the *Intellectual Freedom Principles for Academic Libraries* (an interpretation of the Library Bill of Rights). Copies are attached to this policy.

It is the obligation of the university to provide for a wide range of abilities and to respect and reflect a diversity of views. To this end, principles must be placed above personal opinion and reason above prejudice in the selection of materials of the highest quality and appropriateness.

### Scope:

The Collection & Resources Development Policy encompasses all formats of library materials, whether print, non-print, or electronic. This policy includes guidelines for the purchase or exchange of materials, receipt of gifts, and de-acquisition (weeding) of SCU library materials.

### Selection:

In selecting materials, the library staff, working within budget constraints, shall use professional training, standards, processes, and will seek input from faculty or other subject specialists. Recommendations are also accepted from university staff and students. Acquisition of each recommendation depends upon its relevance to the collection, the current budget, and availability of quality materials. The final responsibility rests with the Library Director, who may bring decisions for acceptance of large gifts, requests for reconsideration of materials, weeding of major areas of the collection or other collection development issues to the Library Committee for advice.

Instructional materials are selected to implement, enrich, and support the educational program for the individual student.

### Criteria:

Criteria to be taken into consideration when selecting materials shall include:

- Relevance of the subject matter to the collection scope
- Timeliness or permanence of the item
- Authoritativeness of source
- Accuracy of information
- Author's reputation and significance
- Inclusion of title in recognized bibliographies or medio graphies
- Price

- Availability of materials on the subject

Collections are developed in the broad areas of:

- Reference
- Periodicals and databases
- Curriculum collection (TO BE DETERMINED at some future date)
- Circulating materials and electronic resources to support the curriculum
- Co-curricular or leisure reading (usually supplied via donations)

“Textbooks” are avoided as students are expected to acquire their own. If, however, a material has academic value to the library, it should not be rejected because it is used as a textbook.

The purchase of multiple copies of a title is discouraged. However, multiple copies of a work may be added to the collection if it could potentially meet campus and distant learner circulation needs.

#### *Housing of Collections:*

Materials, including non-print, purchased with library budget funds will be housed in the library.

#### *Copyright:*

The library will not add materials that have been illegally acquired (photocopies, downloads, pirated videos, DVD'S, CD'S, etc.). All current copyright laws will apply.

#### *Databases and Periodicals:*

The primary consideration in selecting or retaining of a subscription or license is that it supports the current educational program of the university. Other considerations include:

- Is it accessible to remote campuses and distance students?
- Is there sufficient use by students to support the price?
- Is it in abstracts and indexes to which the library offers access?
- Has the title been in existence for at least a year?
- Can the new title replace an existing title in the collection?

Ordering of periodicals and databases will be done, whenever possible, through consortia and subscription agencies, rather than on an individual subscription basis. The library is a member of OCALD which provides limited database discounts for members.

Newspaper subscriptions will be limited TO BE REVISED OR DETERMINED.

#### *Theses and Dissertations:*

Faculty and alums are asked to donate a bound copy of their theses and dissertations to be added to the thesis collection.

### *Gifts:*

Gifts are gratefully accepted with the understanding that there are no conditions attached to their usage. Gifts may be added to the collection where appropriate, sold or exchanged for materials that are more appropriate, or discarded. Gifts of old periodicals, old encyclopedias, and damaged materials are generally declined. Final disposal rests with the Library Director.

Gifts to SCU Archives will be accepted according to the Archives Collection Development Policy.

The Library Faculty will determine the classification, housing, and circulation policies of all gift items. Most gifts will not be kept as a separate collection, but will be individually placed throughout the collection where they would be normally classified.

Gifts of art will be considered based upon the prior approval of a photo or description of the art piece. Due to limited space for displaying the art as well as limited resources for mounting, lighting, and providing security for the art pieces, the acceptance of works of art will, of necessity, be carefully considered.

Faculty and alumni authors are encouraged to donate a copy of their works which are within the scope of the collection.

The appraisal of a gift for tax purposes is the responsibility of the donor, since they benefit from the tax deduction.

All gifts are acknowledged, per current SCU practice, with a letter from the SCU Business Office.

### *Funding Allocation:*

Funds are spent on instructionally-based resources used on campus and in the library: reference, interdisciplinary, replacement materials, other titles or materials. The Library professional assumes primary responsibility for the selection of materials for the general book budget.

### *Replacement and Mending:*

The library does not automatically replace all books withdrawn because of loss, damage, or wear. A decision on replacement will depend upon:

- Demand for the title or subject
- Existence of similar material in the collection
- Availability of better or more current material, including electronic formats.

Books are rebound only if in high demand and no longer in print.

### *De-Acquisition (Weeding) the Collection:*

The collection is under continuous review and evaluation. Determination to withdraw an item from the collection is based upon the following criteria:

- Appropriateness of subject to collection
- Obsolescence

- Usage
- Availability of newer and better works on the subject
- Physical condition
- Availability of later editions, unless older edition has historical value to scholars
- Duplication of content in more recent works

Departmental faculty will be asked for advice prior to weeding their subject areas. Faculty assistance and opinion in weeding of their subject areas is expected in order to maintain the viability of the collection. Faculty recommendations as to additions is constantly solicited and now includes an online form for that purpose.

*Censorship – Requests for Reconsideration of a Material:*

[Adapted from SNU policy, 2006]

Southwestern Christian University affirms the right to privacy and right to read or view, and endorse the Freedom to Read Statement and Intellectual Freedom Principles for Academic Libraries, which are attached to this policy. Library staff affirms that we do not have the right to exercise censorship unilaterally.

In the event that there is a complaint about “objectionable” material in the collection, the following procedures are to be used:

1. Complainant completes **Request for Reconsideration of a Material** form (attached).
2. Form is forwarded to Library Director, who will form an ad hoc committee from the library faculty, faculty from the discipline, and members of the Library Committee.
3. The reason for originally adding the item to the collection, professional reviews, and usage of the material in the curriculum will be weighed heavily in making a decision to retain or withdraw the material being considered.
4. The complainant will receive a written response from the Library Director within 30 days of the original request.

**2.3 Request for Reconsideration of a Library Material**

Southwestern Christian University has established reconsideration procedures to address concerns about resources. Completion of this form is the first step in those procedures. If you wish to request reconsideration of a library resource, please return the completed form to the Library Director, Southwestern Christian University Library, 7210 NW 39<sup>th</sup> Expressway, P.O. Box 340, Bethany, OK 73008.

Today's Date \_\_\_\_\_

Your Name \_\_\_\_\_

Mailing Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_ E-mail \_\_\_\_\_

Do you represent yourself? \_\_\_\_ Organization? \_\_\_\_

\_\_\_\_ Name of organization: \_\_\_\_\_

**Resource on which you are commenting: (checkmark on line)**

\_\_\_\_ Book      \_\_\_\_ Media      \_\_\_\_ Display      \_\_\_\_ Magazine      \_\_\_\_ Newspaper

\_\_\_\_ Electronic information/network (please specify) \_\_\_\_\_

Other \_\_\_\_\_

\_\_\_\_  
Title

\_\_\_\_  
Author/Producer

\_\_\_\_  
What brought this resource to your attention?

\_\_\_\_\_  
\_\_\_\_\_

- Have you read or viewed the entire resource?  
\_\_\_\_\_
- What concerns you about the resource? (use other side or additional pages if necessary) \_\_\_\_\_
- Are there resource(s) you can recommend to provide additional information and/or other viewpoints on this topic?  
\_\_\_\_\_
- What do you recommend that the library do with this title?  
\_\_\_\_\_

Thank you for your request for reconsideration of a library material and for taking the time to make this recommendation to the library director. The director will respond to you within 30 days, after the library committee has had an opportunity to discuss your concerns and make their recommendation.

[The above is an adaptation of Southern Nazarene University's Policy]

### 3. Sample Collection Development Cycle

SUBJECT CLASSIFICATIONS	YEAR OF THE CYCLE
1. Updates, statistics, replacements, new titles vital to programs	Year 1 / yearly, as needed
2. Business, Management, Social Work, Mathematics, Law/Government	Year 2
3. Bio-Sciences, Technologies, Literature, Languages, Music	Year 3
4. Religion, Bible, History, Pentecostalism, Folklore, Careers	Year 4
5. Philosophy, Education, Geography, Natural Sciences, Marketing, Sociology, Humanities	Year 5

### 3. Materials Selection Policy, Copy of earlier Policy

#### Southwestern Christian University: Materials Selection Policy 2006 Revision of policy adopted 2003

##### Responsibility for Selection of Materials:

Ultimate responsibility for selection rests with the Director of Library Services for Southwestern Christian University. The Director operates within the framework of the policies based on standard professional criteria and the guiding mission of the institution. Persons also participating in the selection process may include faculty, administrators, students, alums, and other members of the University community.

##### Standard for selection:

- A. Nonfiction: Relevance to curriculum, accuracy of contents, quality of writing, format, extent to which the subject matter is represented in the collection, social significance, timeliness, or permanent value.
- B. Fiction: Above standards plus readability and literary value. No attempt is made to have an exhaustive collection of best sellers; rather a collection of good quality works of literature supporting the curricular needs. Award winning titles will be preferred.
- C. Children's books: Children's books are purchased to supplement the Education and English courses.
- D. Textbooks: The Library does not purchase copies of textbooks currently used in classrooms. Donated textbooks may be added to the collection. Instructors may, however, place copies of textbooks on Course Reserve during a given semester.
- E. Periodicals (magazines, newspapers, journals): General informationa, scholarly journals, local and national newspapers are provided primarily via a paid database subscription. Journals relevant to the specialized theological or Biblical subject areas, not currently indexed via the major databases, will be added in tangible form.
- F. Multi-media materials: Limited types of non-print material: DVD's, CD's, and VHS based on prevailing technological needs. VHS to be phased out in preference to DVD format.
- G. Gifts: Donations of quality, current, and useful material are welcomed by the Library but are accepted with the understanding that they will be added to the collection **only** if they are needed and meet the standards. For more information, go to **Gift Policy**.
- H. Titles will be added that a) have one or more positive reviews in a reputable source; b) have faculty recommendation for their subject area; c) or otherwise meet a unique need of the institution.

##### Discard Policy:

To keep the Library collection current, materials are discarded periodically when they:

- A. Are superseded editions.
- B. Are duplicates or titles/subjects no longer in demand.
- C. Are damaged or worn beyond repair.
- D. Contain information which is outdated.

Discarded resources will be offered for sale, or for free, to students, faculty, and the public.

### Special Collections:

Due to constraints of space, staff, collection quality, and preservation issues, the library does not accept 'special collections' or donations. The establishment of a special collection requires funding to support the space, staff, and preservation needs associated with the collection type. The exceptions are the following:

1. Pentecostal Research Center – the library maintains a collection of academic resources which document the history of the IPHC Ministries, or its related organizations, focusing on educational topics, theology, ministry, and missions of the Pentecostal / charismatic movement. Selection criteria for this section will differ placing more emphasis on historical value, viewpoints, relationship to the curriculum, and authorship.
2. SCU Archives – The University's own history is in its limited scope archives (documents, books, photographs, catalogs, yearbooks, and files) and are available for historic and administrative use by application. The collection does not circulate. The Library Director has direct oversight of these holdings and strives to maintain open channels of communication with all University departments for the acquisition of any materials deemed valuable to the archival collection.
3. Noel Brooks Collection – A static collection comprised of materials from the defunct British Bible College and the personal papers of Noel Brooks.

## 5. Collection Development Policy: Collection Levels

The following codes concerning assignment of collection levels are derived from ALA's Guide for Written Collection Policy Statements, 1989. Collection level codes describe both the existing collection strength and current collecting intensity. The collection level codes and their definitions are detailed below:

**1. Minimal Level:** A subject area in which few selections are made beyond very basic works. A collection at this level is frequently and systematically reviewed for currency of information. Superseded editions and titles containing outdated information are withdrawn.

- **1a. Minimal Level, Uneven Coverage:** Few selections are made, and there is unsystematic representation of subject.
- **1b. Minimal Level, Even Coverage:** Few selections are made, but basic authors, some core works, or a spectrum of ideological views are represented.

**2. Basic Information Level:** A selective collection of materials that serves to introduce and define a subject and to indicate the varieties of information available elsewhere. It may include dictionaries, encyclopedias, access to appropriate bibliographic databases, selected editions of important works, historical surveys, bibliographies, handbooks, and a few major periodicals. The collection is frequently and systematically reviewed for currency of information.

- **2a. Basic Information Level, Introductory:** The emphasis at this level is on providing resources that introduce and define a subject. A collection at this level would include basic reference tools and explanatory works, such as textbooks; historical descriptions of the subject's development; general works devoted to major topics and figures in the field; and selective major periodicals. The introductory level of a basic information collection is only sufficient to support patrons attempting to locate general information about a subject or students enrolled in introductory level courses.
- **2b. Basic Information Level, Advanced:** At the advanced level, basic information about a subject is provided on a wider range of topics and with more depth. There is a broader selection of basic

explanatory works, historical descriptions, reference tools, and periodicals that serve to introduce and define a subject. An advanced basic information level is sufficient to support students in basic courses as well as supporting the basic information needs of other patrons.

**3. Study or Instructional Support Level:** A collection that is adequate to impart and maintain knowledge about a subject in a systematic way but at a level of less than research intensity. The collection includes a wide range of basic works in appropriate formats, a significant number of classic retrospective materials, complete collections of the works of more important writers, selections from the works of secondary writers, a selection of representative journals, access to appropriate machine-readable data files, and the reference tools and fundamental bibliographical apparatus pertaining to the subject. At the study or instructional support level, a collection is adequate to support independent study and most learning needs of the clientele of public and special libraries, as well as undergraduate and some graduate instruction. The collection is systematically reviewed for currency of information and to assure that essential and significant information is retained.

- **3a. Study or Instructional Support Level, Introductory:** This subdivision of a level 3 collection provides resources adequate for imparting and maintaining knowledge about the basic or primary topics of a subject area. The collection includes a broad range of basic works in appropriate formats, classic retrospective materials, all key journals on primary topics, selected journals and seminal works on secondary topics, access to appropriate machine-readable data files; and reference tools and fundamental bibliographical apparatus pertaining to the subject. This subdivision of level 3 supports undergraduate courses, including advanced undergraduate courses, as well as most independent study needs of the Libraries' clientele. It is not adequate to support master's degree programs. The collection is systematically reviewed for currency of information and to assure that essential and significant information is retained.
- **3b. Study or Instructional Support Level, Advanced:** The advanced subdivision of level 3 provides resources adequate for imparting and maintaining knowledge about the primary and secondary topics of a subject area. The collection includes a significant number of seminal works and journals on the primary and secondary topics in the field; a significant number of retrospective materials; a substantial collection of works by secondary figures; works that provide more in-depth discussions of research, techniques, and evaluation; access to appropriate machine-readable data files; and reference tools and fundamental bibliographic apparatus pertaining to the subject. This level supports all courses of undergraduate study and master's degree programs as well as the more advanced independent study needs of the Libraries' patrons.

**4. Research Level:** A collection that includes the major published source materials required for dissertations 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 reference works and a wide selection of specialized monographs, as well as a very extensive collection of journals and major indexing and abstracting services in the field. Pertinent foreign language materials are included. Older material is usually retained for historical research and actively preserved. A collection at this level supports doctoral and other original research. Research collections represent national investments attracting scholars and researchers who normally work elsewhere.

**5. Comprehensive Level:** A collection in which a library endeavors, so far as it is reasonably possible, to include all significant works of recorded knowledge (publications, manuscripts, and other forms), in all applicable languages, for a necessarily defined and limited field. This level of collection intensity is one that is essentially a "special collection"; the aim, if not the achievement, is exhaustiveness. Older material is retained for historical research with active preservation efforts.

## 2.7 Selection of Non-Print Instructional Materials

The selection process should begin with the formation of a college library selection policy. The media selection policy reflects basic factors influencing the nature and scope of collections, such as curriculum trends, innovations in learning, availability of materials and equipment, and standards applicable to the technologies in use.

**THE SELECTION PROCESS:** Selection of materials ideally should be a cooperative process involving the library staff, faculty, and students. The process of examining and evaluating materials and equipment being considered for purchase is continuous and systematic.

1. **LIBRARY DIRECTOR:** A leadership role must be assumed by the library staff as a specialist in information sources. This person is uniquely qualified by training and experience for this role and can balance academic needs with knowledge of the existing collection, trends, good educational practices, and availability of media on the market.

2. **FACULTY:** Faculty should be involved in the selection process and active in recommending quality resources to assist them in their classes. They know their fields and students and are primarily responsible for student activities.

3. **STUDENTS:** Individual students can provide a valuable service by previewing, making suggestions and actual tryouts of resources and providing feedback.

**STANDARD PROFESSIONAL SELECTION TOOLS WILL BE USED:** The following are only some of the recommended selection aids. The most basic titles are indicated with an asterisk (\*).

- *Booklist*. American Library Association--published bi-monthly--covers print and non-print K-12--brief, critical reviews--reviews by editors and media specialists--not recommended titles are omitted.
- *Choice*, *Publisher's Weekly*, and similar professional resources
- *Books in Print Plus with Reviews* on CD-ROM/ available online with membership.
- *Software Reviews on File*

## 2.8 Weeding (De-selection) Policy

### WEEDING PROCESS

Weeding, the planned removal of materials from a collection, is considered an integral part of the total organized effort to develop a quality library collection because it helps maintain the best library selections possible. The process also insures that resources meet all applicable standards.

The Library Director, utilizing standard professional criteria and specialized knowledge, has the authority to weed materials based on the policies established (see Collection Development Policy and Materials Selection Policy) in order to achieve the goals of the library on the campus. Whenever possibly faculty members are consulted and made part of major weeding and subject area development.

#### Criteria for weeding material:

- Poor or substandard quality (writing, production, format, subject coverage)
- Material content is outdated in substance, images, or references.

- Not consistent with the needs of an academic level resource; or with the goals of the curriculum
- Poor physical condition (dirty, torn, aged, etc.) who contents do not merit preservation
- More than two copies of title in the collection
- Needless duplication of material adequately covered in another source or format

Guidelines for weeding specific non-fiction areas:

Every opportunity will be given to faculty to become apart of the development process for areas specific to their curricular specialties. Standard professional criteria, subject reviews, and model collections will be used to evaluate each area of the collection.

- **Art/Music:** Keep basic or classic treatments
- **Education:** Replace every ten (10) years. Historical treatments may be kept longer unless totally outdated.
- **Encyclopedia:** Update every five (5) years.
- **Government:** Discard every ten (10) years.
- **History:** Accuracy, variety of viewpoints, and scope should be the main considerations regarding content.
- **Languages:** Update every ten (10) years; discard old grammars, textbooks, etc. Keep only basics.
- **Law:** Discard all outdated law codes yearly; update legal guides every 5 to 10 years.
- **Literature:** Keep all basic and classic works and authors.
- **Medicine:** Update every five (5) years. Keep basic social studies, retrospectives, anatomy.
- **Philosophy:** Retain philosophical systems, biographies, and historical or explanatory works.
- **Psychology:** Update every 5 years and discard old texts.
- **Religion:** Retain classic texts, notable works/authors, major dictionaries, commentaries, Bible versions, and handbooks. Update area every 5 years.
- **Sciences:** Currency is important; update ever five (5) years except Botany and Natural history.
- **Social sciences:** Discard old texts in sociology, marriage and family (except important classic treatments), economics, and political science every five (5) years. Retain standard works in costume, folklore and customs. Retain all works pertaining to Oklahoma history.
- **Technology:** Discard every five (5) years except for overviews and basic treatments on history.

Disposal of weeded materials:

Disposal of dated or worn material no longer useful to the library will be in one of several manners appropriate to the material. Items will be offered free, or for sale, to students, staff and visitors (in-house or through a formal book sale), donated to charity, or when quality, lack of sale, or other condition warrants, placed in the trash or recycled.

## 2.9 Gifts & Donations Policy

### GIFTS POLICY

Reprint of revised 2003; revised 12/2006; revised Spring 2006

The following policy exists for the acceptance of gifts to the SCU Library. The Library welcomes donations of quality resources and of funds to purchase needed resources, equipment, furnishings, or other items.

Gifts are accepted only as they comply with the following criteria:

1. Gifts of money will be accepted and used to buy needed library items. All such gifts are given to the SCU Business Office with a notation as to fund disbursement.
2. Gifts of resources will be accepted with the understanding that materials that do not meet current needs, or selection standards will be sold, with funds generated going to purchase needed resources.
3. Resources donated that do meet selection standards will be integrated into the main collection.
4. Gifts of resources to the library cannot have "special terms" as to location, catalog, or access. Special requests, will be given due consideration and have standard policies applied.
5. Materials cannot be accepted for "indefinite loan." All materials accepted become the property of the library and subject to library policies.
6. The appraisal of a gift to the library for income tax purposes is the responsibility of the donor. The donor will be given a general letter with a thank you for the donation from the SCU Business Office. **The Library does not appraise gifts made to it: this is the responsibility of the donor, per IRS rules.**
7. The donor's name will be added to a "Library Donations" book on display in the library.
8. The final decision as to what materials are to be added or deleted will rest with the Library Director who will apply all necessary professional policies and criteria.



## SCU LIBRARY COMMONS – DONATIONS POLICY

The SCU Library Commons welcomes gifts of quality, good condition, and current books and other materials that will enhance or develop the library collection. Acceptance of gifts, however, depends on the following criteria listed below. The SCU Library Commons has the right to reject donations when necessary or appropriate.

1. Many of the same standards of selection will be applied to gifts as are applicable for purchased material. Primary criteria include:

- Timeliness (published within the last 5 years)
- Scope (how well item covers its subject)
- Relevance to the SCU academic levels, programs, and goals
- Appropriateness of content and format
- Literary or scholarly quality
- Physical condition

2. Assigned SCU Library Commons staff will review and screen donated materials using the standards. Recommendations for collection additions will be forwarded to the Director of Library Services for final approval.

3. The donor will be responsible for:

- Delivering donated material to the SCU Library Commons
- Assigning value to donated materials per current IRS guidelines

4. All donations become the property of the SCU Library Commons and the library retains the right to dispose of unneeded items in any way it sees fit (book sale, discard, or donate).

5. The SCU Library Commons will not place a value on gifts for tax purposes (per IRS regulations) nor will it provide an itemized list of donated materials.

6. An acknowledgement letter will, which functions as a receipt of goods, can be provided to the donor. All acknowledgement letters will be generated from the SCU Business Office.

7. Donations will be added to the "SCU Library Commons Donors" book.

Revision of Donation Policy 2003; revised 12/2006; revised Spring 2006; Spring 2007

## SCU PRIVACY OF LIBRARY RECORDS POLICY

**Library customers, donors, and other users of the library have a basic right for their information to be held confidential to safeguard their privacy, to prevent identity theft, and to safeguard basic freedoms.**

1. All library records and other information relating to an individual's use of the library and its resources are considered confidential and **will not be divulged to any third party.**
2. These records include, but are not limited to, circulation records of library materials, address and other registration information, reference or informational questions asked, interlibrary loan transactions, and computer database searches.
3. This information may be consulted and used by library staff in the course of carrying out library operations.
4. Access to this information will be restricted to authorized personnel within the Library and College for authorized reasons, as determined by the Library Director.
5. The library will release an individual's library information only to that individual, to another individual with the prior written consent of the individual concerned or under a duly authorized judicial process. **The individual requesting the information must provide proof of identity via a photo identification and/or a badge.**
6. All requests for information that do not fall under the above policies shall be forwarded to the Library Director. The Library Director in making determinations will be guided by best practices to preserve privacy of user, donor, or institution.

---Adopted May 2010

## The Pentecostal Research Center (PRC)

### **PURPOSE OF THE PRC ON CAMPUS**

Established in the late 1960's, the purpose of the **Pentecostal Research Center, PRC**, on the campus of Southwestern Christian University is to establish and maintain a collection of significant academic level works on the history, biography, theology, doctrines and outreach of the Holiness-Pentecostal and Charismatic movements.

Of note are works that relate to the Pentecostal Holiness Church (IPHC Ministries) and Southwestern Christian University and its parent institutions of Southwestern Bible College, Southwestern College, Oklahoma City Southwestern College, Southwestern College of Christian Ministries.



The PRC will focus on a collection of significant historic works of the Pentecostal Holiness Church, the International Pentecostal Holiness Church, the IPHC Ministries, and on the writings of individuals connected to the school when those writing are related to the history, theology, biography, doctrines, and outreach of the IPHC predecessors or to the university.

Materials in this collection will be identified in the electronic catalog with a prefix "PRC", a color coded label, and a location code of "PRC". A printed index will also be available and will be updated yearly for the convenience of casual visitors or researchers desiring a copy of the index.

Materials of a general nature on the Pentecostal/charismatic movements are shelved in the main collection. A website was created to promote awareness of the collection and is located at

"Pentecostal Research Collection at. <http://www.scuprc.blogspot.com/>.

### **ACCESS TO RESOURCES**

Any student, faculty or visitor may access the PRC collection and anyone registered with the library may checkout materials, excluding the periodicals in the PRC. A copy will be required of any published material using or based on research in the PRC. See FORMS section.

### **ARCHIVES AND RECORDS CENTERS**

Researchers desiring more general resources or more detailed resources on the global charismatic or Pentecostal movements will be referred to one of the following:

**The IPHC Archives and Records Center**, Bethany, Oklahoma

IPHC Research Center [Harold D. Hunter, Ph.D., Director]: E-mail: [archives@iphc.org](mailto:archives@iphc.org) Harold Hunter: <http://www.pctii.org/arc/research.html> <http://www.pctii.org/>

**Society for Pentecostal Studies**

<http://www.sps-usa.org/>

D. William Faupel, Executive Secretary E-mail: [bill\\_faupel@ats.wilmore.ky.us](mailto:bill_faupel@ats.wilmore.ky.us)

**Pentecostal/Charismatic Churches of North America**

<http://www.pccna.org/>

**Assemblies of God Archive**  
<http://www.agheritage.org/>

**Oral Roberts University Archives**  
<http://www.oru.edu/university/library/archives.html>

**ORU Holy Spirit Research Center**  
<http://www.oru.edu/university/library/holyspirit/index.html>

**Pentecostal Assemblies of Canada** [Douglas Rudd, director]  
E-mail: [drudd@paoc.org](mailto:drudd@paoc.org)  
[paoc@inforamp.net](mailto:paoc@inforamp.net) [Dorothie Raymer, PAOC Archives]

**Church of God (Cleveland, TN):**  
[droebuck@leecollege.edu](mailto:droebuck@leecollege.edu) (David Roebuck, Archivist)

**PRC Special Projects :Footnotes of Pentecostal History** is an ongoing project designed to encourage use of the library collection. Anyone interested conducting a short research project using the PRC resources will have their final version added to the list of other researchers.

## 2.10 The SCU ARCHIVES

The purpose of the SCU ARCHIVES will be to eventually make available for research resources on the history, outreach, activities, and personnel of the university and its parent institutions. Its current use will continue to provide information from yearbooks and general files to alumni.

Resources available may include yearbooks, catalogs, promotional materials, photographs, etc.

Researchers will be required to apply for access and be advised of any restrictions that may be in place as to access and use.

Access to the SCU Archives will be limited to legitimate researchers, staff and faculty. All those wishing to use the SCU Archives will be required to have an application on file.

A copy will be required of any published material using or based on research in the PRC or the SCU Archives. No file of the Archive will leave the library except for institutional personnel using items for published materials.

A webpage was created to build awareness, share the history and connect with alums and is located at SCU History at <http://scuhistory.blogspot.com/>



## ***Part Three: Operational Policies***

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- Customer Service Policy
- Staffing & Job Descriptions
- Circulation Policy
- Computer Lab Policies
- Expectations of Library Behavior
- Appropriate Use of the Internet on Campus
- Volunteers & FOL Policy (In Process)
- Disaster and Emergency Policy (In Dean's Office, 2006)
- Instructional Media Policy (In revision)
- Classroom-Library Partnerships & Collaborations Policy (In Process)
- Copyright Policy
- News Center Policy
- Lifelong Learning –Description of Meaning (2009)
- Library Records Privacy Policy (2010)



### **1. Customer Service Policy**

The University Library will practice quality customer service in its dealings with its customer base. Customers will be treated with welcome, courtesy, service that goes above and beyond.

#### **2. Staffing & Job Descriptions**

##### **Staffing (Present & Future)**

The guiding plan of the library will be to plan for personnel development in a phased approach based on full time student enrollment.

##### Phase One: FTE of under 200

- 1 full time professional librarian / library director
- 4-8 Work study staff

##### Phase Two: FTE of 200 – 500

- 1 Full time Library Director
- 1 Full time paraprofessional
- 3-6 Work study staff

##### Phase Three: FTE of 500-1000

- 1 Full time Library Director
- 1 Full time librarian or paraprofessional
- 1 Halftime paraprofessional
- 3-6 Work study staff

## 2.1 Job Descriptions

### **Position: DIRECTOR OF LIBRARY SERVICES**

General Description: Provides leadership for the SCU Library in the areas of library collections, policies, budget, and personnel. Serves under the Dean of Academic Affairs and has classification as both administration and faculty. Requirements: Graduate degree in Library.

#### Duties:

1. Selects and acquires appropriate collection materials with input from faculty, Dean of Academic Affairs, and Graduate School Dean.
2. Supervises the general operation of the computer lab and library computer systems; reports problems to designated parties.
3. Serves on the Academic Council with full faculty status.
4. Represents the library and the institution to various groups and organizations.
5. Oversees cataloging process, providing necessary professional expertise, insight, and information.
6. Trains staff to accomplish specific tasks for operation of the library.
7. Provides research assistance to library patrons including faculty, staff, students, administration, and guests.
8. Provides orientation to library resources and instruction on information use to students and others.
9. Chairs library committee to review collection policies and library procedures.
10. Provides guidance on library and information standards and application on the campus.
11. Attends various academic workshops and conferences to keep informed of changing needs and directions in library-information management.
12. Oversees the acquisition, storage, and use of standard instructional audio-visual equipment.
13. Directs and evaluates work of other SCU library staff (including Circulation and Processing Clerks and the Work-Study Pool).

#### Qualifications:

Position requires an ALA-accredited MLS degree; two to five years experience in a public or academic library; knowledge of, or proficiency in, Microsoft applications; a working understanding of basic computer hardware, and software. This person must be self-motivated, demonstrate an enthusiasm for public service, possess good oral and written communication skills, and have the ability to manage people and resources well.

### **2.2 Position: ASSISTANT LIBRARIAN OR CIRCULATION CLERK (Projected)**

General Description: Maintenance of library operations (including clerical tasks), assistance with computer lab and technological needs, and general oversight of circulation desk evenings and weekends, or as needed. Works under the direct supervision of the Library Director. Requirements: Graduate or undergraduate degree.

#### Duties:

1. Oversees circulation of all materials.
2. Works circulation desk as needed.

3. Logs usage of circulation, running and maintaining all necessary reports.
4. Keeps accurate and up to date records of overdues and other charges.
5. Sends overdue notices and tabulates fines.
6. Assists in the operations of the computer lab, responds to student technology needs, and assists faculty with technology needs, etc.
7. Organizes and maintains the circulation desk and its files.
8. Assists patrons in the computer lab as needed.
9. Creates and distributes booklists, guides, and other helps as needed to serve the campus.
10. Assists in the development of displays and promotional activities.
11. Assumes leadership role when Library Director is unavailable.
12. Accepts other duties as assigned by the Library Director.

Qualifications:

This position prefers previous work experience in a library or training in the field; knowledge of word processing (Microsoft Word preferred), data entry, and computer use preferred; experience in bookkeeping or understanding of basic math skills a plus. This person should be self-motivated and possess a strong work ethic, good relationship and leadership skills.

### **2.3 Position: Processing Clerk (Projected)**

General Description: Processes and maintains library resources. Works under the direct supervision of the Library Director and/or assistant librarian.

Duties:

1. Catalogs materials according to Library of Congress cataloging data as provided by the Library Director.
2. Types spine stickers, booklists, etc.
3. Checks in periodicals and maintains that collection.
4. Maintains order file and budget records for the library book purchases.
5. Maintains the donor file.
6. Repairs worn or damaged materials.
7. Maintains proper organization of shelves.
8. Oversees the shelving and re-shelving of materials.
9. Works circulation desk as needed.
10. Assists patrons in the computer lab as needed.
11. Accepts other duties as assigned by the Library Director.

Qualifications:

This position prefers previous work experience in the SCU library; knowledge of if not proficiency in word processing (Microsoft Word preferred) and data entry; experience in filing and an understanding of basic number sequencing. This person should be self-motivated and possess good relationship skills.

#### **2.4 Position: General Library Clerk (Work-Study Pool)**

General Description: Accepts general responsibilities for library operation and upkeep. Under supervision of the Library Director, and the Director of Financial Aid.

Duties:

1. Works circulation desk as needed.
2. Cleans library and keeps library in reasonable order.
3. Shelves materials.
4. Logs and maintains periodicals as assigned by the Library Director.
5. Organizes and maintains circulation or library files as assigned by the Library Director.
6. Assists patrons in the computer lab as needed.
7. Assists customers in a timely, efficient, and friendly manner.
8. Accepts other duties as assigned by the Library Director.

Qualifications:

Previous library work experience is not required. The student must be willing to take on varied and changing tasks, work evening and weekend hours. This person should possess good relationship skills and show strong responsibility in the work environment.

#### **3. Circulation Policy**

Access and use of the resources of the library are available to all enrolled students, faculty, staff, alumni and registered guests.

All users must fill out an application, be entered in the library computer, and be issued a library card for circulation. Local pastors, leaders, and scholars are encouraged to utilize the resources for their own lifelong learning activities.

Since students are required to pay a technology fee, use of the computers is limited to enrolled students, staff, alumni, and registered guests.

Community members can apply for a library card as well.

#### 4. Computer Lab Policies

##### Computer Lab (2005) LAB USE – PLEASE READ

This computer lab is to aid the students of SCU. Due to the small size of the lab and the limited number of computers available, please consider the following when using the lab.

1. The primary purpose of **this lab is for school-related research** and word-processing use. Please be considerate of others when using computers for personal tasks. **THOSE DOING HOMEWORK TAKE PRECEDENCE OVER “FUN” USERS.**

2. **DO NOT disconnect, turn off, or “re-boot”** the computers. See Library Staff. If you need training, see the Staff.

3. We have a **NO CELL PHONE USE** policy in the library, but will allow it in the lab until such a time as it creates a problem. Please make sure your phone is on silent.

4. This is a study area please **BE QUIET**.

5. Remember, **NO FOOD OR DRINK** allowed in the computer lab.

6. Some occasions the lab will be in use as a teaching space. **Instructors will schedule these in advance** so that alternate plans may be made by other students.

7. We adhere to the “Christian Internet Ethics”.

8. Conserve paper and learn to print only what you need. If you need training, please see the staff.



#### E. EXPECTATIONS OF LIBRARY BEHAVIOR

Note: All rules of conduct from the current [Student Handbook](#) apply.

Specific library expectation include (“visitors” here implies students and staff):

- All students, guests, and staff will respect the space as a study area and use indoor voices.
- All material taken from the Library need to have been properly checked out to the individual taking the item(s).
- Visitors will respect others and not use their Cell phones will in the library.
- It is expected that conduct at all times will exemplify the Christian character.
- Visitors will respect the physical space and not damage books, chairs, tables, walls, etc.
- Intellectual integrity will guide the day and proper credit will be given for information and ideas found in resources in the library and all legal restrictions for copyright will be honored.

## 5. APPROPRIATE USE OF THE INTERNET IN THE SCU LIBRARY (POLICY)

### Draft 2006 (Submitted n/a/)

The Internet provides a means to access information far beyond the Library's own collections.

The Internet is a gateway to information of great diversity in many countries and cultures around the world. Because of its international character, however, there is no external monitoring of the Internet. While most of the information accessed can be valuable and enlightening, the user may also find materials that are unreliable, personally offensive, or illegal under current state or federal U.S. laws (see also [USA PATRIOT act](#)).

The Library cannot police a global network and each individual user must take responsibility for his or her own activities on the Internet.

All Internet resources accessible through the Library are provided equally to all Library customers. However, use of the Internet must be compatible with the Mission of the Library and of the University (see **SCU Student Handbook**).

It is the responsibility of each user to be guided by the following principles:

- Attention to the need for Christians to reflect Christ in all their choices : be it reading, language, or behaviors
- Respect for the privacy and sensibilities of other users.
- Attention to the legal protection provided by copyright and license to programs and data.
- Harassing others by words, actions, or exposing them to sights they would choose not to view.
- Using the Internet for any illegal activity.
- Gambling on the Internet.
- Consideration for the integrity of computing systems. For example, users must not intentionally develop programs to harass other users or to infiltrate a computer or computing system, or develop programs that may damage or alter the software components of this or other computing systems.
- Further examples of unacceptable use include, but are not limited to, the following: Damaging or destroying equipment, software, or data belonging to the Library or to other users, including adding, altering, or deleting files on Library workstation hard drives or other Library computer equipment.
- Unauthorized copying of copyrighted material.
- Violating software license agreements.
- Violating computer system or network integrity, including attempts to bypass network security functions, obtain passwords, or alter the configuration of Library workstations in any way.
- Wasting finite resources (including printing without paying).

**The Library reserves the right to terminate the Internet access privileges of any person abusing these principles.**

#### Incident Steps:

**1st incident** – The Library will issue a warning about inappropriate use of the Internet and the Dean of Academics will be notified. An “Incident Report” is filed at that time.

**2<sup>nd</sup> Incident** – Individual will be asked to leave the library and will be barred from using the school systems to access the Internet. A letter will be mailed from the Administration on notification of 2<sup>nd</sup> Incidence.

Access will not be allowed until they complete a literacy seminar with the Library Director on appropriate and ethical use of technology in education and public spheres.

**3<sup>rd</sup> Incident** - Individual will be asked to meet with appropriate committees for further action.

4. Volunteers & FOL (pending)
5. Disaster and Emergency Policy (on file in Dean's Office)

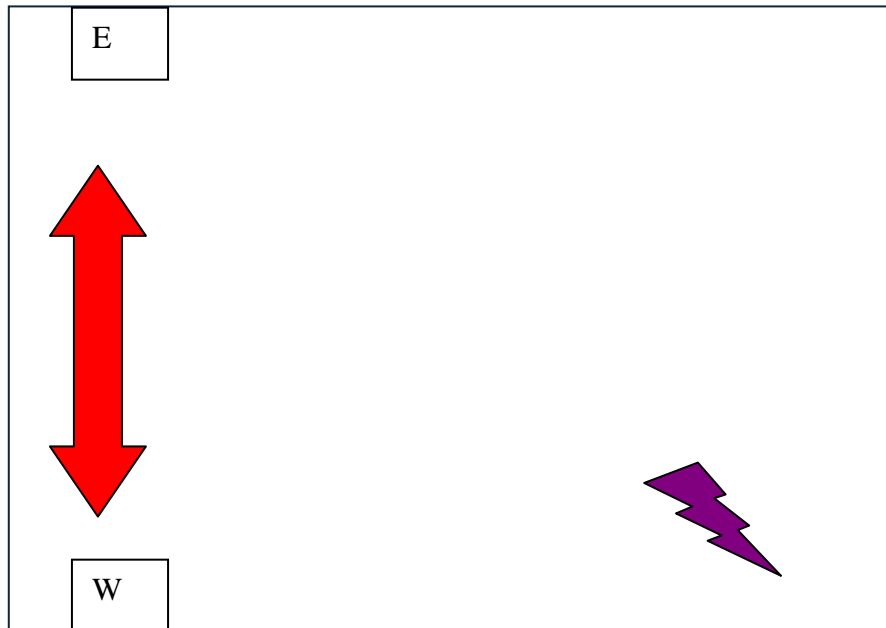
## EMERGENCY ROUTES

### For the SCU Library

#### IN CASE OF FIRE:

- LEAVE BY THE EAST OR WEST EXITS
- MEET AT THE CROSSES IN THE COURTYARD, or other location as instructed
- Stay there so a head count can be taken.

#### EMERGENCY MAP



**EXIT/ENTRANCE (FIRE)**

**EAST AND WEST EXIT**

**STAIRS (SW)**

#### IN CASE OF SEVERE STORM:

- Gather in the stair well ; away from windows
- Gather in far corner of "Z" section
- or in restroom stalls away from the mirrors
- get under tables; Cover head with coats, etc.

## 7. SOUTHWESTERN CHRISTIAN UNIVERSITY RESPONSE TO DISASTER

### Library Disaster Preparedness Plan

IN PROCESS SPRING 2009

**Name of Library:** SCU Library

**Date of current revision:** 6/22/06, 6/22/07,

**Next scheduled update:** 6/22/09

*Update the plan every six months OR review the entire plan annually. Many libraries initial the back of the plan each year to indicate that it has been reviewed.*

### Introduction to the Plan

Prepare a brief (three or four paragraphs) introduction to your plan, describing:

Prepared by Director of Library Services, June 22, 2006.

*The purpose of the plan is to highlight major areas of the Library, contents/inventory of same, plans in place for recovery.*

### OVERVIEW

COLLECTION: SCU library contains approximately 30,000 items in a variety of formats (27,000 books, 800 videos and DVDS, 250 audio tapes; 1,000 back issues of periodicals); AUTOMATED CATALOG (Athena, Sagebrush Corp.) stored on site.

LAB: 8 computers in the lab with one printer (8 monitors, color, flatscreen, DELL; 8 "thinclients"); 5 tables nine chairs;

MAIN LIBRARY: 8 tables, 19 book shelves, 22 chairs, 3 computers (as above), circulation counter, 2 desks, 2 card catalogs, 3 reading chairs, three file cabinets (lateral); one stand-alone computer with CD-Rom; one search station computer (as in lab) on stand; 5 step-stands; silk tree; assorted silk floral arrangements; paintings and posters (16); historical display (16 photos and realia). PRC, GRAD MAPS projects, and Noel Brooks Collections (room contains 6 bookshelves, three lateral files and one upright, wooden table two chairs, side chair, and two upright chairs) have not been totally cataloged.

DIRECTOR'S OFFICE: 3 file cabinets (lateral), one file cabinet, 4 drawer, vertical; three book shelves, 2 visitor chairs, wooden bookshelf, computer (as in lab; desk chair, printer stand, printer (DELL)); 1 phone.

WORKROOM: Video collection; audio collection; DVD Collection; equipment (VHS duplication machine, multiple copies; CD duplicator (single); audio duplicator, cassette (3 at one time); CD duplicator multiple; 34 inch color television, 2 overhead projectors; 1 16 mm projector; 1 Dukane FS projector; microfiche reader; 1 VCR/TV combo on cart, 5 carts; 6 book carts; metal supply cabinet; archives storage (8 books); old computer parts (assorted); library supplies (tape, labels, stickers, etc.).

CLASSROOM: 8 tables, 1 cabinet, a book shelf, a table top lectern; 1 cart with overhead projector; 1 cart with TV/VCR/DVD.

### Disaster Preparedness Plan for Small Libraries

Emergency Instruction Sheet

*This sheet should include brief and easy-to-read steps that any staff member, vendor, or contractor can follow in case of an emergency. Copies of this one-page sheet should be posted near all staff telephones and at all public service desks. All staff should receive usage instructions about the sheet. You may want to laminate the emergency instruction sheet. If it happens to get wet, it will still be usable.*

Example:

Fire

1. Call fire department Phone #
2. Assist in evacuation of building
3. Notify: Phone #  
Disaster response leader Phone #  
Immediate supervisor Phone #  
Library director
4. Do not re-enter the building until it has been declared structurally sound.

Water

1. Call:  
  
Disaster response leader Phone #  
  
Plumber/facilities staff Phone #  
  
Immediate supervisor Phone #  
  
Library Director Phone #
2. Cover stacks with plastic located (list location) OR  
  
Move books higher on shelves OR  
  
Move books off shelves using a book truck OR  
  
Carry books to another location

Tornado

1. Evacuate staff and visitors when instructed to one of the following locations:  
Consult with local safety officials to predetermine appropriate locations.
2. Remain in shelter until radio announcement or  
(insert name of authorized staff member) declares it is safe to emerge.
3. Do not re-enter building until it has been declared structurally sound.  
Continue to list brief instructions for the building, collections, and location.

**Disaster Preparedness Plan for Small Libraries**

**Salvage Priorities**

*Create a list of salvage priorities before a disaster strikes. It's impossible to make good decisions during a disaster. Maintaining an inventory of materials at the library and keeping a duplicate in another location will prove vital in case of a disaster. Also, create an inventory list of supplies and equipment with costs and purchase dates. Keep a duplicate of this list off-site as well.[will need to determine]*

*Establish a priority salvage list. Use a triage approach and include the following categories:*

***Salvage at all costs.***

**Materials that are used most often, essential for the library's operation, have significant monetary value, and support the library's mission.**

ARCHIVAL RECORDS & DISPLAYS, BOOKS FROM BS-RC, Z,& REFERENCE SHELVES, VHS/DVDS & THEIR EQUIPMENT, PRC, GRAD, COMPUTERS

***Salvage if time permits.***

Material that could be replaced, but replacement costs would exceed salvage costs.

MAGAZINES, JOURNALS, OTHER BOOKS, OTHER EQUIPMENT, FURNISHINGS, COMPUTERS

***Salvage as part of general clean up.***

Materials that can easily be replaced in the original or another format, or those with a high monetary value, but low value by other measures.

METAL SHELVES, METAL TABLES, CARTS

Consider intrinsic value, research value, historical value, value to the collection, replacement cost, and availability in different format when setting salvage priorities. The following questions may be helpful in determining priorities:

Is the item especially important to the community, perhaps a piece of local history?

Can the item be replaced? At what cost? Can you afford it?

Would the cost of replacement be less or more than restoration of the item?

How important is the item intrinsically? To the collection? To researchers? Will insurance pay for one format and not another?

**Disaster Prevention/Safety Checklist**

Library SCU LIBRARY

Date

Area Inspected

Inspector; MAH or designee

NOTE: If an item does not apply, write N/A (Not Applicable) in the Remarks column. DO NOT leave any items blank.

**Electrical** Yes      No      Remarks

- All necessary extension cords of proper rating.
- Electrical cords free of splices, cuts, and other damage.
- Electrical outlets and switches of proper rating.
- Electrical outlets, switches, plugs, and surge protectors operate properly.
- Electrical equipment properly grounded.
- Appliances (coffee pots, radios, etc.) properly maintained and turned off when not in use.
- Electrical equipment disconnected during maintenance.
- Adequate lighting available.
- Electrical boxes easily accessible with no storage within 3 feet minimum.
- Major electrical rooms contain no stored materials.
- Multiple-outlet sockets avoided.
- Extension cords positioned to avoid tripping hazard.

**Storage** Yes      No      Remarks

- Area is clean and orderly. Aisles uncluttered to maintain a minimum 28 inch aisle way.
- Materials are actually needed by library.
- Items are accessible without undue risk.
- No materials are stored on top of shelving. 18 inches remains between the shelving and the ceiling.
- All materials, except those expendable, are stored at least 3" above floor level.
- Shelving is securely anchored to wall or floor.
- Lighting is adequate.
- Step stools or similar devices available and safe to use.
- Materials stacked or piled properly.
- Flammable or potentially dangerous chemicals properly stored.
- Boxes, papers, etc. that are not used are properly discarded.

<b>Fire &amp; Safety Features</b>	Yes	No	Remarks
-----------------------------------	-----	----	---------

- Fire extinguishers properly charged.
- Emergency exit signs illuminated with battery back up-systems working properly.
- Emergency exits accessible and illuminated with battery back-up systems working properly.
- Emergency lights functional.
- Smoke detectors and heat detectors operable. Last date checked
- Fire alarms operable. Last date checked.
- Sprinkler system operable. Last date checked. Battery back-up systems checked at the same time.
- At least 18" of clearance exists between sprinkler heads and anything beneath
- Halon system charged
- Emergency exits easily opened.
- Alarm sounds when emergency exits opened. Indicate last date checked.
- Pull fire alarms operable. Indicate last date checked.
- Signs indicating fire extinguisher placement obvious
- Fire extinguishers of proper type.
- Fire extinguishers available within 75 feet of any place in area
- Fire extinguisher boxes have keys or breaker bars affixed.

<b>Structure</b>	Yes	No	Remarks
------------------	-----	----	---------

- Windows and exterior doors seal properly.
- Previous water damage noted.
- New water damage discovered
- Gutters, down spouts, and yard drains clear
- Sump pumps working properly. Indicate date back-up battery checked.
- Exposed pipes and joints dry.
- Handrails secure and adequate
- Steps include non-slip surface.
- Walking surfaces secured to floor.
- Hot water tank settings correct. Condition is properly checked.>
- All plumbing fixtures properly checked. Include sewer ejection pumps (if applicable)
- Outside condensers clear.
- All filters cleaned and replaced on a regular basis
- Non-public areas secured
- Air ducts unobstructed. (both supply and return)
- Ceiling panels in place.



## **Part Four: Forms**

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- Library Use Application (now online)
- Copyright Sign & Forms
- Archives Research Form
- Course Reserve Form (now online)
- OKSHARE Card
- FOL Membership Form
- Incident Report Form
- Interlibrary Loan Form (limited use)

**For Office Use Only:**

Date Rec'd \_\_\_\_\_  
Entered \_\_\_\_\_  
Card issued \_\_\_\_\_  
Date completed \_\_\_\_\_  
Initials \_\_\_\_\_

**1. Library Application**

**SCU LIBRARY**

LIBRARY USE APPLICATION FORM

Name (Last) \_\_\_\_\_ (First) \_\_\_\_\_ (MI) \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

Signature \_\_\_\_\_

**NOTE: An ID may be required.**

**Status:** Freshman \_\_\_\_\_ Sophomore \_\_\_\_\_ Junior \_\_\_\_\_ Senior \_\_\_\_\_ ABLE \_\_\_\_\_ Grad Sch. \_\_\_\_\_ Faculty \_\_\_\_\_

Adjunct Faculty \_\_\_\_\_ Guest \_\_\_\_\_ \*

\* - Guest may be required to pay a yearly use fee.

**LIBRARY RULES**

- Items are checked out (unless otherwise specified) for a two week period.
- Items may be returned in the book drop at the circulation counter anytime the library is open.
- There is no food or drink allowed in the Computer Lab at any time.
- There is no food, and only containers with lids, allowed in the Library.
- The Noel Brooks Reading Room is for quiet reading, study or contemplation.
- Voices are to be normal conversation so as not to disturb others
- Persons, resources, equipment, and resources should be respected and tended with care.
- Items lost or damaged will be charged to your student account.
- If you need assistance – we encourage you to ask the Library Director or one of the Work Study Staff.
- One (1) copy of class papers is free (at this time) ; copies from the Internet are \$.10 a page. If you do not know how to select specific pages for printing, see the staff.

### 1. Copyright Form & Sign

The following is the official statement issued by the US Copyright office. This sign is on all library machines.

#### THE SCU LIBRARY ADHERES TO THE US COPYRIGHT LAWS

**WARNING CONCERNING COPYRIGHT RESTRICTIONS:** The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials. Under certain conditions specified in this law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be “used for any purpose other than private study, scholarship, or research” and “does not infringe on the copyright holders right to make profit from their product.”

If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of “fair use”, that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.



**2.1 Copyright Policy FORM**

When faculty, staff, students, or guests desire to utilize school library equipment (copiers, duplicators, etc.) actions such as making copies or duplicating audio visuals, the following is asked of them:

**CERTIFICATION REGARDING**

**INSTRUCTIONAL USE OF COPYRIGHT-PROTECTED MATERIAL**

Southwestern Christian University, Bethany, Oklahoma      Adopted 2006

**IDENTIFICATION OF MATERIAL TO BE REPRODUCED**

Author's name, title of work, title of periodical or other source (including volume and number designations, if any):

\_\_\_\_\_

Copyright notice (as it appears on source – absence of such a notice does not imply public domain):

\_\_\_\_\_

**COURSE IN WHICH MATERIAL IS TO BE USED**

Course title, quarter, and enrollment (actual or anticipated):

\_\_\_\_\_

**CERTIFICATION OF COMPLIANCE WITH COPYRIGHT LAW**

[ ] **Permission of the copyright owner** for the use of this material has been obtained. Give location where written permission is on file or circumstances, including date, under which oral                      permission                      was                      obtained                      :

\_\_\_\_\_

[ ] I have reviewed the provisions of Federal law regarding **fair use of copyrighted materials** (17 U.S. Code 107)\* and the Guidelines for Determining Fair Use resource sheet from the library. To the best of my knowledge, the planned use of the material identified above will not constitute an infringement of copyright because: I believe the planned use of the material is consistent with the Fair Use Section of the Copyright Law because:

\_\_\_\_\_

Requestor's signature

Date

\_\_\_\_\_ Print name:

- US Copyright Law, "Fair Use" explained at <http://www.universityofcalifornia.edu/copyright/fairuse.html>

## 2.2 SHORT NOTICE REGARDING COPYING COPYRIGHTED MATERIALS

The following will be posted by all library copiers and duplicating stations.

### NOTICE REGARDING REPRODUCTION OF COPYRIGHT-PROTECTED MATERIALS

The copyright law of the United States (Title 17, U.S. Code) governs the reproduction of copyright-protected material.

Anyone who makes photocopies or other reproductions of such materials without the copyright owner's permission for purposes in excess of "fair use" may be personally liable for copyright infringement.

For more information on "fair use" see the US Copyright Web site:

[www.copyright.gov](http://www.copyright.gov)

#### **for an excellent explanation of "fair use" in education:**

Educators Guide to Copyright and Fair Use at

[http://i.cmpnet.com/techlearning/pdf/db\\_area/archives/TL/2002/10/copyright\\_chart.pdf](http://i.cmpnet.com/techlearning/pdf/db_area/archives/TL/2002/10/copyright_chart.pdf)

Fair Use Guidelines for Educational Multimedia

<http://www.utsystem.edu/ogc/intellectualproperty/ccmcguid.htm#5>

Ethical and Legal Use of Digital Media: A Guide for Students, Faculty, and Staff of the University of Michigan.

<http://www.umich.edu/~policies/digital-media.html>

**3. FORM TO ACCESS THE SCU ARCHIVES [1/23/06]**

**SOUTHWESTERN CHRISTIAN UNIVERSITY LIBRARY**

**ARCHIVES COLLECTION**

**Researcher Agreement Form**

I have read and fully understand the policies regarding access and use of the SCU Archives Collection and agree to comply with them as stated. I understand that an infringement of this policy may be regarded as an infringement of the property rights and copyrights of the Southwestern Christian University.

I further understand that a copy of any written material using these resources must be deposited with the Archive within 90 days of their appearance in print and 60 days within their creation as an academic work that will not be published. Full bibliographic citations must accompany the copy of any published work so deposited.

\_\_\_\_\_

Signature of Researcher

Date

Library Use Only

Reviewed\_\_\_\_\_Initials\_\_\_\_\_Comments\_\_\_\_\_

### 3.1 SOUTHWESTERN CHRISTIAN UNIVERSITY ARCHIVES

#### POLICY STATEMENT

The Southwestern Christian University Archives exists to:

1. Collect and preserve significant archival materials that reflect the growth and development of SCU. This information will not be preserved in the denominational archive, thus necessitating school collection.
2. Arrange and describe these materials according to archival principles and make them accessible to the public on a regular basis.
3. Provide adequate and appropriate conditions for the storage, protection, and preservation of archival material;
4. Provide reference services as needed to individuals, organizations, or other groups interested in the activities and holdings of the Archives;
5. Provide educational and outreach programming whenever possible to increase public awareness and appreciation of SCU's history and development.

Material acquired by the SCU Archives shall become the permanent property of the Archives until the Archivist deems it no longer relevant to the Archives, in which case the material may be de-accessioned by the Library Director. All information pertaining to the de-accessioning and disposition of material will be retained in the Archives' records. The Archives retains the right to reproduce materials by mechanical, electronic, or photographic means for security, conservation, or research purposes.

The Archives will accept historical material of any current medium, including: textual records; photographs and other visual records; maps, plans, and architectural records; and sound recordings and oral history tapes. The Archives will only accept books, printed material, artifacts, and electronically stored data at the discretion of the Archivist. The Archives reserves the right to not accept items for which no technology exists to support its presence in the archives.

The Archives retains the right to charge for any reproduction or research service. A current schedule of fees will be available to the public on a regular basis. However, the following shall act as a guideline:

Scanning and emailing records.....\$1.00 an image

Searching for information, photos, etc.....\$5.00 a day

Duplicating materials for personal use.....\$1.00 per page

Duplicating materials for use in other publications.....\$5.00 per image (note all images must be owned by SCU to be reproduced; all others will require a copyright search and permission process).

Copyright and Permission Search.....\$50.00 (non refundable)

The Archives will only accept material on a permanent basis, except when borrowing material for short-term loans to reproduce or to include in displays or exhibits.

Materials from the Archives may be loaned to other institutions or organizations only under the following circumstances:

1. Written authorization is obtained from the Archives board and the department supervising the Archives;
2. The Archivist provides written permission for the loan;
3. The borrower ensures adequate care and handling of the material on loan.
4. The borrow assumes all shipping, handling, and preservation costs.

If at any time the Archives should determine that the material on loan is not being cared for adequately, the Archivist may cancel the loan and request the immediate return of the material.

Access will be open to anyone who files out the researcher application. The only causes for not allowing access are that

- a) The materials will be physically abused
- b) The material would be used in a libelous or illegal manner
- c) The material is classified as confidential under the restrictions of the U.S. Privacy Act of 1974.

Marilyn A. Hudson, Director of Library Services  
Southwestern Christian University Archives  
7210 NW 39<sup>th</sup> Expressway; P.O. Box 340  
Bethany, Oklahoma 73008  
405.789.7661 x 3451  
[marilyn.hudson@swcu.edu](mailto:marilyn.hudson@swcu.edu)  
[scu.library@swcu.edu](mailto:scu.library@swcu.edu)

### 3.2 REQUEST FOR ACCESS TO THE ARCHIVES FORM

<b>Name</b>	
<b>Address</b>	
<b>Phone Number</b>	
<b>Reason for Request</b>	
<b>Material to be Accessed</b>	
<b>Special Conditions</b>	
<b>Conditions of Agreement</b>	
<p>If a publication will result from this research, a copy of the relevant section must be submitted to the Archivist before publication. Please note that all publications should contain appropriate acknowledgement of the University Archives. Material used for exhibition purposes should be similarly acknowledged.</p> <p>The University reserves the right to require that manuscripts be redrafted if deemed libelous or damaging, and in extreme cases, to request deletion of specified sections.</p>	
<b>Signature</b>	
<b>Date</b>	
<b>Date Copy of Work Submitted</b>	
<b>Title of Work</b>	
<b>Format</b>	

For Office Use Only: Number: _____ Date Rec'd _____ Records searched _____ Copyright _____ Labeled _____ Date completed _____ Initials _____
---

**4. COURSE RESERVE FORM / LIBRARY FORMS**

Southwestern Christian University Library

**COURSE RESERVES REQUEST FORM**

Instructor \_\_\_\_\_ Course \_\_\_\_\_ Semester \_\_\_\_\_

Number of Students \_\_\_\_\_ New list \_\_\_\_\_ Add to list \_\_\_\_\_

Campus email \_\_\_\_\_ Campus phone \_\_\_\_\_

Home Phone \_\_\_\_\_

**NOTE: RESERVE ITEMS WILL BE NON-CIRCULATING**

Please provide call numbers, author, and titles for books, and full bibliographic citation for periodical photocopies.

Copyright restrictions will not allow the library to entire books to be kept on reserve or to keep such copies past the semester they are needed.

CALL NUMBER

AUTHOR

TITLE


**WARNING CONCERNING COPYRIGHT RESTRICTIONS:** The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials. Under certain conditions specified in this law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be “used for any purpose other than private study, scholarship, or research” and “does not infringe on the copyright holders right to make profit from their product.”

If a user makes a request for, or later uses , a photocopy or reproduction for purposes in excess of “fair use”, that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

## 5. OK-SHARE CARD

This is a program of the Oklahoma Council of Academic Library Directors (OCALD)<sup>4</sup> and the State Higher Education Board. It allows for a wide range of Oklahomans to utilize resources from many different libraries for their research needs.

Students who are unable to find resources (books) in SCU's library can make application to the SCU Library Director for issuance of an "OK-Share Care." This allows the student to make application for a guest or courtesy card at a member institution. The member institution may allow the student to check out one or two books (varies by institution). Borrower must comply with all the rules of the lending school.

Limitations:

- Only current students or faculty from OSRHE recognized academic institutions may apply.



[OK-Share Card Form](#) (print off and bring to the Library Office)

[OK-Share Card List of Schools Participating in Program](#)

**Borrower Application** (in a .pdf document) - Library Director has these in office

<http://www.okhighered.org/ocald/borrowers-app.pdf>

**Share Card Policies for Faculty, Staff** - Information for lending & borrowing institutions

<http://www.okhighered.org/ocald/ok-share-policies.shtml>

**Statewide Policies of Ok-Share Card** - Basic scope of privileges

<http://www.okhighered.org/ocald/ok-share-policies.pdf>

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<sup>4</sup> The SCU Library Director is a member of this group.

## 6. FRIENDS OF THE LIBRARY FORM

### FOL Membership & Volunteer Application

The **Friends of the Library** is an organization designed to provide valuable assistance to the library of the university. Through their fundraising and volunteer efforts the library will stride forward into an exciting new future filled with possibility. Won't you be a part of making the vision a reality?

Name _____		
Address _____		
City _____	State _____	Zip _____
Phone _____	E-mail _____	
<b>Memberships are as follows:</b>		
Please check choice	<b>Individual or Student</b>	<b>\$10</b>
Make Check payable to	<b>Family</b>	<b>\$20</b>
SCU/ Library Friends	<b>Sponsoring</b>	<b>\$50</b>
	<b>Library Legacy</b>	<b>\$100</b>
	<b>Lifetime</b>	<b>\$1000.00</b>
Volunteers are currently needed to:		
<input type="checkbox"/> Index items in the archives collection		
<input type="checkbox"/> Identify people and events in the archives collection		
<input type="checkbox"/> Scan images for preservation		
1/22/2006		

8. Incident Report Form

**UNIVERSITY LIBRARY INCIDENT REPORT FORM:**

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Person Reporting Incident: \_\_\_\_\_

Duty Librarian/Workstudy \_\_\_\_\_

**Reported Incident Type:**

- Theft                       Illness/Injury                       Assault                       Vandalism  
 Maintenance                       Open door                       Alarm Problem                       Problem Patron  
 Other \_\_\_\_\_

**Brief Description of Incident (Include names of witnesses):**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Follow-up Actions:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_ Police called      \_\_\_\_ Dean of Students called

**For Office Use Only:**

\_\_\_\_ Copy to Dean of Students      \_\_\_\_ File in Library Files