

Slide 1: ABLE Course 3: Building a Collection

Original content created by the staff of the Idaho State Library. Content updated 2011 by Erin McCusker.

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Slide 2: WELCOME!

This course is designed for members of the library community who have no formal library training. You will learn about the fundamental principles of the library profession. Other courses in this series include collection development basics, collection development policy, collection maintenance and presenting the collection.

This course is divided into three sections, which include information, links to explore and a self-evaluation test. The course takes approximately 1 1/2 hours to complete. You can stop and re-enter the course at anytime.

During the course you will be prompted to explore links to external websites. If you click on one of these, a new window will open. When you are ready to return to the course, just close that window.

After you complete the final examination, you will be prompted to access a course survey which will allow you to print your own certificate of completion for the course.

Slide 3: Unit 3 – Building a Collection

In this unit, you will learn:

- Criteria and processes for selecting materials
- A list and characteristics of several collection development selection tools
- Tips for managing the acquisitions process

Slide 4: Quote - Henry Ward Beecher

"A library is not a luxury, but one of the necessities of life..."

Henry Ward Beecher (1813-1887)

US Abolitionist, Clergyman, and Author

Slide 5: Overview

An overview of the Collection Development Cycle was introduced in Unit 1 – Collection Development Basics. The elements of a the collection development policy, and the process of creating one, were discussed in Unit 2 – Collection Development Policy. With the collection development policy as the foundation, library staff can now move forward with building the collection. For some staff, this implementation of policy is the best part of the job!

Slide 6: Course Sections

This course contains the following sections:

- Materials Selection and the Policy
- Using Selection Resources
- The Acquisitions Process

Use the links to navigate to the next section you need to complete. Once you have successfully completed all three sections, then click on “Complete Final Survey and Print Certificate.”

Slide 7: Section 1. Materials Selection and the Policy

Each library will set up a selection, acquisition, cataloging and materials processing system that works best with their particular make-up of staff and budget resources.

As collection building is initiated, it is important to keep in mind the goals and limits for the library, which include:

- The results of the community needs assessment
- Strategic plan elements that relate to collection development
- The goals and guidelines of the collection development policy
- The collection assessment results, and
- Budget allowances

Slide 8: Collection Development Policy

Materials selection is governed by the library's collection development policy. This policy provides the basis for decisions regarding the collection.

If you have not already learned about collection development policies, please complete Unit 2 in this series – Collection Development Policy – before going on with this course.

Slide 9: The Criteria for Selecting Materials

Within your library's collection development policy, there should be specific criteria for selecting materials. Click on the tabs to learn about some of the typical criteria that are used in libraries. Once complete, continue to "Materials Selection."

Community interest in the subject matter

There are some subject areas that are of particular interest to the library's community. In school and academic libraries, this interest is typically determined by the needs of the curriculum. For public libraries, interest may be developed by particular events in the community or by a general interest in a subject. Books about the local area or by local authors would also be included in this category.

Interest may also be developed by national publicity for an item. If a book has been plugged on a number of television programs or has been made into a major motion picture, community interest is usually aroused.

Customer requests

Many libraries will consider buying an item that has been requested by a customer. Usually this is factored with an estimate of general community interest and with the cost. If an item is likely to be of interest to other community members and is reasonably priced, the library will consider purchasing it. Otherwise, they may get the item on interlibrary loan for the patron, rather than purchase a copy for the library.

Materials by popular authors

Most public libraries will automatically purchase books by authors known to be popular with their users. For example, it is typical for public libraries to order any Stephen King, Alice Hoffman, Rick Riordan or Nora Roberts novel whether or not they have received favorable reviews.

Collection needs

Some materials are purchased in response to collection needs as demonstrated by a collection assessment. For example, a collection assessment may find that a position on a controversial subject is underrepresented and materials may be purchased to rectify this deficiency.

Quality of information

For non-fiction titles, accuracy and reliability of the information is a major concern. Libraries generally want books containing factual information to be as accurate and up-to-date as possible.

Favorable reviews

Because librarians do not have the time to read or view every item they select for the collection, they rely on reviews to judge the quality of information and literary merit of many of the items that they acquire. Libraries make many of their purchases based on listings in review sources.

Price

Price is always a consideration for libraries. Although an item may meet the criteria above, if it is expensive, the library will have to consider how this purchase will affect the availability of other important resources.

Slide 10: Materials Selection

Materials selection is applying the criteria in the collection development policy to a vast array of materials in diverse formats that could be added to the library's collection. The decision-making process can be summed up simply, even though it can be more challenging in practice.

If the materials meet the criteria outlined in the collection development policy, and if funds are available, then the materials should be added to the collection. If the materials do not meet the criteria of the collection development policy, they should not be added to the collection.

Slide 11: Potential Issues in Materials Selection

There are several areas where library staff should be aware of potential issues in selecting materials for the library.

Selection Practices

Are potentially controversial materials avoided, whether consciously or unconsciously?

Are items purchased more often on topics in which the selector has more interest?

If either issue is occurring and library staff members are unaware, the collection may become out of balance and skewed to one viewpoint as opposed to providing content for the whole community.

Creating a balanced collection

Can items be purchased on every conceivable topic to meet every possible need?
Or are items purchased to provide a diversity of viewpoints on topics in general?

A library cannot cover every topic or every viewpoint – there is not enough shelf space or enough funding. Given these limitations, the library should seek to make its collection as balanced as possible. Other tools can also be incorporated to help provide balance and breadth, such as interlibrary loan and cooperative collection development to leverage a single library's collection budget.

Slide 12: Potential Issues in Materials Selection

Responsibility for selecting

Is one person responsible for all collection building? OR
Is there variety and inclusion of many viewpoints in the selection process?

Including all staff, customer recommendations and other viewpoints will help the collection grow with more diversity. Being inclusive also builds a feeling of ownership among all stakeholders.

In order to select the best possible materials for the library, staff members must go through a number of steps. These include:

- Finding materials in the best format that might be acquired by the library
- Finding objective information about the quality of materials
- Finding out whether the library already owns or has ordered the material
- Finding out whether the funding is available to purchase the material

Please take the following quiz and then proceed to the next section.

Slide 13: Quiz: Materials Selection and the Collection Development Policy

Slide 14: Section 2. Using Selection Resources

Finding Available Materials

For most libraries, finding out what materials are available would seem to be the least of their problems. Every day, librarians receive catalogs, emails and phone calls from vendors who are anxious to sell books and other library materials. Most libraries would have little trouble spending their materials budgets if they simply purchased everything that was pitched to them by publishers.

However, finding out what is available can be a problem when the librarian is seeking out information on specific subjects. For example, let's say that a customer recommends that the library purchase a specific title, but you have never heard of it. Or let's say that your library was given some money to purchase materials on Uganda, a country in which a local business has just begun working. The donor wants up-to-date books. How do you find out what has been published on Uganda in the last three years?

Slide 15: Finding Available Materials in Available Formats

Not only is an abundance of content published, but it is also published in an ever increasing variety of formats:

basic print in paperback or hardback, regular or large-type
books-on-CD
DVD and Blu-Ray
digital ebooks and e-audiobooks
graphic novels

online databases with full-text periodicals and reference resources
streaming video
search engines
websites and portals

Knowing the community goes a long way toward helping library staff make decisions about the types of formats that will work best. For example, if your community has a large number of people who drive more than 30 minutes to work and are comfortable with technology, investing in a healthy e-audiobook collection would be a sound decision.

Slide 16: Selection Resources

There are many resources that can be used to determine excellent additions to the library's collection. With the coming of the Internet, all libraries now have access to a number of bibliographic sources that were not available to them in the past. Try several to see which provide the best recommendations for materials in various formats for the library's particular needs. Although it is not possible to find everything that has been published about a specific subject, there are a number of sources that can help you find many items.

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Below are just a few of the review sources available in print and/or online:

- Booklist ONLINE
- Library Journal
- School Library Journal
- Choice
- VOYA – Voice of Youth Advocates
- Horn Book

Slide 17: Professional Library Publications

Many of the professional library publications that review books have review content available online and through their email lists and RSS (Really Simple Syndication) feeds.

Library and education associations, such as the American Library Association, often provide selection resources. Check the American Library Association website, as well as the relevant divisions.

Blogs, such as the Reader's Advisor Online and teenreads.com are another source of reviews and booklists. RSS feeds, which send updates automatically, can provide an easy way to read reviews posted on blogs and online newsletters by librarians and avid readers.

Slide 18: Non-print Resources

Finding information on non-print resources is somewhat more difficult. Most of the selection resources above also provide reviews of non-print formats as well. Many libraries rely upon online databases for their technical information.

Some ideas to keep in mind as you select electronic resources:

- Consult the needs assessment results – Remember your users.
- Match the needs to available resources – Sometimes a free website is more appropriate than a subscription database.
- Work with vendors to identify the best database for your needs – Use free trials to test the resource.
- Match the resource to the specific users – If the database is for children, the interface should be appropriate for the age group.

For information on this topic, read the article “Managing Digital Resources” by Doug Johnson.

Slide 19: Databases, Bookstores & Jobbers

Online databases, such as NoveList, Book Index with Reviews and Book Review Index Online, provide book information, reviews and series details in a very accessible way. Alerts can be set up notifying staff through email of books on particular topics, in certain genres, by specific authors, and more.

Online Bookstores, such as Amazon, Barnes & Noble and Powells, are another great source of material availability and reviews. In many cases, you will be able to get search results on non-fiction subjects as well as fiction releases. Look at Amazon for bestseller and reader-recommended lists. Barnes & Noble provides an extensive list of upcoming releases on its Coming Soon page. Check Amazon and Powells for out-of-print titles as well. Our listing of these stores is for example only and does not imply that these are preferred over other vendors.

Most libraries use book jobbers like Baker & Taylor, Ingram, Follet and others to streamline the purchasing process. Most jobbers provide reviews and other selection resources through the online

catalogs provided to their customers.

Many library materials vendors also provide collection development assistance through their websites and ordering programs. Their sites may include recommended lists, upcoming releases and reviews.

Slide 20: Objective Information about Materials

Typically, librarians like to purchase materials based on reviews. Reviews provide more objective information about the materials than appears in publishers' catalogs or advertisements. Reviews are usually written by subject experts in the field, by professional reviewers or by librarians.

Unfortunately, most review sources do not cover items from small presses or the more esoteric materials from larger publishers, so reviews may not be available on all materials that might be of interest to your community.

Slide 21: Objective Information about Materials, continued

Purchasing items based on reviews has several advantages for librarians. This approach provides:

An objective standard for quality -- A positive review or two gives some assurance that an item has a good level of quality. Since libraries normally cannot buy everything and librarians cannot be an expert in every field, reviews can provide a good reason to buy one item in a subject area over another.

Protection if an item in the collection is ever questioned -- Since librarians cannot read or view everything they purchase or receive for their collection, they can point to positive reviews as a reasonable method of making selections.

The following slides will provide descriptions, as presented by the publishers, of some of the review sources available.

Slide 22: Selection Resources

Click on each resource to learn more about its usefulness as a selection tool. Make special note of any that could be particularly helpful for selecting the type of resources found in your library. Access information is available by clicking the hyperlinks. After reading about each resource, continue to "How to Use Reviews."

Booklist

"For over 100 years Booklist magazine has helped more readers find more titles than any other publication. Published by the American Library Association, Booklist magazine delivers over 8,000 recommended-only reviews of books, audiobooks, reference sources, video, and DVD titles each year. Spotlight issues provide coverage on popular genres, topics and themes such as biography, young adult, multicultural literature, graphic novels, romance, sports, and much more. There is full coverage of the prestigious ALA award winners, the annual Editor's Choice and Top of the List issue, ALA Notables and other "best" lists. There are also interviews, essays, columns...a wealth of useful information and lively discussion."

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Booklist Online

"Booklist Online is an irresistible book review site and a powerful collection development and readers' advisory tool serving libraries, library patrons, and book lovers. Complementing and expanding on Booklist magazine from the American Library Association, Booklist Online delivers highly searchable and creatively linked reviews, columns, and features—all designed to help users find exactly the right book."

Library Journal

"Each issue of Library Journal includes:

- Over 300 book reviews to read and research at your convenience
- In-depth technology coverage with our InfoTech articles
- Latest practices and trends to nurture young readers to explore literature
- Plenty of exclusive coverage to excite even the most experienced librarian
- And so much more."

School Library Journal

"School Library Journal, and now SLJ.com, is the leading print magazine serving librarians who work with young people in schools and public libraries... The world's largest and most authoritative reviewer of children's and young adult content—principally books, but also including audio, video, and the Web—the magazine and its Web site provide 38,000 subscribers with information indispensable in making purchasing decisions. In addition to its reviews, SLJ's news, features, columns, and departments deliver the perspective, resources, and leadership tools necessary for its readers to become indispensable players in their schools and libraries."

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Publishers Weekly

“Publishers Weekly is the book industry's leading news magazine, covering every aspect of creating, producing, marketing and selling the written word in book, audio, video and electronic formats. Since 1872, Publishers Weekly brings in-depth interviews with top authors and publishers, detailed reports on industry issues and trends, and over 7,000 book and media reviews each year. Plus, our hardcover and paperback bestsellers lists are the industry standard.”

The Horn Book Magazine

The Horn Book Magazine , launched in 1924, is a bimonthly journal of opinion, reporting, and timely reviews of the best titles. Its sister publication, The Horn Book Guide, is strictly reviews - a concise, authoritative, and ingeniously indexed publication that critiques and ranks more than 2,000 books in each semi-annual issue. The Horn Book Guide Online, our newest addition to the family, is a fully searchable electronic database of more than 80,000 reviews.”

Kirkus Reviews

“Founded in 1933, Kirkus has been an authoritative voice in book discovery for almost 80 years. Kirkus Reviews magazine gives industry professionals a sneak peek at the most notable books being published weeks before they're released. When the books become available for purchase, Kirkus serves the reviews to consumers in a weekly email newsletter and on KirkusReviews.com, giving readers unbiased, critical recommendations they can trust.”

Choice

“Choice: Current Reviews for Academic Libraries is the premier source for reviews of academic books, electronic media, and Internet resources of interest to those in higher education. More than 35,000 librarians, faculty, and key decision makers rely on Choice magazine and Choice Reviews Online for

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collection development and scholarly research. Choice reaches almost every undergraduate college and university library in the United States.

Each year Choice publishes more than 7,000 reviews .”

Video Librarian

“Video Librarian is the video review magazine for public, school, academic and special libraries, as well as video fans who are interested in a wider variety of titles than what's found in the average video store. Written by staff, librarians, teachers, and film critics, Video Librarian offers over 225 critical reviews per issue, alerting readers to upcoming new releases of special-interest, documentary, and video movie titles. In addition, we inform our subscribers of video bargains (and free videos) and track technological trends.

Video Librarian Plus! adds online access, offering subscribers both the print magazine and online access to a searchable database of over 22,000 full-text video reviews, a searchable database of nearly 1,000 video distributors, breaking news, and a months in advance video release calendar.”

Other sources

In addition to these library-oriented review sources, there are several good review sources aimed at the general public. These include The New York Times Book Review and The New York Review of Books. Local newspapers and various magazines also carry book reviews that can be useful.

In general, review sources tend to be expensive, and the typical small public or school library cannot afford them all. Some libraries have shared the costs by agreeing to a cooperative purchase of some of these materials. For example, a local school may subscribe to the School Library Journal while the

public library subscribes to Booklist or Library Journal. They then develop a system for sharing these materials in a timely manner.

Idaho librarians should also check LiLI.org as several of these book review sources can be found in the statewide databases.

Slide 23: How to Use Reviews

As was said before, the ideal way for a librarian to select materials for the library is through the use of objective reviews of the materials. A number of possible review sources have been mentioned. Most of these review sources include hundreds of reviews in each issue. If you have the time to read all of these reviews, it is a great way to know what is being published and can help you with reference and reader's advisory responsibilities.

However, librarians seldom have time to read them all. As a result, librarians often get behind on their materials selection responsibilities, and materials are ordered late or not at all.

Slide 24: How to Use Reviews, continued

So what are the best ways to use review sources and the reviews they contain?

Create a process that divides the work of materials selection among several people. In public libraries, one person may select adult materials and another may select youth materials. In a larger library, divisions may be made between fiction and non-fiction or even among different subject areas or genres.

Try not to be distracted. If a staff member's responsibility is to select juvenile materials, only those

reviews should be read. If the library usually purchases everything on the bestseller list or everything written by popular authors, reviews don't need to be consulted for those materials. Staff should first focus on the areas for which they have primary responsibility.

Once priority reviews have been read, other areas can be investigated.

Slide 25: Standard Review Format

Use the standard formats of the reviews to save time. Review sources normally give basic publishing information about materials in a heading for the review. The information includes author, title, publisher or producer, date and price. By reading the information in the review heading carefully, you may be able to eliminate some materials without reading the review as a whole.

For print resources, there often is information on the number of pages, illustrations and the presence of a bibliography or indexing.

For non-print resources, it may also include format information and running time for viewing or listening.

Slide 26: Strengths and Weaknesses

Look for strengths and weaknesses of the materials under consideration. Reviews will give the basic plot of novels as well as the setting and major characters. In non-fiction, reviews will provide the point of view of the material and will point out any particular strengths.

Reviewers will often state the weaknesses of an item, even if they are generally favorable to it. For example, if a reviewer says, "A serious drawback is the lack of source notes and the bibliography is

uneven," that is an important clue that the book will not be particularly useful as a research tool, even though it might otherwise be recommended. Some review sources will state that they do not recommend a particular item and why.

Slide 27: Standard Review Format

The title may eliminate a non-fiction item. Most small school or public libraries, for example, would not be interested in university level materials on Asian history. They simply would not have the audience to justify the purchase of this kind of book.

Price may also be a factor in removing an item from possible consideration. If a multi-volume series on American History is a good fit for the library's collection, but the cost is prohibitive, the library may choose a one-volume resource that is less comprehensive but more affordable.

The number of pages may also help a librarian decide whether to look more thoroughly at a review. The fact that Bioinformatics and Functional Genomics has 992 pages, may show that the book is too advanced to meet the need that the librarian wishes to address.

The information on illustrations and indexes can also help you to decide whether to look at an item further. Typically, non-fiction items without these tools are less valuable than those with them.

Slide 28: Working with Reviews Practice

On the right is a list of some links to websites containing a number of reviews. Pick a site that you think would best fit your library. For example, if you work in a school library, you may wish to look at The Horn Book, whereas if you work in a college or university library, Choice would probably be more appropriate. If you work in a public library, choose a site that fits with your work. If you work with adults, choose a site that is likely to contain materials for adults; if you work in the children's department, choose a site that would review children's materials.

Look at a minimum of five reviews. See if you could eliminate any materials based on the information contained in the review heading. For each item, decide (1) whether or not you would acquire the item, and (2) what your justification would be for acquiring or not acquiring the item. Write down your thoughts in brief notes. If possible share these with your supervisor or with someone else who would have some understanding of library materials selection issues.

After completing this practice exercise, take the following quiz and then proceed to the next section.

Slide 29: Quiz: Using Selection Resources

Slide 30: Section 3. The Acquisitions Process

Materials Selections and the Budget

If libraries had all the money they ever needed, materials selection would be a much easier process. They could just buy anything they wished. As we all know, this is not the case. Librarians must make difficult decisions in which some items that would be good for the library must be passed over in order to buy items that have more importance. Libraries approach this dilemma in a number of ways.

In very small libraries, where only one or two people make the selections, the materials budget may just be included in a single line-item. This money is used for all different kinds of materials, but the librarians may limit themselves to only spending a certain amount for each month or quarter of the year. This insures that money will be available for the purchase of materials throughout the year.

In some public libraries, the materials budget is divided into a children's materials line-item and adult materials line-item. The adult services librarians can then spend the funds for the adult materials, and the children's librarians can spend the money allocated for children's materials independently. In somewhat larger libraries, the materials budget may be further broken out into different media. So there may be a separate line item for audio-visual, periodicals, online databases or digital resources.

In some school libraries and in many academic libraries, allocations for library materials are made for separate departments. For example, the biology department may be given a certain amount to be spent within the fiscal year. The department can then request that the library buy specific materials out of their allocation, or the librarians may find materials of interest, which they purchase from the department's allocation. It is usual in such circumstances that the library also has its own funds to purchase materials that overlap departmental interest or to assure that a balanced collection is maintained.

Slide 31: Automatic Purchases

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While most materials selection is done one item at a time, there are some items that are purchased more or less automatically.

Standing orders are special kinds of orders in which the publisher is told to automatically send a new edition of a work when it is published. They differ from subscriptions in that standing orders usually refer to items that are published about once a year or less. Standing orders are especially useful in getting the latest popular author releases and series' installments of fiction, non-fiction or reference materials.

Subscriptions are most often used for periodicals, such as newspapers or magazines. Rather than purchasing each issue of the periodical on the newsstand, the library buys issues a year or more in advance. This not only assures that an issue isn't forgotten, but it is usually substantially cheaper.

Many libraries use periodical jobbers to purchase all or most of their magazines. The library makes a single payment to the jobber once a year. The jobber keeps track of all subscriptions and pays them as they come due. The library often gets a discounted price on the periodicals and the jobber helps the library deal with any problems with the subscriptions.

Slide 32: Automatic Purchases, continued

Libraries may also purchase subscriptions to databases containing periodicals and other information sources. Be aware of the licensing costs of various vendors. This is another resource that can be purchased by several libraries cooperatively. The LiLI-Database project is a subscription on a statewide level.

Libraries may also purchase subscriptions to other kinds of materials. For example, some libraries have

a subscription to large print books. Each month the library receives a certain number of large print books produced by the publisher. These books are sent automatically and are selected from a profile established by the library. The profile tells the publisher the kinds of books that the library wants and the kind of books it does not want included in its subscription.

Some libraries renew large ticket items on a regular replacement schedule. For example, many libraries plan on replacing their encyclopedia sets on a regular basis, typically every three to five years. The librarian needs to be aware of this policy and to account for it when he or she determines the amount available for the purchase of other items during each year of the cycle.

Slide 33: Acquisitions Flow

As was stated above, in order to assure that funding is available for new acquisitions throughout the year, budgeted amounts may be divided into amounts that are available each month.

Perhaps the easiest way to do this is simply to divide the total (after standing orders, subscriptions and scheduled replacements have been subtracted) by 12 (the number of months). Thus, if the materials budget for adult materials is \$15,000, and standing orders and subscriptions are \$3,000, this would give the librarian \$12,000 to spend for the year. Dividing this number by 12 gives \$1,000 to spend each month.

Another way to do this is to use a certain percentage of the budget each month. Pay attention to the number of releases that publishers put out each month. Typically spring and fall are larger release months than winter and summer. The budget can be apportioned to meet the publishers' cycle.

Although librarians may not be able to purchase everything they wish each month, it is wise for them to

keep lists of materials on the second tier. At given times throughout the year, if they are behind on their spending or if a donation is received for materials, they can return to these lists to pick up materials that they wanted but could not afford at the time.

Slide 34: Acquisitions Flow, continued

Whatever method is used, librarians involved in materials selection must keep track of their budget in order to insure a smooth flow of acquisitions throughout the year, while at the same time not overspending their budget. If too much is spent upfront, librarians may find themselves unable to make purchases toward the end of the budget cycle.

Slide 35: Materials Selection and the Acquisitions Process

While materials selection is among the most exciting work in a library, it also involves a number of important clerical functions. Failure to accurately carry out these clerical tasks can result in unintentional duplication of materials.

Check the catalog. All materials selected for addition to the collection should be checked against the materials in the catalog to assure that they are not already in the collection.

Maintain an on-order file. The library should record all the items that have been ordered and not yet received or cataloged. All materials selected for the collection should be added to the on-order file as they are ordered. Materials that are selected are also checked against the on-order file to make sure that they have not already been ordered. This is especially important when there is more than one person selecting materials, but even when a single person is making selections, he or she may forget that an item has already been ordered.

Utilize automation in acquisitions. In the past, the two processes outlined above were quite time consuming, as they involved both filing and searching in paper card files. Automation of these files using computer databases has saved time and removed much of the tedium from the acquisitions process. Better automated acquisition systems allow both the catalog and the on-order file to be searched at the same time.

Take advantage of vendor services. Vendors will help librarians with placing orders and provide invoices to aid with accurate budgeting. Ask vendors what they can do to streamline your ordering process.

Please complete the following quiz and then proceed to the conclusion of this unit.

Slide 36: Quiz: The Acquisitions Process

Slide 37: Conclusion

"A library outranks any other one thing a community can do to benefit its people. It is a never failing spring in the desert."

*Andrew Carnegie (1835-1919)
Industrialist, Businessman, Entrepreneur and Philanthropist*

Slide 38: Additional Resources

For additional online resources related to Building a Collection, download the files provided under the Attachments tab in the upper right corner of the course window.

The next slide will be the Final Exam for this course.

Slide 39: Final Exam

Slide 40: Certificate of Completion

Click on the link to access the course survey. Completing this survey will allow you to print a personalized Certificate of Completion for your continuing education files.

Be sure to check the attachment “States Recognizing ABLE” to see if your state is on the list of recognizing ABLE as a continuing education credit for your state’s required library certification.

Thank you for taking the Alternative Basic Library Education Building a Collection course.