



## Cardinal Carter Library Childhood and Youth Studies Collection Policy

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**Date:** September 2014

**Subject librarian:** Emma Swiatek

**Objective:**

The Childhood and Social Institutions collection is intended to support instruction in core undergraduate courses in Childhood and Social Institutions offered by King's University College. Childhood and Social Institutions is an interdisciplinary programme which examines children and families in today's changing social, economic and political environment. Because of the interdisciplinary nature of the programme, the collections developed for other disciplines, particularly Sociology, Psychology, Social Work, History and Religious Studies, will intersect with and supplement the Childhood and Social Institutions collection.

**Language(s):**

English is the primary language of the collection; occasional French (Canadian).

**Date of publication:**

Current (i.e. in-print) publications are preferred.

**Chronological coverage:**

The collection is primarily recent material, but with some historical focus as well, as available and as funds permit.

**Source of publication:**

American, British, and Canadian are preferred.

**Format:**

Print and electronic books, periodicals, databases and selected textbooks are included. To meet the requirements of the AODA Information and Communication Standards for digital and multimedia resources by January 1, 2020, films purchased for the Cardinal Carter Library collection are either captioned or captionable and/or include audio descriptions. Material purchased prior to January 2014 may not meet accessibility standards but, upon request, the library will endeavor to acquire an accessible copy.

Material which is not acquired includes manuscripts, unpublished theses or dissertations, popular works, conference proceedings, and material for pre-undergraduates.

**Gifts:**

The library accepts gifts of materials in good condition which are within the scope of its collection and which the library does not already own or does not own in sufficient quantity to support teaching and research needs. See also the Cardinal Carter Library [Gifts Collection Policy](#).

**Managing the collection:**

To ensure that collections remain optimally useful to our patrons, it is necessary to analyze collection usage and available space regularly. Duplicate items, no longer required to support the curriculum and damaged items that cannot be replaced, may be removed from the collection at the discretion of the subject librarian. See also the Cardinal Carter Library [Deselection of Materials Policy](#).

## Definitions of Collecting Levels

- A: Research Level:** Provides for the collection of materials which support upper undergraduate level courses, special topics courses and research.
- B: Teaching Level:** Provides for the collection of materials which support undergraduate instruction including honours programs.
- C: Basic Information Level:** Provides for the selective collection of materials which support secondary scholarly interests and general background information.

## SUBJECT ANALYSIS & COLLECTING LEVELS

### Preamble:

Because of the interdisciplinary nature of the program, the collections developed for other disciplines, particularly Sociology, Psychology, Social Work, History and Religious Studies, will intersect with and supplement the Childhood and Social Institutions collection. The collecting levels herein are solely reflective of the Childhood and Social Institutions program.

### Childhood

|   |   |
|---|---|
| History of childhood  | A |
| Cross-cultural & cross-disciplinary perspectives on childhood | B |
| Race, class and gender issues in the study of children        | A |
| The rights of the child, incl. minority rights                | A |
| Empirical study (statistics, surveys, experiments, etc.)      | A |

### Childhood development

|  |   |
|--|---|
| Human development                      | A |
| Childhood socialization                | A |
| Child psychology                       | B |
| Child language and thought             | B |
| Children and play                      | B |
| Children and work                      | B |
| Moral and spiritual growth in children | C |

### Children and families

|   |   |
|---|---|
| History of the family                         | A |
| Family structure                              | A |
| Family interaction                            | A |
| Child rearing                                 | B |
| Intergenerational change and dynamics         | B |
| Families and work                             | B |
| Children and poverty                          | A |
| Social policy affecting children and families | A |

### Child abuse

|  |   |
|--|---|
| Physical and psychological abuse of children | A |
| Child sexual abuse                           | A |
| Child protection                             | A |
| Identification and prevention of abuse       | A |
| Therapeutic interventions                    | B |

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**Education**

|                           |   |
|---------------------------|---|
| Children and schools      | C |
| Schools and the community | B |
| Child care organizations  | B |
| Children and technology   | C |

**Children and the arts**

|  |   |
|--|---|
| Children in literature                                       | B |
| Children in film   | B |
| Children in painting, sculpture, advertising and other media | C |