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Special Education & Communication Disorders Collection Development Policy Statement

Rebecca Bernthal
University of Nebraska at Lincoln, rbernthal1@unl.edu

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Special Education & Communication Disorders Collection Development Policy Statement
University Libraries, University of Nebraska – Lincoln
Rebecca Bernthal, Liaison Librarian, November 2009
Approved: CDC, December 16, 2009

I. GENERAL ACADEMIC PROGRAM INFORMATION
The Department of Special Education and Communication Disorders is part of the College of Education and Human Sciences. The department is housed in the Barkley Memorial Center, named in memory of William E and Edna M. Barkley, and is located on the East Campus of the University of Nebraska – Lincoln. The Barkleys established a trust to support making the University of Nebraska-Lincoln a center for the preparation of teachers and other professionals to educate children and adults with speech and hearing disabilities. Money from the trust funded construction of the original building in 1976 and the three additions in 1986, 2001, and 2009.

The center houses the departmental faculty and staff and classroom and lab spaces. The department offers teacher endorsements/certification preparation programs for the teaching of individuals with special needs. Students in Communication Disorders are prepared to assist individuals with speech, language, and hearing impairments.

As part of the speech language pathology and audiology programs, the Department provides assessment and clinical services to individuals with communication disorders. A test file and a materials (toy and realia) library also support the work of the department. There are two clinics in the Barkley Center that are run by the department: the Speech-Language Clinic associated with the Speech-Language program, and the Hearing, Dizziness & Balance Disorders Clinic associated with the Audiology program.

The Department has 20 tenured or tenure-track faculty, 7 professors of practice, 9 lecturers and 4 assistant research professors. In the fall of 2009 there were 109 Master’s students and 40 Ph.D. or Au.D. students. In 2008 there were 33 M.A. graduates and 52 B.A. /B.S. graduates.

The Department offers academic programs in Speech-Language Pathology, Audiology and Special Education and offers the following degrees:

B.A in Special Education.
B.S. Speech-Language Pathology
M.A. and M.Ed. in Special Education
M.S. in Speech-Language Pathology and Audiology
Ed.S in Special Education and Communication Disorders
Ph.D. in Educational Studies with a Specialization in Special Education
Ph.D. in Human Sciences with a Specialization in Communication Disorders
Au.D. in Audiology
Research & Special Projects - Professional Centers

Research is an important element of the department. The diversity of research conducted provides the students enrolled in the Special Education and Communication Disorders programs an opportunity to enrich their educational experience. Students are encouraged to work with faculty on projects as well as to pursue their own research under faculty supervision and guidance. The Ph.D. degrees focus on preparation of students with a strong research interest.

Research and Special Projects at the Barkley Memorial Center include:

- Barkley Center Autism Spectrum Disorders (ASD) Project
- Speech Production Lab
- The Center for At-Risk Children’s Services
- The Fluency Center
- Augmentative and Alternative Communication Center
- Project Re-Entry: Preparing Speech-Language Pathologists to Serve Students with Traumatic Brain Injury
- Project RTI: Building Capacity Together to Implement Response to Intervention

Faculty Research:

Undergraduate Coursework:
Subject matter of courses in Special Education (some of which are cross listed with graduate courses listed below) include: Assessment techniques for diverse learners, Behavior management, Instructional methods for students with diverse needs, Collaborative practices, Advanced interventions for individuals, Early childhood special education, Characteristics of exceptional people, Accommodating exceptional learners in the elementary and secondary classrooms, Reading and writing disabilities, Teaching students with disabilities in elementary and secondary, Career education for special needs students. Subject matter of courses supporting study in Speech-Language Pathology and Audiology (some of which are cross listed with graduate coursework listed below) include: American Sign Language, Brain and human communication, Descriptive phonetics and normal speech development, Normal language development, Audiology, Anatomy and physiology of the speech and hearing mechanisms, Speech and hearing science, Language acquisition and disorders, Speech sound disorders, Aural rehabilitation, Augmentative and alternative communication, Linguistics needs of bilingual and culturally different students.

Graduate Coursework:
Subject matters of courses supporting study in Communication Disorders include: Language development in preschool, children and youth, Speech sound disorders, Voice disorders and rehabilitation, Medical aspects of audiology, Language and speech disorders, Speech physiology, Motor speech disorders, Aphasia, Speech perception and processing, Speech and language development of the hearing impaired, Aural rehabilitation, Education of the hearing impaired, Psychological and social implications of deafness, Early childhood education for the hearing impaired, Language and learning disorders, Cleft palate, Swallowing disorders, Fluency disorders, Language disorders in special populations, Linguistic needs of bilingual and culturally different students, Neurological foundations of speech and language, Augmentative and alternative communication, Audiology, Experimental phonetics, Psychoacoustics, Auditory assessment of infants and children, Genetics of hearing loss, Hearing conservation and industrial audiology, Implantable prosthetics, Sensory technology and rehabilitation for the hearing impaired, Auditory signal processing, Speech acoustics, Physiological acoustics, Electrophysiology, Electrophysiological assessment of hearing, Mental retardation, Traumatic brain injury, Vestibular assessment.

Graduate students in the area of Special Education may choose from the following areas of study:

- Autism and Severe Disabilities
- Deaf and Hard of Hearing Education
- Early Childhood Special Education
- Severe Disabilities
- Visual Impairments
- Education of Students with Mild/Moderate Disabilities

Subject matter of courses supporting study in Special Education include: Characteristics of exceptional persons, Accommodating exceptional learning in elementary and secondary classroom, Assessment techniques, Effective instruction for learners with special needs, Managing challenging behavior, Reading
and writing disabilities, Autism spectrum disorders, Special vocational needs, Career education for special needs students, Emotional and behavioral disorders, Visual impairments, Supervision and administration of special education, Special education law, Issues in early special education, Medically fragile infants, Psychology and sociology of deafness, Teaching subject matter content to persons who are deaf and/or hard of hearing, Education of students with intellectual and developmental disabilities, Teaching methods for students with intellectual and severe disabilities, Specialized instruction for students with severe and multiple disabilities, Cognitive strategy instruction, Strategic approaches to emotional and behavioral disorders (EBD), Family–centered services for children with disabilities, Assessment of students with severe, sensory and developmental disabilities, Functional assessment and behavioral support for students with severe developmental disabilities.

The Department is actively involved in offering distance education courses. Approximately 40 courses have been developed for distance delivery.

There are two ACE (Achievement Centered Education) Courses offered by the department:

- Introduction to Special Education
- Brain and Human Communication

The Department is accredited by the Council of Academic Accreditation in Speech-Language-Pathology and Audiology for the graduate programs in Communication Disorders. The Special Education programs are accredited by the National Council on Teacher Education and the Nebraska Department of Education.

The Speech-Language Pathology program and the Special Education program are considered prestigious programs and are highly regarded at the national level and ranked in the top 8% to comparable programs. Other areas in the department also have a very strong reputation and compare very well to other similar programs.

II. GEOGRAPHICAL COVERAGE
The primary emphasis is North America with some interest in Europe, Asia, and Australia.

III. CHRONOLOGICAL COVERAGE
The main emphasis is on 1940 to the present. Materials of a historical nature are selectively purchased as funds allow or when gaps in the collection are discovered.

IV. IMPRINT DATE
Emphasis is on current material.

V. FORMAT/TYPE AND LEVEL OF MATERIALS
Most materials acquired are monographs, journals, serials, and reference works. Generally, journals are preferred in electronic format over print, when available. Appropriate proceedings and symposia are also acquired, with special emphasis on professional organizations, especially from those mentioned under Special Factors (see below).
VI. LANGUAGES

English is the preferred language at all levels of intensity. Literature in other languages is acquired upon request.

VII. ELECTRONIC DATABASES

The University Libraries has acquired several electronic databases, formerly only available as print indexes, to support the study of special education and communication disorders and related areas. The primary databases and electronic resources are: ERIC, Medline, PsycINFO, Web of Science, Tests in Print, Mental Measurements Yearbook, Academic Search Premier, and the full-text collections of JSTOR, PsycArticles, and the Sage collections in education and sociology.

VII. LIBRARY COLLECTIONS

Publications of the following societies are collected: American Speech-Language-Hearing Association, American Association on Intellectual and Developmental Disabilities (formerly AAMR), Council for Exceptional Children, and similar associations and organizations associated with the areas of study in the department.

The materials in the University Libraries’ collection that support the courses and research for the Department are generally housed at the C.Y. Thompson Library (CYT) on the East Campus of the University. However, because of the department’s broad areas of study, the CYT collection is heavily dependent upon the collections of several other departments to support the full scope and range of needs. Therefore, a significant amount of material used by the department is housed at Love Library on the Main Campus of the University.

Other collection development policies that support the teaching and research of the Department of Special Education and Communication Disorders include: Teaching, Learning and Teacher Education, Child Youth & Family Studies, Educational Psychology, Psychology, English, Communication Studies, Sociology, and the Colleges of Law, Music, Dentistry, and Engineering.

VIII. CLASSIFICATION AND INTENSITY LISTING

(The following are listed by LC Class, Subject, and then by Intensity Level)

BF176-176.5 Psychological Tests and Testing BASIC
BF241-245 Sensation. Vision and Visual Perception STUDY
BF 251-251.5 Sensation. Hearing and Auditory Perception RESEARCH
BF323 Listening and Noise BASIC
BF370-395 Disorders of the Memory. Sound STUDY
BF 432-433 Intelligence, Mental Ability, Deafness, etc. RESEARCH
BF455-463 Psycholinguistics. STUDY
BF720-723 Auditory Perception, Speech Perception. RESEARCH
HV 888-907; Handicapped children. RESEARCH
HV 1571-2349 Blind (including deaf and blind) STUDY
HV 2350-2990 Deaf (includes deaf mutes and sign language) RESEARCH
HV 3004-3009 Mentally handicapped. Developmentally disabled RESEARCH
KF4209-KF4210 Special Education Law BASIC
LB 1139 Child study. Related special topics RESEARCH
LB 1524 Speech education (Primary grades) STUDY
LB 1572 Speech education (Elementary grades) STUDY
LB 3453-3454 Defective hearing and speech RESEARCH
LC 3950-4100 Education of gifted and handicapped children RESEARCH
LC 4201-4580 Education of physically handicapped children STUDY
LC 4600-4803 Education of mentally handicapped children RESEARCH
LC 4812-4824 Education of handicapped adults BASIC
P117 Sign Language STUDY
P118 Language Acquisition STUDY
QC221-246 Acoustics. Sound. BASIC
QH431 Human Genetics – Fragile X Syndrome, Down Syndrome, etc. STUDY
QM 251-265 Organs of respiration and voice RESEARCH
QM 507 Ear RESEARCH
QP 306 Voice and speech. Larynx RESEARCH
QP 399 Brain. Language. Speech RESEARCH
QP 460-471 Hearing. Physiological acoustics. Cochlea. RESEARCH
RA772 Noise and Hearing RESEARCH
RC394 – Neurology, Speech Disorders. Dyslexia. RESEARCH
RC429 Communication Disorders, Augmentative Communication. RESEARCH
RC451.4 Psychiatry. Deaf. RESEARCH
RC553 Autism RESEARCH
RC569.7-571 Mental Retardation, Developmental Disabilities RESEARCH
RC815-815.6 Diseases of the mouth, tongue. BASIC
RD525 Surgery by Region. Cleft Palate. BASIC
RE91 Ophthalmology. Eye Diseases. Visual Impairment. BASIC
RF110-127 Otology. Diseases of the Ear. STUDY
RF460-547 Laryngology. Diseases of the throat (not surgery) STUDY
RG580 Gynecology and Obstetrics. Pregnancy. (selected) BASIC
RG629 Gynecology and Obstetrics. Embryo and fetus. (selected) BASIC
RJ47 Pediatrics. Syndromes. (selected) BASIC
RJ53 Pediatrics. Therapeutics. (selected) BASIC
RJ250 Premature Infants BASIC
RJ486-507 Pediatrics. Diseases & Therapies. Dyslexia, Aphasia, Brain Dam Communication Disorders, Stuttering, Behavioral and Emotional Disorders, Autism, etc. RESEARCH
RM666 Therapeutics. (selected) BASIC
RM735 Occupational Therapy. Rehabilitation STUDY
RM930-931 Rehabilitation Therapy STUDY
RM950 Rehabilitation Technology BASIC