Earl K. Long Library

Special Education Collection Development Policy

Purpose

The collection supports present and anticipated teaching and research in the field of Special Education & Habilitative Services and its subdisciplines. At present, the central focus of the department and the chief interests of the faculty are encompassed in the following areas of teaching and research:

- mild/moderate disabilities (including learning disabilities, ADHD, behavior disorders);
- severe disabilities (includes autism, physical disabilities, chronic health conditions and multiple disabilities);
- early intervention; gifted and talented; behavior management and positive behavioral support; applied behavior analysis; technology use with special populations; transition services; collaboration and consultation; language development of exceptional populations; parents and families of exceptional students; diversity issues in special education; inclusion efforts in schools; assessment issues.

The department offers the following degrees: B.S., M.A.T., M.Ed., and Ph.D., plus an add-on certification program in Special Education at the undergraduate level. Candidates who wish to exit the EDCI undergraduate program with general education AND special education certification must complete a split student teaching experience (general education/special education) or student teach in an inclusive education setting. These candidates will have already taken all coursework necessary to attain the additional teaching certificate because they are required in the general education (EDCI) undergraduate programs.

In addition to the support for the specific degree programs of the Special Education Department, the collection, especially in view of its broad interdisciplinary nature, also serves as a resource for other disciplines. Related departments and programs covering subjects of interest to Special Education include: Psychology, Educational Leadership, Counseling, & Foundations, and Curriculum and Instruction.

Languages

The language of acquisition is English.

Chronological Guidelines

The primary emphasis of the collection is on current research and practice.

Geographical Guidelines

Primary emphasis is on special education practice in the United States.

Special Education

Treatment of Subject
Publications on the theory, practice, and methods of teaching the various exceptional populations are of prime importance to the collection. Also important are works concerning the management and administration of special education and habilitative services and those dealing with issues such as inclusion and transition. Materials dealing with the role of government in and the legal aspects of service delivery are also selectively acquired. Works that cover the psychological aspects of special education—primarily applied behavior analysis, and formal and informal assessment or evaluation instruments and intervention strategies are selectively acquired. Materials addressing the use of technology in special education are also selectively acquired. Sources covering the medical aspects of hearing and visual impairments as well as other physical disabilities should also be occasionally considered for purchase. Textbooks are acquired on a selective basis and usually at the advanced level.

Types of Material

Monographs and serial publications form the basis for acquisitions. The general format preference for monographs is print, but electronic books are collected on request and are encouraged as an option for online courses and Course Reserve purchases.

Reference materials, including bibliographies, handbooks, directories, and encyclopedias, are acquired. Theses and dissertations from institutions other than UNO are generally not acquired. Publications of U.S. government agencies are acquired through the U.S. Federal Depository Program. Educational videos and books with accompanying material in media or electronic format also may be considered for purchase. Proceedings and publications of various special education related organizations are selectively acquired. Standardized tests and other evaluation/assessment instruments are generally not acquired, although materials reviewing and evaluating them are considered for purchase.

Date of Publication

Current materials are most important. Emphasis is on materials published within the past five years.

Other Resources

Much of the electronic content (books, journals, and databases) that supports the Special Education Department is not purchased directly through the departmental allocation but is acquired instead as aggregated content, often in the form of full-text, interdisciplinary databases or electronic journal packages. Many of these resources, such as ERIC, PsycLit, Mental Measurements Yearbook, ebrary, and other electronic book packages, are purchased through a separate interdisciplinary allocation or statewide consortial buying arrangements.

The library's Multimedia Collection houses a number of resources for Special Education, the primary one being the Educational Resources Information Center (ERIC) microfiche collection. Although most of this collection is now available online, this is a complete historical set which includes documents that ERIC has not received permission to make available online. One can also link to the full text of many of these documents by using the EBSCO version of the ERIC database. Multimedia also houses a number of backfiles of education related periodicals and newspapers.
The Government Documents section of the library as well as their online subject guide is also a resource for access to many publications from the U.S. Dept. of Education. The library's law collections/databases are also a resource for users interested in the legal aspects of special education.

The Government Documents section of the library is also a resource for nearly every publication emanating from the U.S. Dept. of Education.

Related Policy Statements

Other information related to Special Education & Habilitative Services will be found in the following policy statements:

- Psychology: psychology of teaching and learning, visual & auditory perception, speech perception & production
- Educational Leadership, Counseling, and Foundations: school administration, finance, & law; supervision of instruction, counseling theories & techniques
- Curriculum & Instruction: early childhood education, literacy, remedial education.