

# DEPARTMENT OF LIBRARY SCIENCE AND TECHNOLOGY

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## About

### Chair

Holly Weimar (lis\_mab@shsu.edu)

## Mission

The Department of Library Science and Technology prepares future ready school librarians and technology leaders with the knowledge, skill level, experience, and dispositions necessary to serve a diverse population within Texas and across the country. Through instruction, research, scholarships, and providing resources to the public, the Department of Library Science and Technology strives to produce leaders who will transform education and research

## Vision

The Department of Library Science and Technology is dedicated to preparing quality school library and technology leaders who will prepare students to access, evaluate, use, and create information necessary for participation in a global society. Respecting diversity, acknowledging individualism, and championing intellectual freedom guides the curriculum. Through teaching, scholarship, service, and collegiality, the Department of Library Science and Technology strives to remain a center of excellence in the preparation of school librarians and instructional technology leaders and professionals.

## Goals

### Teaching Goal

The Department of Library Science and Technology strives to attract qualified and promising applicants and to support an environment and curriculum that prepares students to function effectively in school libraries and in instructional technology leadership positions.

### Scholarship Goal

The Department of Library Science and Technology contributes to the knowledge base of the educational community by engaging in basic and applied research and other creative activities and communicating results through presentations, activities, and publications. .

### Service Goal

The Department of Library Science and Technology supports an environment whereby faculty and students contribute to the improvement of the school library and instructional technology professionals, the University, and the communities they serve.

### Collegiality Goal

The Department of Library Science and Technology strives to work collaboratively and provide a work environment that supports the work of all of its members.

## Contact Information

(936) 294-1151

### Website

<http://www.shsu.edu/academics/library-science/index.html>

- Master of Library Science
- Master of Education in Instructional Systems Design and Technology
- Ed.D in Instructional Systems Design and Technology
- School Librarian Certification
- Certificate in Youth Services Libraries

## Library Science

### LSSL 5087. Special Topics in Library Sci. 1-3 Hours.

The Special Topics in Library Science is a course which examines selected current topics in school libraries. The course strives to encourage students to make thoughtful, educated decisions related to the topics. Variable Credit (1-3).

### LSSL 5088. Special Topics In School Libra. 3 Hours.

### LSSL 5089. Ind Study School Librarianship. 1-3 Hours.

### LSSL 5330. Collection Development. 3 Hours.

Introduces principles of selection of library materials and procedures involved in building collections for school libraries. Includes latest technological developments, research theories and site-based applications. Required for certification and MLS.

**LSSL 5332. Organization Of Collections I. 3 Hours.**

Introduces the principles of descriptive cataloging, classification, and subject analysis using the latest editions of the Resource Description and Access (RDA), the Dewey Decimal Classification, Library of Congress and Sears subject headings. Focuses on broad-based use of the MARC format. Provides an overview of various types of bibliographic control, technical services in libraries and processing centers, and commercial and shared cataloging utilities. Required for certification and MLS.

**LSSL 5334. Infor Services & Resources I. 3 Hours.**

Introduces skills, techniques, and philosophy of the reference process, with emphasis on the interview and strategies. Examines and discusses basic reference tools using specific evaluative criteria. Analyzes library systems, networks, automated databases, the Internet, and other digital searching techniques. Required for certification and MLS.

**LSSL 5337. School Library Administration. 3 Hours.**

Discusses planning, organizing, policymaking, staffing, budgeting, facilities planning, decision-making, and services. Emphasizes the study of standards, trends, services, research, and evaluation of the library. Required for certification and MLS.

**Prerequisite:** LSSL 5330, LSSL 5332, LSSL 5334.

**LSSL 5360. Literature For Children. 3 Hours.**

Acquaints students with the selection, critical analysis, and historical development of literature for children. Emphasis is placed on selecting recreational and informational materials for children reflecting our multicultural society; identifying techniques, activities, and strategies that motivate children to read and respond to literature; and developing critical abilities for evaluating literature for children. Required for certification and MLS.

**LSSL 5361. Cur Tr In Mat/Chld & Yng Adlt. 3 Hours.**

Examines recent trends in materials for children and young adults, with emphasis on multicultural materials for children and young adults. Elective.

**Prerequisite:** LSSL 5360, LSSL 5370 and LSSL 5385.

**LSSL 5363. Preschoolers and the Library. 3 Hours.**

This course is designed to acquaint graduate students with the historical development, critical analysis, and selection of literature and related materials appropriate for preschool children. An emphasis is placed on techniques, activities, and strategies that meet the reading and learning needs and interests of these children. Cooperation with public libraries and librarians, as well as other family literacy stakeholders, is a component of this course.

**LSSL 5364. Infor Services & Resources II. 3 Hours.**

Introduces the study of reference materials and services on a specialized level and modes of searching, including online and laser optical techniques. Develops expertise in solving reference problems through role playing, case studies, etc. Analyzes the latest trends and research in reference methods and technology, e.g., the Internet and networking. Covers grantsmanship and proposal writing as instruments in securing funding for information resources. Elective.

**Prerequisite:** LSSL 5330, LSSL 5334, LSSL 5360, LSSL 5370.

**LSSL 5366. Library Internship. 3 Hours.**

Provides supervised practice in a school library; incorporates seminars, conferences, journal, and evaluation. Required for certification and MLS.

**Prerequisite:** LSSL 5330, LSSL 5332, LSSL 5334, LSSL 5337, LSSL 5360, LSSL 5370, LSSL 5385, and LSSL 5391.

**LSSL 5367. Research Design & Methodology. 3 Hours.**

Introduces the study of research methods, project designs, and data-gathering instruments pertinent to libraries. Applies research techniques to issues related to school libraries. Emphasizes the production of a research or grant proposal. Required for MLS.

**Prerequisite:** LSSL 5370.

**LSSL 5368. Lib Svcs Prg Child Yng Adults. 3 Hours.**

Presents programming of children and young adult services, including promotional activities, storytelling, book talks, reading guidance, library skills and instruction, innovative projects, and informal library use. Studies trends and evaluation of research in the area. Elective.

**Prerequisite:** LSSL 5360, LSSL 5370 and LSSL 5385.

**LSSL 5370. School Librarianship. 3 Hours.**

Introduces the design and development of curriculum that utilizes the systematic approach to instruction. Emphasizes explicitly stated objectives, appropriate teaching strategies, and production of materials to facilitate achievement of goals using the latest in instructional technologies, including multimedia. Required for certification and MLS.

**LSSL 5376. Field Research in Library Science. 3 Hours.**

The course offers the graduate candidate the opportunity for in-depth field study of a problem or topic conducted on-site at distinguished libraries or museums. Independent research in the candidate's areas of specialization will be conducted. The required research project will culminate in a scholarly written paper and a poster session presentation. Additionally, candidates will participate in on-site experiences and attend presentations unique to the course location.

**Prerequisite:** A written research proposal is required in advance in order to determine that project is suitable.

**LSSL 5380. Masters Seminar. 3 Hours.**

Features the in-depth study of specialized subjects; may be repeated as topics vary. Examples of topics: Multicultural literature; eBooks and audiobooks, and other variations in materials; nonfiction for children and young adults. Elective.

**Prerequisite:** Appropriate required courses and approval of the Department Chair.

**LSSL 5385. Lit For Young Adults. 3 Hours.**

Acquaints students with the selection, critical analysis and historical developments of literature for young adults. Emphasis is placed on selecting recreational and informational materials for young adults that reflect our multicultural society; identifying techniques, activities and strategies that motivate young adults to read and respond to literature; and developing critical abilities for evaluating literature for young adults. Required for certification and MLS.

**Prerequisite:** LSSL 5360 and LSSL 5370.

**LSSL 5391. Dig Tech for the Schl Librar. 3 Hours.**

Introduces the Internet and digital technology for school librarians. Some of the topics covered include evaluation of digital resources, various search tools, and a variety of communication tools. Explores ethical issues related to the responsible use digital technology, and a wide variety of curriculum connections. Required for certification and MLS.

**Prerequisite:** LSSL 5370.

**LSSL 5393. Hist Dev Of Lit For Children. 3 Hours.**

Examines the historical development of a separate literature for children. Traces the history from the earliest books for children to current trends and issues in the field. Elective.

**Prerequisite:** LSSL 5360 and LSSL 5370.

**LSSL 5396. Computer Sci App Librarianship. 3 Hours.**

Examines the history and status of automated library services, including the international standards, hardware, and commercial software available to support cataloging, circulation, online catalogs, reference services, and administrative tasks. Required for MLS.

**Prerequisite:** LSSL 5370.

**LSSL 7088. Special Topics in Schl Lib Lea. 3 Hours.****LSSL 7089. Independent Study in School Librarianship. 1-3 Hours.**

Features independent research based on a submitted research proposal. Elective.

**Prerequisite:** Requires approval of Department Chair, LSSL 5360 and LSSL 5370.

**LSSL 7337. Admn/Ldrshp Iss in Sch Librshp. 3 Hours.**

This course focuses on issues related to the responsibilities of program directors of library media in school districts. It is one of the four courses that comprise a Library Science Cognate. Candidates conduct research and make inquiries into the development of effective strategies for planning and implementing organizational change in school libraries.

**Prerequisite:** Admission to Educational Leadership doctoral program with Library Science cognate.

**LSSL 7361. Lit & Rel Mat for PK12 Sch Lib. 3 Hours.**

Candidates conduct research into issues of literacy as related to school libraries and how literature specifically written for the PK-12 population may be used to promote and support development of literacy. This course involves advanced analysis and synthesis of the knowledge, skills, dispositions and ethics of school library leaders.

**Prerequisite:** Admission to Educational Leadership doctoral program with Library Science cognate.

**LSSL 7366. School Library Doc Internship. 3 Hours.**

This course prepares doctoral students for school library leadership positions, cultivates an ethic of scholarship, and provides insight into the challenges of the role. Doctoral students exercise their critical perspectives by engaging the readings, their peers, other educators, and the instructor in class discussions, assignments, reflective journaling, and internship experiences.

**Prerequisite:** LSSL 7337, LSSL 7361, LSSL 7367, and LSSL 7370.

**LSSL 7367. Research in Library Science. 3 Hours.**

This course focuses on development of useful research questions and methodologies, evaluation of approaches to narrowing gaps between knowledge and practice, means of providing administrative support for research activities, and development of collaborative strategies for implementing school library-related research studies across disciplines.

**Prerequisite:** Admission to Educational Leadership doctoral program with Library Science cognate.

**LSSL 7370. Ldr in Tec/Inf Lit for Sch Lib. 3 Hours.**

In this course candidates research and analyze issues related to technology and information literacy. Topics include collaboration between teachers and librarians, the role of librarians as technology leaders on school campuses, professional development and support for faculty, technology as a tool for assessing students, ethical issues related to technology and information literacy, and selection and acquisition of hardware and software.

**Prerequisite:** Admission to Educational Leadership doctoral program with Library Science cognate.

**LSSL 7387. Field Study in Library Science. 3 Hours.**

This course provides the doctoral student the opportunity to engage in a detailed investigation of a program or problem in library science. The doctoral student will work under the supervision of a Library Science faculty member and will be expected to produce a written product or presentation regarding the field study. D. Program and permission of the Supervising Professor.

**Prerequisite:** Admission to the Ed.

## Instructional Systems and Design Technology

### **ISDT 5363. The Role Of Technology Liaison. 3 Hours.**

This course is designed to assist the technology liaison in learning how to facilitate classroom teachers throughout the instructional process, supported by technology. Attention is given to the foundation of social, ethical, legal and human issues of technology use in PK-12.

**Prerequisite:** ISDT 5365, ISDT 5367.

### **ISDT 5365. Technology And Cognition. 3 Hours.**

The purpose of Technology and Cognition is to incorporate technology into teaching and learning in relation to the brain development in school-age children, emphasizing instructional techniques for enhancing learner's cognitive development through the use of technology. Students will design advanced technological application for instruction, based upon best practices in technology and cognition.

**Prerequisite:** ISDT 5367 with a grade of C or better.

### **ISDT 5367. Rdgs&Trends In Instructnl Tech. 3 Hours.**

This course is designed to acquaint candidates with the critical writings and ideas of prominent practioners, researchers, and theorists in instructional technology with a focus on understanding the trends and issues pertaining to a scholarly study of integrating technology into teaching and learning. Candidates will evaluate the best instructional technology stategies evident in the literature and in practice in PK-16 education and industry settings.

### **ISDT 5369. Practicm-Technology Facilitatn. 3 Hours.**

This course provides a field-based practicum in a school setting. Examination is made of the duties and responsibilites of the technology faciator on a daily basis.

**Prerequisite:** ISDT 5363, ISDT 5365, and ISDT 5367.

### **ISDT 7350. Issues in Instructional Tech. 3 Hours.**

This course examines current social, economic, and ethical issues surrounding the acquisition and implementation of technology in instruction. Emphasis is placed on the research of past, present, and future applications of technology in instruction and applying theory to practice. Theoretical perspectives that inform future research in instructional technology will also be considered.

**Prerequisite:** Admission into the Ed.D. Instructional Technology program.

### **ISDT 7351. Distance Learning. 3 Hours.**

This course presents the instructional, technical and management issues evident in instruction and learning offered via distance delivery systems. Various delivery systems and technology tools within those systems will be studied and critiqued to evaluate the effectiveness of each. The course highlights effective online course design and delivery with an attention to the learning resources and strategies evident in successful online teaching and learning.

### **ISDT 7352. Instructional Planning. 3 Hours.**

Instructional Planning provides technology leaders with strategies to assist instructional personnel to plan and use digital-age tools.

**Prerequisite:** Admission into the Ed.D. Instructional Technology program .

### **ISDT 7353. Professional Development. 3 Hours.**

In Professional Development, doctoral students will identify technology development needs, research current practices and design and implement a professional development sequence with support materials.

**Prerequisite:** Admission into the Ed.D. Instructional Technology program.

### **ISDT 7354. Leadership in Technology Admin. 3 Hours.**

Leadership in Technology Administration will focus on decision-making for effective and efficient implementation of instructional and productiviy technologies, to include consideration of policy, current research, emerging technologies, learning needs, and available resources.

### **ISDT 7355. Program Evaluation. 3 Hours.**

In Program Evaluation, doctoral students will evaluate professional learning programs that integrate technology effectively into instructional practices.

**Prerequisite:** Admission into the Ed.D. Instructional Technology program.

### **ISDT 7372. Statistical Methods. 3 Hours.**

In Statistical Methods, doctoral students will manage, analyze, and interpret data related to the field of instructional technology. The course will focus on quantitative methods.

**Prerequisite:** Admission into the Ed.D. Instructional Technology program.

### **ISDT 7374. Qualitative Analysis. 3 Hours.**

In Qualitative Analysis, doctoral students develop qualitative research skills by engaging in a substantial field-based instructional technology research project.

**Prerequisite:** Admission into the Ed.D. Instructional Technology program.

### **ISDT 7385. Doctoral Internship. 3 Hours.**

In the Doctoral Internship, doctoral students, under the leadership of a qualified mentor, research, electronically document, and reflect on their study as they examine the future of technology, strategies for dynamic decision-making, effective and collaborative online communication, equitable access to technology resources for all learners, and community-based learning. At the conclusion of the 150 clock hour internship, doctoral students present an online documentary of their internship experiences.

**Prerequisite:** Admission into the Ed.D. Instructional Technology program.

**ISDT 7388. Doctoral Field Studies. 3 Hours.**

Doctoral students to independently administer an organizational instructional technology needs analysis. Based on the identified needs of the organization, the doctoral student then plans, implements, assesses, and modifies an instructional leadership project/case study to address the identified organizational need.

**Prerequisite:** Admission into the Ed.D. Instructional Technology program.

**ISDT 7391. Application of Research. 3 Hours.**

Application of Research assists the candidate in developing a dissertation proposal.

**Prerequisite:** 45 hours of coursework required for the Ed.D.

**ISDT 8333. Doctoral Dissertation. 3 Hours.**

Doctoral Dissertation will be the culmination of doctoral study. The dissertation topic for candidates will address important issues and gaps in the research literature in Instructional Technology. An original investigation will be planned, executed, and defended.

**Prerequisite:** Successful completion of the dissertation proposal defense.

Chair: **Holly Ann Kizer Weimar**

**Rosemarie M Brock, PHD** (rmb043@shsu.edu), *Assistant Professor of Library Science, Department of Library Science*, PHD, Texas Woman's University; MLS, Texas Woman's University; BA, Oklahoma State University

**Elizabeth A Gross, PHD** (eag041@shsu.edu), *Assistant Professor of Library Science, Department of Library Science*, PHD, Wayne State University; MLIS, Wayne State University; BA, Northern Michigan University

**Teresa Stewart Lesesne, EDD** (lis\_tsl@shsu.edu), *Professor of Library Science, Department of Library Science*, EDD, Univ of Houston-Main; MED, Univ of Houston-Main; BA, Univ of Houston-Main

**Robin Lynn Moore, EDD** (rlm018@shsu.edu), *Assistant Professor of Library Science, Department of Library Science*, EDD, Sam Houston State University; MLS, Sam Houston State University; BS, Sam Houston State University

**Karin Marie Perry, PHD** (kperry@shsu.edu), *Associate Professor of Library Science, Department of Library Science*, PHD, Univ of Oklahoma-Norman; MLIS, Univ of Oklahoma-Norman; BSED, Univ of Central Oklahoma

**Holly Ann Kizer Weimar, EDD** (hweimar@shsu.edu), *Associate Professor and Chair of Library Science, Department of Library Science*, EDD, Univ of Houston-Main; EDD, Univ of Houston-Main; MLS, Sam Houston State University; MLS, Sam Houston State University; BSED, Stephen F Austin University; BSED, Stephen F Austin University

## Interim Faculty

**Jana Wright Bethel, EDD** (stdjdw21@shsu.edu), *Lecturer of Library Science, Department of Library Science*, EDD, Sam Houston State University; MS, Texas A&M University; BS, Sam Houston State University

**Laura Ellen Causey Sheneman, EDD** (les024@shsu.edu), *Lecturer of Library Science, Department of Library Science*, EDD, Univ of Houston-Main; MLS, Sam Houston State University; BSHE, Univ of Texas At Austin

**Mark Travis Weems, PHD** (mtw018@shsu.edu), *Lecturer of Library Science, Department of Library Science*, PHD, Texas State Univ-San Marcos; MLS, Sam Houston State University; BA, Texas A&M University