

DEPARTMENT OF LIBRARY SCIENCE AND TECHNOLOGY

About

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Mission

The Department of Library Science and Technology provides professionals with the knowledge, skills, experiences, and dispositions necessary to serve diverse populations across the country and globally. The Department of Library Science and Technology also seeks to educate leaders who transform learning.

The Department is home to the Master of Library Science (MLS) and certification program for school librarians in Texas and to the programs for an undergraduate degree in Learning Technologies and a master's and doctorate in Instructional Systems Design and Technology (ISDT). Two graduate certificates are offered by the Department: (1) Educational Technology; and (2) Effective Online Instruction. The courses for the degrees and graduate certificates are designed to enhance learning and performance. All programs are 100% online. Faculty design learning experiences to provide students with the skills and knowledge necessary for opportunities in their respective fields. To learn more, please contact the Department about the programs that are offered.

Academic Programs

- Graduate students who are interested in becoming instructional technology professionals will need to pursue a Master of Education in Instructional Systems Design and Technology (ISDT).
- Graduate students who already hold an ISDT master's or similar degree and who desire to further their education at the next level will need need to pursue a Doctorate in ISDT.
- For those graduate students who are interested in becoming a school librarian, they must hold a teaching certificate, two years of teaching experience, and pursue a Master of Library Science unless they already hold an educational master's degree and are approved to seek school librarian certification only.

Values

- Student success
- Academic excellence
- Inclusiveness
- Collaboration
- Creativity and innovation

Highlights

- The School Librarian Preparation and Certification Program is Nationally Recognized by the American Association of School Librarians (AASL), a division of the American Library Association (ALA) and is part of the SHSU College of Education, which is an accredited educator preparation provider through the Council for the Accreditation for Educator Preparation (CAEP).
- The online programs have class sizes that provide an opportunity for close working relationships between faculty and students.
- The programs prepare graduates with critical thinking and problem-solving skills that may be applied to their careers.

Career Opportunities

- PK-12 school librarian
- Instructional technology professionals for:
 - PK-16 students
 - Private industry and businesses
 - Other instructional settings
- Ed.D. in Instructional Systems Design and Technology (<http://catalog.shsu.edu/graduate-and-professional/college-departments/education/library-science-and-technology/instructional-systems-design-and-technology-edd/>)
- Master of Education in Instructional Systems Design and Technology (<http://catalog.shsu.edu/graduate-and-professional/college-departments/education/library-science-and-technology/instructional-systems-design-and-technology-med/>)
- Master of Library Science (<http://catalog.shsu.edu/graduate-and-professional/college-departments/education/library-science-and-technology/library-science-mls/>)

- Graduate Certificate in Educational Technology (<http://catalog.shsu.edu/graduate-and-professional/college-departments/education/library-science-and-technology/educational-technology-graduate-certificate/>)
- Graduate Certificate in Effective Online Instruction (<http://catalog.shsu.edu/graduate-and-professional/college-departments/education/library-science-and-technology/effective-online-instruction-certificate/>)
- School Librarian Certification (<http://catalog.shsu.edu/graduate-and-professional/college-departments/education/library-science-and-technology/school-librarian-certification/>)

Education Research

EDER 7362. Methods of Education Research. 3 Hours.

Students explore various research paradigms and strategies for educational research. Concepts explored include developing problem statements, research questions, sampling, and methods of data collection. Students will analyze ethical issues in research situations. Course Equivalents: EDLD 7362

Prerequisite: Acceptance to an education doctoral program.

EDER 7365. Statistical Methods. 3 Hours.

This applied foundational statistics course is designed to develop the requisite level of critical thinking for conducting valid quantitative research. Doctoral students will learn to compute and meaningfully interpret descriptive and inferential statistics, including tests of relationship and difference. Course Equivalents: CIED 7372, ISDT 7372

Prerequisite: Acceptance to an education doctoral program.

EDER 7372. Qualitative Inquiry. 3 Hours.

This course emphasizes knowledge and skills needed for qualitative inquiry within an educational context. Emphasis is on theoretical foundations of qualitative inquiry along with practical application of methods through field-based activities. Course Equivalents: EDLD 7372

Prerequisite: Acceptance to an education doctoral program and EDER 7362.

EDER 7374. Advanced Statistical Methods. 3 Hours.

This applied advanced statistics course is designed to enhance foundational analytical skills for conducting valid quantitative research. Doctoral students will learn to compute and meaningfully interpret advanced statistical tests, including tests of relationship and differences. COUN 7337 with a grade of B or higher, cannot take concurrently. Course Equivalents: COUN 7374

Prerequisite: Acceptance to an education doctoral program.

EDER 7375. Advanced Qualitative Inquiry. 3 Hours.

This course exposes students to advanced qualitative inquiry in education. Students explore emerging methodologies, theories, analytical trends/approaches, technologies, and modes of presenting information on educational research from advanced qualitative perspectives. Course Equivalents: LITC 7351, READ 7351

Prerequisite: EDER 7372, COUN 7372, or LITC 7350 and permission of the instructor.

Instructional Systems Design Technology

ISDT 5088. Special Topics in Instructional Technology. 1-3 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. Variable Credit (1 to 3).

ISDT 5319. Critical Analysis of Instructional Software. 3 Hours.

Students examine commercial and open software designed for instructional use and apply instructional theories in analyzing the software's effectiveness in learning. Course Equivalents: CSTE 5319 .

ISDT 5336. Educational Multimedia. 3 Hours.

Students explore the use of learning technologies to extend the instructional leader's skill base in the development of appropriate digital learning examples to support and enhance instructional practices. Throughout the course, students gain experience in digital editing, audio and animation production, authoring tools, and immersive technologies. Course Equivalents: CSTE 5336

Prerequisite: Graduate standing.

ISDT 5337. Designing Instructional Material for the Web. 3 Hours.

Students explore the systematic design of authentic learning experiences supported by 21st-century technology. Course Equivalents: CSTE 5337 .

ISDT 5338. Development of Technology Infrastructure in Schools. 3 Hours.

This course examines the funding, design and implementation processes required to establish and realize a coherent technology acquisition and management strategy. Course Equivalents: CSTE 5338 .

ISDT 5363. The Role of Technology Liaison. 3 Hours.

This course is designed to assist the technology liaison in learning how to facilitate subject matter experts throughout the instructional process supported by technology. Attention is given to the foundation of social, ethical, legal, and human issues of technology in any work setting. Course Equivalents: CIED 5363 .

ISDT 5365. Technology And Cognition. 3 Hours.

Students examine the symbiotic relationships between technology and cognition. Students design technology-rich instructional activities that provide different means of learner engagement, representation, action, and expression. Course Equivalents: CIED 5365 .

ISDT 5367. Readings and Trends In Instructional Technology. 3 Hours.

Candidates are acquainted with the critical writings and ideas of prominent practitioners, 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 evaluate the best instructional technology strategies evident in the literature and in practice in PK-16 education and industry settings. Course Equivalents: CIED 5367 .

ISDT 5369. Practicum-Technology Facilitation. 3 Hours.

Students are provided with a field-based practicum, including a study of the daily duties and responsibilities of a technology facilitator. Course Equivalents: CIED 5369 .

ISDT 6335. Management Application Analysis I. 3 Hours.

Students apply systematic and rational approaches to the analysis, evaluation of course management systems from the perspective of pedagogical success and user friendliness.

ISDT 6351. Distance Learning I. 3 Hours.

Students explore the instructional, technical, and management issues in distance education delivery systems. Effective online course design and delivery of teaching and learning resources and strategies are examined.

ISDT 6389. Independent Study. 3 Hours.

Students study individually chosen topics under the supervision of a faculty member. The specific topic is selected from current trends and future research directions, not covered in the Instructional Systems and Design Technology (ISDT) graduate curriculum.

Prerequisite: Consent of instructor and approval of department chair.

ISDT 7315. Educational Network Design. 3 Hours.

Students examine the technical, environmental, and policy issues involved in the development of educational technology infrastructures, focusing on network design and evaluation. Course Equivalents: CSTE 7315 .

ISDT 7325. Technology Sustainability. 3 Hours.

Students examine the potential and the challenges associated with initiating and maintaining green and cost-efficient technology infrastructures based on environmental awareness initiatives.

ISDT 7335. Management Application Analysis. 3 Hours.

Students are provided a systematic and rational approach to the analysis, evaluation, and implementation of course management systems from the standpoints of pedagogical success, user friendliness, and cost effectiveness.

ISDT 7336. Instructional Design Assessment. 3 Hours.

Students apply instructional design theories to the development, analysis, evaluation, and assessment of various digital instructional designs.

ISDT 7350. Issues in Instructional Technology. 3 Hours.

Students examine current social, economic, and ethical issues surrounding the acquisition and implementation of technology in instruction. An emphasis is placed on the research of past, present, and future applications of technology in instruction, and applying theory to practice. Theoretical perspectives informing future research in instructional technology are also considered. Course Equivalents: CIED 7350

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

ISDT 7351. Distance Learning II. 3 Hours.

Students explore 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 are studied and critiqued to evaluate their effectiveness. 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. Course Equivalents: CIED 7351 .

ISDT 7352. Instructional Planning. 3 Hours.

Student are provided with strategies to assist instructional personnel to plan and use digital-age tools. Course Equivalents: CIED 7352

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

ISDT 7353. Professional Development. 3 Hours.

Students identify technology development needs, research current practices, and design and implement a professional development sequence with support materials. Course Equivalents: CIED 7353

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

ISDT 7354. Leadership in Technology Administration. 3 Hours.

Students focus on decision-making for effective and efficient implementation of instructional and productivity technologies, to include consideration of policy, current research, emerging technologies, learning needs, and available resources. Course Equivalents: CIED 7354 .

ISDT 7355. Program Evaluation. 3 Hours.

Students evaluate professional learning programs that integrate technology effectively into instructional practices. Course Equivalents: CIED 7355

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

ISDT 7374. Qualitative Analysis. 3 Hours.

Students develop qualitative research skills by engaging in a substantial field-based instructional technology research project. Course Equivalents: CIED 7374

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

ISDT 7375. Multivariate Analysis and Learning Analytics. 3 Hours.

Students analyze multivariate data and educational big data related to the fields of instructional technology and learning analytics and interpret the results of the analyses. The analysis methods include advanced statistical approaches and computational techniques.

Prerequisite: ISDT 7372.

ISDT 7380. Instructional Technology Research Methods. 3 Hours.

Students focus on the research questions, approaches, and measures typically employed by instructional technology researchers.

ISDT 7385. Doctoral Internship. 3 Hours.

Under the leadership of a qualified mentor, students 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, students present an online documentary of their internship experiences. Course Equivalents: CIED 7385

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

ISDT 7386. Special Topics. 3 Hours.

Students study topic(s) that vary based on student-cohort career interests or needs and semester offered. The topics covered are related to Instructional Systems Design and Technology (ISDT) when topics of special interest from those covered elsewhere in the curriculum.

ISDT 7388. Doctoral Field Studies. 3 Hours.

Students independently administer an organizational instructional technology needs-analysis. Based on the identified needs of the organization, the student then plans, implements, assesses, and modifies an instructional leadership project/case study to address identified needs. Course Equivalents: CIED 7388

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

ISDT 7389. Independent Study. 3 Hours.

Students study individually chosen topics under the supervision of a faculty member. The specific topic is selected from current trends and future research directions, not covered in the Instructional Systems and Design Technology (ISDT) graduate curriculum.

Prerequisite: Consent of instructor and approval of department chair.

ISDT 7391. Application of Research. 3 Hours.

Students develop a dissertation proposal.

Prerequisite: 45 hours of coursework required for the Ed.D. Course Equivalents: CIED 7391 .

ISDT 8033. Dissertation. 1-6 Hours.

The culmination of doctoral study resulting in a dissertation that addresses key topics in Instructional Technology. An original investigation is planned, executed, and defended. Course Equivalents: CIED 8333, ISDT 8333

Prerequisite: Successful completion of the dissertation proposal defense.

Library Science

LSSL 5087. Special Topics in Library Science. 1-3 Hours.

Students examine selected current topics in school libraries. Students are to encourage to make thoughtful, educated decisions related to the topics. Variable Credit (1-3).

LSSL 5088. Special Topics in School Libraries. 3 Hours.

This course will examine special topics in the field of School Librarianship. / This course is designed for independent study of selected topics under the supervision of a faculty member. Variable Credit (1-3.)

LSSL 5089. Independent Study in School Librarianship. 1-3 Hours.

This course will examine special topics in the field of School Librarianship. / This course is designed for independent study of selected topics under the supervision of a faculty member. Variable Credit (1-3.)

LSSL 5330. Collection Development. 3 Hours.

Students are introduced to principles of selection of library materials and procedures involved in building collections for school libraries, which includes latest technological developments, research theories, and site-based applications. Required for certification and MLS.

LSSL 5332. Organization of Collections I. 3 Hours.

Students are introduced to 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. Focus is placed on the broad-based use of the MARC format. Students are provided with 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. Information Services and Resources I. 3 Hours.

Students are introduced to skills, techniques, and the philosophy of the reference process with emphasis on the interview and strategies. Students examine and discuss basic reference tools using specific evaluative criteria as well as analyze library systems, networks, automated databases, the Internet, and other digital searching techniques. Required for certification and MLS.

LSSL 5337. School Library Administration. 3 Hours.

Students study planning, organizing, policymaking, staffing, budgeting, facilities planning, decision-making, and services. An emphasis is placed on the study of standards, trends, services, research, and evaluation of the library. Required for certification and MLS.

Prerequisite: LSSL 5330 and LSSL 5332.

LSSL 5360. Literature For Children. 3 Hours.

Students are acquainted 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. Current Trends in Materials for Children and Young Adults. 3 Hours.

Students examine recent trends in materials for children and young adults, with an emphasis placed on multicultural materials for children and young adults. Elective.

Prerequisite: LSSL 5360 and LSSL 5385.

LSSL 5363. Preschoolers and the Library. 3 Hours.

Graduate students are acquainted 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. Information Services and Resources II. 3 Hours.

Students study reference materials and services on a specialized level and modes of searching, including online and laser optical techniques; develop expertise in solving reference problems through role playing, case studies, etc., and analyze the latest trends and research in reference methods and technology, (e.g., the Internet and networking). In addition, students cover grantsmanship and proposal writing to secure funding for information resources. Elective.

Prerequisite: LSSL 5330, LSSL 5334, and LSSL 5360.

LSSL 5366. Library Practicum/Intern. 3 Hours.

Students are provided with a supervised practice in a school library, which incorporates seminars, conferences, journals, and evaluation. Required for certification and MLS.

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

LSSL 5367. Research Design & Methodology. 3 Hours.

Students are introduced to research methods, project designs, and data-gathering instruments pertinent to libraries. Students learn to apply research techniques relevant to school libraries. An emphasis is placed on the development of a research or grant proposal. Required for MLS.

Prerequisite: LSSL 5337.

LSSL 5368. Library Services & Programming for Children & Young Adults. 3 Hours.

Student study programming children and young adult services, including promotional activities, storytelling, book talks, reading guidance, library skills and instruction, innovative projects, and informal library use. In addition, students are introduced to trends and evaluation of research in the area. Elective.

Prerequisite: LSSL 5360 and LSSL 5385.

LSSL 5370. School Librarianship. 3 Hours.

Students are introduced to the design and development of curriculum that utilizes a systematic approach to instruction. An emphasis is placed on 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.

Graduate candidates are provided an opportunity for in-depth field study of a problem or topic conducted on-site at distinguished libraries or museums. Independent research in a candidate's area of specialization is conducted. The required research project culminates in a scholarly written paper and a poster session presentation. Additionally, candidates participate in on-site experiences and attend presentations unique to the course location.

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

LSSL 5380. Masters Seminar. 3 Hours.

Students engage in an in-depth study of specialized subjects; may be repeated as topics vary. Examples of topics may include: 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. Literature for Young Adults. 3 Hours.

Students are acquainted with the selection, critical analysis, and historical development 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.

LSSL 5391. Digital Technology for the School Librarian. 3 Hours.

Students are introduced to the Internet and digital technology for school librarians. Some of the topics covered may include evaluation of digital resources, various search tools, and a variety of communication tools. In addition, students explore ethical issues related to the responsible use of digital technology, including a wide variety of curriculum connections. Required for certification and MLS.

LSSL 5393. Historical Development of Literature for Children. 3 Hours.

Students examine the historical development of literature written specifically for children as well as trace the history from the earliest books for children to current trends and issues in the field. Elective.

Prerequisite: LSSL 5360.

LSSL 5396. Computer Science Applications to Librarianship. 3 Hours.

Students examine 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: Complete 12 credit hours of 5000 - 7000 LSSL coursework.

LSSL 7088. Special Topics in School Library Leadership. 3 Hours.**LSSL 7089. Independent Study in School Librarianship. 1-3 Hours.**

Students engage in independent research based on a submitted research proposal. Elective. Course Equivalents: LSSL 5375

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

LSSL 7337. Administrative and Leadership Issues in School Librarianship. 3 Hours.

Students focus on issues related to the responsibilities of program directors of library media in school districts. This course 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. Literature & Related Materials for PreK-12 School Libraries. 3 Hours.

Candidates conduct research on issues of literacy 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 Doctoral Internship. 3 Hours.

Doctoral students are prepared for school library leadership, to cultivate an ethic of scholarship, and are provided insight into the challenges of the role. Doctoral students exercise critical perspectives by engaging with 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.

Students focus 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. Leadership in Tech & Info Literacy for School Libraries. 3 Hours.

Candidates research and analyze issues related to technology and information literacy. Topics may 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.

Doctoral students are provided with the opportunity to engage in a detailed investigation of a program or problem in library science. Doctoral students work under the supervision of a Library Science faculty member and are expected to produce a written product or presentation regarding the field study. Permission of the Supervising Professor is required. D. Program and permission of the Supervising Professor.

Prerequisite: Admission to the Ed.

Director/Chair: **Holly Ann Kizer Weimar**

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