



Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION

CHED MEMORANDUM ORDER (CMO)

No. 08

Series of 2005

SUBJECT: POLICIES AND STANDARDS FOR BACHELOR OF LIBRARY AND INFORMATION SCIENCE (BLIS) PROGRAM

In accordance with pertinent provisions of Republic Act (RA) 7722 otherwise known as the "Higher Education Act of 1994", vesting the Commission on Higher Education (CHED) through its Office of Programs and Standards (OPS) the power to set minimum standards for programs and institutions of higher learning and pursuant to the provisions provided for under RA 9246 otherwise known as "The Philippine Librarianship Act of 2003," the following policies and standards, as recommended by the Task Force on Library and Information Science, are hereby adopted and promulgated by the Commission, thus:

Article I
INTRODUCTION

Section 1. Rationale and background

Policies and standards in library and Information Science (LIS) programs are necessary for the highest level of quality desired for the education and training of library and information science professionals. They are meant to institutionalize the profession's central function of providing quality information service to library clientele or users. Its purpose is to make LIS education responsive to the challenges of society's changing information needs brought about by rapid technological changes, and in keeping with the need to make LIS professionals globally competitive.

Article II
AUTHORITY TO OPERATE

Section 2.

All private higher education institutions (PHEIs) and local colleges and universities (LCUs) intending to offer the Bachelor of Library and Information Science (BLIS) Program must secure proper authority from the Commission, in accordance herein. State universities and colleges (SUCs) including local colleges and universities (LCUs) should likewise adhere to the provisions herein.

Article III
PROGRAM SPECIFICATIONS

Section 3. Degree

The degree program herein shall be called Bachelor of Library and Information Science (BLIS).

Section 4. Program Description and General Objectives

The BLIS curriculum shall include knowledge, skills, attitudes, values and experiences that will provide prospective information professionals with the necessary competencies essential for effective provision and delivery of library and information services, the systematic organization, conservation, preservation and restoration of books, historical and cultural documents and other intellectual properties.

The specified body of knowledge, skills, attitudes, values and experiences shall include the following:

- A general education component consistent with CHED issuances will consist of the humanities, social sciences, science and technology, natural and behavioral sciences and computer literacy, mathematics, logic and ethics aimed at developing broadly educated, creative, cultured, morally upright and productive persons.
- A professional studies component to include:
 - Philosophy and aims of LIS;
 - The systematic study of LIS principles and theories with immediate appropriate observation and laboratory experiences to provide students with first-hand knowledge in the appreciation and interpretation of these theories, and;
 - Direct substantial participation in librarianship to provide library and information science experience over a period of time, under the supervision of qualified professionals from both the LIS institution and the cooperating Library and Information Center.

A minimum of 153 academic units is required for graduation for the BLIS degree.

Section 5. Career opportunities in Librarianship

A Library and Information Science graduate can be employed as:

- Director of Libraries
- Chief /Head Librarian
- Abstractor
- Archivist
- Acquisitions Librarian
- Bibliographer
- Cataloger
- College or University Librarian
- Community Outreach Librarian
- Corporate Librarian

- Bookmobile Librarian
- Documentalist
- Indexer
- Information Scientist
- Information Specialist
- Law Librarian
- Library Science Faculty/Educator
- Library Technician
- Media or Audio Visual Specialist
- Medical Librarian
- Public Librarian
- Researcher
- School Librarian
- Special Librarian
- Teacher Librarian

Article IV COMPETENCY STANDARDS

Section 6. The LIS program provides for the study of theory, principles, and practices necessary for the provision of quality and professional library and information services. Within that context, competency standards is measured in terms of the following core competencies:

- Professional competencies, which relate to the student's knowledge of information sources, access, technology and management, and the ability to use this knowledge as a basis for providing the highest quality information services.
- Personal competencies which represent a set of attitudes, skills and values that will enable students to work effectively and contribute positively to their future organizations, clients and profession.

Article V CURRICULUM

Section 7. Curriculum Description

The LIS curriculum is designed to equip the professional with the composite knowledge, skills and tools to enable him/her to be responsive to the changing information needs of society. Among its salient features are:

- Provision for the mastery of the basic subjects such as Library and Information Organization and Management, including Laws and Related Practices and Trends, Information Technology, Selection and Acquisition of Library Materials, Cataloging and Classification, Reference, Bibliography and User Services, and Indexing and Abstracting, as called for in the library and information professional licensure examination;
- Addition of subjects in vital information and communication technologies crucial in the LIS program, like telecommunications, networking, and database design;
- Enriched specialization component such as law, health and medical, academic, special, school and public librarianship;

- Provision for community exposure through field-based experiences through its library practicum subjects; and
- Total immersion in library and information science practice towards the end of the LIS program.

Section 8. Curriculum Outline

	Units
General Education Courses	63
Professional Courses	90
Basic Professional Courses	60
Area of Specialization	18
Electives	12
NSTP	(6)
Physical Education	(8)
TOTAL UNITS	153 Units (14)

Section 9. General Education Courses

General Education and legislated courses shall follow existing requirements. The CHED Memorandum No. 59 series of 1996 (63 units) is the recommended track for the Library and Information Science.

Section 10. Professional Courses

These courses represent the component of the curriculum that aims to develop the range of knowledge and skills needed in the practice of Library and Information Science professions. These courses are divided into three categories: (a) Basic Professional courses, (b) Area of Specialization Courses, and (c) Electives

Section 11. Basic Professional Courses

The following are the basic courses in the Library and Information Science Program.

- LIS 1 Introduction to Library and Information Science 3 Units
- LIS 2 Collection Management 3 Units
- LIS 3 Organization of Information Sources I 3 Units
- LIS 4 Organization of Information Sources II 3 Units
- LIS 5 Information Sources and Services I 3 Units
- LIS 6 Library and Information Management 3 Units
- LIS 7 Indexing and Abstracting 3 Units
- LIS 8 Information Technology I 3 Units
- LIS 9 Information Sources and Services II 3 Units
- LIS 10 Information Technology II 3 Units

- LIS 11¹ Research Methods in Library and Information Science 3 Units
- LIS 12 Special Materials 3 Units
- LIS 13 Library Literature for Children and Young Adults 3 Units
- LIS 14 School Library Media Centers 3 Units
- LIS 15 Academic Libraries 3 Units
- LIS 16 Special Libraries 3 Units
- LIS 17 Public Libraries 3 Units
- LIS 18 Archives Management 3 Units
- LIS 19² Library Practice 6 Units

60 Units

¹Research Project

The LIS program provides for the completion of a research project as a requirement for graduation, and is undertaken in the course LIS 11, Research Methods in Library and Information Science.

- The research topic has to be on the research areas central to the profession, like information needs and uses, information storage and retrieval, information organization, analysis, and management, applications of information and communication technologies to LIS, and other related topics.
- The proposed research project topic has to be presented to a faculty committee, and approved by the dean or head of the LIS college or department.
- The approved research project topic is undertaken with the guidance of a duly designated thesis project adviser.

²Library Practice

A one-year practicum is required in the LIS program, which is undertaken by the student in his/her senior year. The program is designed to expose the student to all facets of LIS work in actual libraries and information centers in the public and private sectors. The student is expected to gain on-the-job experience in academic, government, school, public, and special library environments.

Library Practicum I is a three (3) unit course which covers Internship in academic and school libraries for a minimum of 200 hours. Library Practicum II is also a three (3) unit course which covers immersion in public and special libraries for a minimum of 200 hours.

Section 12. Area of Specialization Courses

The student has to complete 18 units of specialization courses in one of the following areas:

Academic Librarianship

- LIS 20A Collection Management in Academic Libraries
- LIS 20B Organization of Info. Sources in Academic Libraries
- LIS 20C Info. Sources and Services in Academic Libraries
- LIS 20D Library and Info. Management in Academic Libraries

- LIS 20E Indexing and Abstracting in Academic Libraries
- LIS 20F Information Technology in Academic Libraries

School Librarianship

- LIS 21A Collection Management in School Libraries
- LIS 21B Organization of Info. Sources in School Libraries
- LIS 21C Info. Sources and Services in School Libraries
- LIS 21D Library and Info. Management in School Libraries
- LIS 21E Indexing and Abstracting in School Libraries
- LIS 21F Information Technology in School Libraries

Public Librarianship

- LIS 22A Collection Management in Public Libraries
- LIS 22B Organization of Info. Sources in Public Libraries
- LIS 22C Info. Sources and Services in Public Libraries
- LIS 22D Library and Info. Management in Public Libraries
- LIS 22E Indexing and Abstracting in Public Libraries
- LIS 22F Information Technology in Public Libraries

Corporate Librarianship

- LIS 23A Collection Management in Corporate Libraries
- LIS 23B Organization of Info. Sources in Corporate Libraries
- LIS 23C Info. Sources and Services in Corporate Libraries
- LIS 23D Library and Info. Management in Corporate Libraries
- LIS 23E Indexing and Abstracting in Corporate Libraries
- LIS 23F Information Technology in Corporate Libraries

Law Librarianship

- LIS 24A Collection Management in Law Libraries
- LIS 24B Organization of Info. Sources in Corporate Libraries
- LIS 24C Info. Sources and Services in Corporate Libraries
- LIS 24D Library and Info. Management in Corporate Libraries
- LIS 24E Indexing and Abstracting in Corporate Libraries
- LIS 24F Information Technology in Corporate Libraries

Medical Librarianship

- LIS 25A Collection Management in Medical Libraries
- LIS 25B Organization of Info. Sources in Medical Libraries
- LIS 25C Info. Sources and Services in Medical Libraries
- LIS 25D Library and Info. Management in Medical Libraries
- LIS 25E Indexing and Abstracting in Medical Libraries
- LIS 25F Information Technology in Medical Libraries

Government Agency Librarianship

- LIS 26A Collection Management in Gov't. Agency Libraries
- LIS 26B Org. of Info. Sources in Gov't. Agency Libraries
- LIS 26C Info. Sources and Services Gov't. Agency Libraries
- LIS 26D Library and Info. Mgt. in Gov't. Agency Libraries
- LIS 26E Indexing and Abstracting in Gov't. Agency Libraries
- LIS 26F Information Technology in Gov't. Agency Libraries

Section 13. Electives

For the 12 units of electives, the student may choose from the following Education courses:

- Child and Adolescent Development
- Facilitating Learning
- Social Dimensions of Education
- Principles of Teaching 1
- Assessment of Student Learning 1
- Educational Technology 1

Section 14. Suggested Program of Study

The program of study herein is only an example. HEIs may use this sample and modify according to their needs. They may also add other preferred courses. The sample program of study is shown in Annex A.

Article VI
COURSE SPECIFICATIONS

Section 15. The Library and Information Science Curriculum provides minimum requirements for the course specifications of the professional courses and electives. The course specifications indicate the minimum requirements. HEIs may follow their own course specifications in the implementation of the program. However, the minimum requirements for these courses should be complied with by all HEIs. The complete course specifications are shown in Annex B.

Article VII
OTHER REQUIREMENTS

Section 16. Program Administration

The primary responsibility for the preparation of Library and Information Professionals (LIPs) within HEIs shall be exercised by a clearly defined and organized administrative and instructional unit such as an institute or department.

A dean/chair shall be employed and assigned full-time to provide leadership and direction to the LIS institute or department. The dean shall have the following qualifications:

- Holder of professional license
- Holder of Master's degree or Ph.D. in LIS or with appropriate or related specialization (such as Information Technology, Information Science, Communication, and the like); and
- With at least five (5) years of very satisfactory LIS teaching experience in an institution offering the LIS program.

A dean/chair of the Institute or department is one whose services are available and who carries a regular teaching load which in no case should exceed 12 units.

The dean/chair of the Institute or department shall have the following functions and responsibilities:

- Assist in the formulation of instructional policies;
- Exercise leadership among the faculty by:
 - Initiating and instituting faculty and staff development programs;
 - Recommending the appointment promotion or separation of faculty members and non-teaching personnel in his/her college, and preparing and recommending the teaching load of the faculty members, and directing and assigning them to advise students in their programs or studies;
 - Coordinating and facilitating student personnel services and practicum experiences;
 - Planning a program of curriculum development together with the LIS faculty members;
 - Instituting and defining program of supervision and other administrative support services aimed at upgrading the quality of instruction;
 - Assisting in the budget preparation and financial management of the institute or department; and
 - Initiating programs in research and extension services through networking, linkages, consortia, etc.

For LIS institutions with big enrolments, an associate/assistant dean/chair may be assigned, depending on the need.

Section 17. Faculty

Members of the LIS faculty should have academic preparation, experience and a professional license appropriate to teaching and library practice.

- Faculty teaching subjects for licensure examinations must be holders of valid certificates of registration or professional license;
- Faculty must be holders of appropriate Master of Library and Information Science or related degrees to teach LIS subjects and/or allied subjects at undergraduate level; and
- Faculty must have at least three years of very satisfactory teaching experience in tertiary level or at least three years of library and information science work experience.

A Practicum Coordinator who is a regular faculty member in the institute or department shall be assigned to plan, supervise, and evaluate students' practicum experience and career guidance.

The following conditions of employment shall be observed:

- Salary rates of faculty members should be commensurate with their rank, academic preparation, experience in instruction and research, at least, comparable with those of other faculty members who teach other baccalaureate courses;
- At least 60% of the LIS courses shall be taught by full time faculty in the institution; and

- The regular teaching load of the LIS faculty is twenty-four (24) units, inclusive of research and other related assignments.

LIS faculty shall be assigned academic rank in accordance with their academic preparation, teaching experience, continuing professional growth, library and information science work experience, and other criteria, which the HEIs may require.

Section 18. Library

A separate library/section should be made available to support the instructional and research needs as well as services pertinent to LIS. Library resources shall be adequate in quality following minimum library requirements.

The following are the minimum requirements for the library:

- There should be adequate reading space for the student population;
- The reading room should be able to accommodate at one seating a minimum of 10 – 15 % of the student enrolment;
- The library should be able to provide print, non-print materials, electronic resources, online databases and internet access, etc.;
- The library collection should have at least five (5) titles per subject. At least twenty percent (20%) of the total collection of books should have been published within the last five years; and
- In addition to the book collection the library should subscribe to at least three (3) titles of periodical in library and information science.

Section 19. Facilities and Equipment

- Classroom equipped with adequate facilities shall be provided.
- A practicum laboratory in librarianship shall be maintained within or outside the campus through appropriate linkages networks or consortia.
- Specialized laboratories shall be maintained for special fields.
- Facilities shall include a separate office for dean/chair/faculty and staff with amenities.

Section 20. Admission and Retention

There shall be no discrimination in the selection for admission of LIS students to the institution on the basis of sex, religion, race, age, or socio-economic status.

All LIS institutions shall adopt a system of selective admission and retention of students based from the institutions' admission and retention policies. There shall be a well-defined criteria for admission into the LIS program:

- LIS applicants should pass the institution's admission examination;
- Transferees who want to shift from one academic program to LIS may be admitted in compliance with the institution's admission requirements;
- The applicants should be physically and psychologically fit.

- As a general rule, no applicant shall be enrolled in any approved course unless proper credentials as prescribed are submitted to the institution before the end of the enrolment period.

Article VIII
Repealing Clause

Section 21. All pertinent rules and regulations or parts thereof that are inconsistent with the provisions of this policy are hereby repealed or modified accordingly.

Article IX
EFFECTIVITY

Section 22. These policies and standards shall take effect beginning School Year 2005-2006 and shall be effected as follows:

2005 – 2006	For incoming freshmen
2006 – 2007	For incoming freshmen and sophomores
2007 – 2008	For incoming freshmen, sophomores and juniors
2008 – 2009	All year levels

For strict compliance.

Pasig City, Philippines April 4, 2005

FOR THE COMMISSION


ROLANDO V. DELA ROSA
Chairman

GUIDELINES FOR LIBRARY PRACTICE

1. The Department/Institute of Library Science will provide the:
 - a. Schedule of the hours each student is available for practicum
 - b. Library Practice Rating Form for each Library Section where each student will take practicum
2. The receiving institute will prepare the practicum schedule of each student. Practicum will be given from Monday to Friday, 8:00 a.m. – 12:00; 1:00 – 5:00 p.m. There will be no practicum on Saturday.
3. The institution will orient the students on the scope of work and on the Guidelines for Practicum.
4. The heads of section or assistants designated to supervise practicum will orient the students to specific library tasks.
5. Each student will agree to stick to the schedule of practicum that was prepared for him by signing it.
6. A student who is absent during his appointed time for orientation may consult his classmates regarding instructions. A supervisor may not accommodate a student whose time for orientation is up.
7. Changes in the practicum schedule are not allowed.
8. Absences are not allowed. No make-up will be given.
9. Tardiness will not be tolerated.

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4. The heads of section or assistants designated to supervise practicum will orient the students to specific library tasks.
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6. A student who is absent during his appointed time for orientation may consult his classmates regarding instructions. A supervisor may not accommodate a student whose time for orientation is up.
7. Changes in the practicum schedule are not allowed.
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- I. **Course Name: LIS 1 INTRODUCTION TO LIBRARY AND INFORMATION SCIENCE**
- II. **Course Description:** An overview of libraries and librarianship; historical development of libraries; types of libraries; library profession including Code of Ethics for Filipino librarians, and RA 9246 and laws and issuances related to Philippine Librarianship. Introduction to librarianship provides the theoretical and philosophical underpinnings of the profession with emphasis on its practice in the Philippines. The course focuses on the historical perspective and the philosophy of librarianship.
- III. **No. of Units:** 3 units
- IV. **No. of Contact Hours Per Week:** 3 hours
- V. **Prerequisite:** None
- VI. **Course Objectives:**
- A. **Terminal:** At the end of the course, the students shall have acquired an understanding of the historical perspective and philosophy of libraries and librarianship and its status as a profession, and inculcated the love of service, work, courtesy, honesty and other relevant values among them.
- B. **Enabling:** At the end of the course the student shall have:
1. defined and understood library terms;
 2. understood the historical development and philosophical underpinnings of libraries and librarianship;
 3. distinguished and appreciated the different types of libraries as to objectives, functions, collections, staff and services;
 4. explained the organizational structure of a library;
 5. discussed librarianship as a profession;
 6. demonstrated love for library work;
 7. understood the Code of Ethics for Filipino librarians; and
 8. understood the RA 9246 and other laws and issuances related to Philippine librarianship.
- VII. **Course Outline:**
- A. **Introduction**
1. Definition of terms
 2. Historical perspectives (an overview)
 3. The library in society
 4. The library as an organization
- B. **Types of libraries**
1. School Libraries
 - 1.1 Objectives
 - 1.2 Functions
 - 1.3 Collections
 - 1.4 Staff
 - 1.5 Services
 - 1.6 Standards
 2. Academic libraries (subtopics same as 1)
 3. Public libraries (subtopics same as 1)
 4. Special libraries (subtopics same as 1)
- C. **Librarianship as a profession**
1. Philosophy of education for librarianship
 2. RA 9246 and other laws and issuances pertaining to Philippine librarianship
 3. Code of Ethics for Filipino librarians
 4. Professional Associations – National and International settings
 5. Body of literature
- D. **Trends in librarianship**
1. Communication Science
 2. Information Science

3. Library Automation
4. Knowledge Management

VIII. Equipment: Instructional Materials

IX. Textbooks and References:

A. Required Textbooks

- Advances in Librarianship ed. by Irene Goddan. New York: Academic Press, 1996.
 Gates, Jean Key. Introduction to Librarianship. New York: McGraw Hill, 1976.
 Nera, Corazon, ed. Introduction to Librarianship: Academic Libraries. Jakarta: ASEAN Committee on Culture and Information, 1993.
 Ranganathan, S.R. Five Laws of Library Science. New York: Toplinger Publishing, 1962.
 Sanchez, Concordia. The Libraries of the Philippines. Manila: PLA, 1974.
 Shera, Jesse H. The Foundation of Education for Librarianship. New York: Becker and Hayes, 1972.
 Shores, Louis. Challenges to Librarianship. Dubuque, Iowa: William Brown.

B. Recommended Textbooks

- Aldrich, Ella V. Using Books and Libraries. 5th ed. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1967.
 Asheim, Lester. Librarianship in the Developing Countries. Urbana, Illinois: University of Illinois Press, 1966.
 Atkinson, Frank. Librarianship: An Introduction to the Profession. London: Clive Bingley, 1974.
Bulletin of the Philippine Library Association, Inc. 65th Anniversary Issue, October 1988.
 Butler, Pierce. An Introduction to Library Science. Chicago: University of Chicago Press, 1964.
 Johnson, E.D. A History of the Library in the Western World. New York: Scarecrow Press, 1965.
 Lancour, Harold ed. Encyclopedia of Library and Information Science. 1968-1983. 36 vols.
 "Libraries". Encyclopedia Britannica. 2002 ed. v.22.
 Maidment, William R. Librarianship. London: David and Charles, 1975.
 McKherjee, A.K. Librarianship: Its Philosophy and History. Bombay: Asia Publishing House, 1966.
 Myson, William. Librarianship as a Career. London: B.T. Batsford, 1963.
 Siega, Gorgonio. Librarianship: as a Profession in the Philippines. Dumaguete City: Silliman University, 1969.
 Wedgeworth, Robert, ed. ALA World Encyclopedia of Library and Information Service. Chicago: ALA, 1980.

- I. Course Name: LIS 2 COLLECTION MANAGEMENT**
- II. Course Description:** Principles and methods of selecting and evaluating different kinds of information sources; the librarians' role as material selector; development and maintenance of collections; bibliographic tools and on-line data bases; publishers and publishing; acquisition process.
- III. No. of Units:** 3 units
- IV. No. of Hours Per Week:** 3 hours
- V. Prerequisite:** LIS 1
- VI. Course Objectives:**
- A. Terminal: At the end of the course, the student should have demonstrated adequate understanding, for application purposes, the concepts, theories and principles of collection development.
 - B. Enabling: With the knowledge of the principles of selection and acquisition of library materials, the student is expected to:
 1. apply these principles in the practice of selecting, acquiring and evaluating library materials;
 2. appreciate the importance of selection;
 3. be familiar with the standard selection tools and current reviewing media; and
 4. be able to formulate selection, deselection and acquisition policies.
- VII. Course Outline:**
- A. Introduction
 1. The place of collection development
 2. Definition of terms
 3. Factors affecting collection development
 - B. Selection of library materials
 1. General principles
 2. Bases of selection
 - 2.1 Statement of book selection
 - 2.2 Standards of collection development
 - 2.3 Selection and acquisition policies
 3. The Librarian as selector
 - 3.1 Responsibility for selection
 - 3.2 Criteria for selection
 - 3.2.1 Print materials
 - 3.2.1.1 Fiction
 - 3.2.1.2 Non-fiction (subject area)
 - 3.2.1.3 Editions and translations
 - 3.2.1.4 Continuing resources
 - 3.2.1.5 Pamphlets
 - 3.2.1.6 Microforms
 - 3.2.2 Non-print materials
 - 3.2.2.1 Still pictures
 - 3.2.2.2 Moving pictures
 - 3.2.2.3 Dimensional objects
 - 3.2.2.4 Audio-recordings
 - 3.2.2.5 Electronic resources
 4. Criteria for selection
 - C. Acquisition Process
 1. Methods of acquisition
 - 1.1 Purchase and subscription
 - 1.2 Gifts and exchanges
 - 1.3 Loans and deposits
 - 1.4 Cooperative acquisition

2. Other Work
 - 2.1 Procedures
 - 2.2 Forms, records and files
3. Factors affecting acquisition work
 - 3.1 Institutional policies
 - 3.2 Legal regulations in general
 - 3.3 Local regulations
 - 3.4 Inventory, property accountability and reporting practices
4. Procedures and distribution of library materials

D. Evaluation of library collections

1. Approaches to collection evaluation
2. Deselection (Weeding)
 - 2.1 Criteria
 - 2.2 Process of deselection or weeding

E. Preservation and conservation of library materials

F. Problems, issues and trends in collection development in the Philippines

VIII. Equipment: Selection Tools, Online Catalogs, Bibliographic Tools, Internet

IX. Textbooks and References:

A. Required Textbooks

- Collection Development in a Digital Environment. New York: Haworth Press, c1999.
Collection Development: Past and Future. New York: Haworth Press, c1996.
 Evans, G. Edward. Developing Library Collections. 2nd ed. Littleton, Colo.: Libraries Unlimited, 1981.
 Ford, Stephen. The Acquisition of Library Materials. Chicago: ALA, 1973.
 Katz, Bill. Guide to Magazine and Serials Agents. New York: Bowker, 1975.
 Ranganathan, Shiyali. Library Book Selection. Bombay: Asia Pub. House, 1966.

A. Recommended Textbooks

- Acquisition, Budgets and Material Costs: Issues and Approaches. New York: Haworth Press, 1988.
 Bloomberg, Marty & G. Edward Evans. Introduction to Technical Services for Library Technicians. Littleton, Colo.: Libraries Unlimited, 1981.
 Broadus, Robert. Selecting Materials for Libraries. New York: Wilson, 1973.
 Cabeceirias, James. The Multi-media Library: Material Selection and Use. New York: Academic Press, 1982.
Collection Building: Studies in the Development & Effective Use of Library Resources. Gaylord Professional Publication in association with Neal-Schuman Publisher, 1980.
 College Library Book Selection Conference. Basic Books for College Library. Cagayan de Oro: Xavier University Library, 1978.
 Curley, Arthur & D.M. Broderick. Building Library Collections. 6th ed. Metuchen, New Jersey: Scarecrow Press, c1985.
 Davidson, Donald. The Periodicals Collections. 2nd ed. New York: Columbia University Press, 1963.
 Fiske, Marjorie. Book Selection and Censorship. Berkeley, Calif.: University of California Press, 1968.
 Futas, Elizabeth ed. Library Acquisition Policies and Procedures. Phoenix, Arizona: Oryx Press, 1977.
 Goldhor, Herbert. Selection and Acquisition Procedures in Medium-sized and Large Libraries. Champaign, Ill.: Illinois Union Bookstore, 1963.
 Grieder, Theodore. Acquisitions: Where, What, and How: A Guide to Orientation & Procedure for Students in Librarianship, Librarians, and Academic Faculty. Westport, Conn.: Greenwood Press, 1978.
 Job, M.M. Theory of Book Selection. New Delhi: Sterling, 1978.
 Johnson, Barbara. Book Scouting: How to Turn Your Love for Books into Profit. Englewood Cliffs, N.J.: Prentice Hall, 1981.
 Katz, William. Collection Development: The Selection of Materials for Libraries. New York: Holt, Rinehart & Winston, 1980.

- Library Acquisition, Policies and Procedures. Phoenix, Arizona: Oryx Press, 1984.
- Merritt, Leroy. Book Selection and Intellectual Freedom. New York: Wilson, 1970.
- Mount, Ellis. Weeding of Collections in Sci-Tech Libraries. New York: Haworth Press, 1986.
- Perkins, Ralph. Book Selection Media. Champaign, Ill.: NCTE, 1967.
- Parker, J. Stephen. Asking the Right Questions: Case Studies in Library Development Consultancy. London: Mansell Pub., c1988.
- Schad, Jasper G. Problems in Developing Academic Library Collections. New York: R.R. Bowker, 1974.
- School Library and Media Center Acquisitions Policies and Procedures. Canada: Oryx Press, 1986.
- Siega, Gorgonio. Building Academic Library Collections. Dumaguete: Silliman University Library, 1976.
- Spiller, David. Book Selection: An Introduction to Principles and Practice. London: Clive Bingley, 1971.
- White, Brenda. Collection Management for School Library Media Centers. New York: Haworth Press, 1986.

- I. **Course Name:** LIS 3 **ORGANIZATION OF INFORMATION SOURCES I**
- II. **Course Description:** Development of cataloging and classification systems; descriptive cataloging; classification and subject analysis of books and other monographs using Anglo-American Cataloging Rules; DDC Scheme, principles and techniques of catalog construction; authority and withdrawal files.
- III. **Number of Units:** 3 units
- IV. **Number of Contact Hours Per Week:** 3 hours
- V. **Prerequisite:** None
- VI. **Course Objectives:**
- A. **Terminal:** At the end of the course, the student shall have obtained an understanding of the basic concepts of cataloging and classification, and developed the ability to apply the rules and principles of descriptive and subject cataloging.
 - B. **Enabling:** With the knowledge of the basic concepts and principles of cataloging and classification, the student is expected to:
 1. use effectively the tools in cataloging and classification;
 2. prepare different catalog entries;
 3. classify books according to the DDC Scheme;
 4. assign subject headings using standard lists;
 5. apply the basic skills in preparing and maintaining a card catalog and shelflist; and
 6. learn the computerized cataloging systems.

VII. **Course Outline:**

A. **Introduction**

1. Importance of cataloging and classification
2. Definition of terms
3. The Library catalog – types, parts and functions
4. The Catalog department
 - 4.1 Functions
 - 4.2 Personnel
 - 4.3 Records and files
 - 4.4 Policies and procedures
5. Reading a book technically

Activities:

1. Examining the library catalog to:
 - 1.1 copy and identify the different types of cards
 - 1.2 determine the arrangement of cards in the card catalog
 - 1.3 discover the parts of the card catalog
2. Exercises on the use of the library catalog
3. Visit to the library catalog department and submission of a report on it

B. **Descriptive Cataloging**

1. Description
 - 1.1 Overview of AACR 2
2. Description of monographs
 - 2.1 Areas and elements; punctuations
 - 2.2 Rules and description
3. Access points
 - 3.1 Personal authors
 - 3.2 Works by corporate authors
 - 3.3 Works entered under title
 - 3.4 Works entered under uniform title
4. References
5. Authority name files

C. Subject Cataloging

1. Principles of subject cataloging
2. Forms of subject headings
3. Standard lists of subject headings
 - 3.1 Sears list of subject headings
 - 3.2 LC list of subject headings
4. Assigning subject headings
5. Subject authority files

Activities:

1. Reading the introduction of the standard list of subject headings
2. Exercises in assigning subject headings
3. Preparation of subject cards

D. Classification

1. Historical background
 - 1.1 Overview of the different classification systems
2. Principles of classification
3. The DDC Scheme
4. The Call number

Activities:

1. Discussion on the history of DDC
2. Exercises on the use of the Dewey Decimal Classification Scheme
3. Exercises on the use of the Cutter's Two or Three Figure Table

E. Shelf-listing and Filing according to DDC

1. Shelf-listing
2. Rules in filing catalog cards

Activities:

1. Exercises in filing shelf-list cards
2. Practice work in filing catalog cards
3. Preparation and compilation of complete set of catalog cards

F. Other catalog files and records**VIII. Equipment: Cataloging and Classification Tools****IX. Textbooks and References:****A. Required Textbooks**

- Anglo-American Cataloging Rules, 2nd ed, 2002 Revision. Chicago : ALA, 2002.
- Chan, Lois Mai. Cataloging & Classification : An Introduction. c1981.
- Chapman, Liza. How to Catalog : A practical Handbook using AACR2 and Library Congress. 1984.
- Cutter, C. Three-Figure Author Table. Springfield, Mass.: H.R. Hunting.
- Daily, Jay Elwood. Organizing Non-print Materials : A Guide for Librarians. New York: Marcel Dekker, 1972.
- Dewey Decimal Classification, Ed. 22. Dublin, Ohio: OCLC, 2003. 4 vols.
- Library of Congress Filing Rules. Washington, D.C.: Library of Congress, 1980.
- Library of Congress Subject Headings. Washington, D.C.: Library of Congress, 1989.
- Sears, Minnie Earl. Sears List of Subject Headings. New York: H.W. Wilson, c2000.

B. Recommended Textbooks

- Boll, John J. Introduction to Cataloging. New York: McGraw-Hill, 1970. 2vols.
- Coates, E.J. Subject Catalogues : Heading and Structures. London : Library Association, 1988.
- Foskett, Anthony Charles. The Subject Approach to Information. London: Clive Bingley, 1969.
- Gorman, Michale. The Concise AACR2. Chicago : ALA, 1998.
- Hickey, Doralyn J. Problems in Organizing Library Collections. New York: Bowker, 1972.

- Hoffman, Christa F.B. Getting Ready for AACR2: The Cataloging Guide. White Plains, New York: Knowledge Industry Publications, 1980.
- Hunter, Eric Joseph. Classification Made Simple. Aldershot : Gower, 1988.
- Intner, Sheila, Jean Weihs and associates. Special Libraries: a Cataloging Guide. Englewood, Colorado: Libraries Unlimited, 1998.
- Kohl, David F. Cataloging and Catalog : A Handbook for Library Management. Santa Barbara, Calif.: ABC-Clío, 1986.
- Kumar, Girja. Theory of Cataloging. 2nd ed. New Delhi: Vikas, 1975.
- Lim, Corazon R. Filipino Author's Names in AACR2 Heading's. Manila: Ram Pub., 1995.
- Mills, Jack. A Modern Outline of Library Classification. London: Chapman and Hall, 1968.
- Piercy, Esther J. Commonsense Cataloging: A Catalogers Manual. 3rd ed. New York: H.W. Wilson, 1983.
- Saliya, M.P. Introduction to the Practice of DDC. New Delhi: Sterling Pub., 1987.
- Tait, James. Authors and Titles. London: Clive Bingley, 1969
- Wynar, Bohdan S. Introduction to Cataloging and Classification. 6th ed. Littleton, Colorado: Libraries Unlimited, 1980.

I. **Course Name: LIS 4 ORGANIZATION OF INFORMATION SOURCES II**

II. **Course Description:** Library of Congress Classification Scheme; cataloging of continuing resources and non-print materials; use of computerized cataloging systems and other trends in cataloging.

III. **No. of Units:** 3 units

IV. **No. of Contact Hours Per Week:** 3 hours

V. **Prerequisite:** LIS 3

VI. **Course Objectives:**

- A. Terminal: At the end of the course, the student shall have developed the knowledge, skills and attitudes in cataloging and classifying various types of library materials.
- B. Enabling: With the knowledge, skills and attitudes in cataloging and classifying continuing resources and non-print materials, the student is expected to:
1. apply the basic rules and principles in cataloging continuing resources and non-print materials;
 2. use proficiently the Library of Congress Classification Scheme; and
 3. prepare different types of catalog entries for continuing resources and non-print materials.

VII. **Course Outline:**

A. Review of the basic concepts and principles of descriptive and subject cataloging.

Suggested Activities:

1. Diagnostic test
2. Exercises in cataloging
3. Exercises in classifying monographs
4. Exercises in classifying various types of library materials, both print and non-print materials

B. Descriptive cataloging of non-print materials

1. Continuing Resources
2. Non-book materials
 - 2.1 cartographic materials
 - 2.2 sound recordings
 - 2.3 graphic materials
 - 2.4 three-dimensional objects
 - 2.5 video recordings
 - 2.6 microforms
 - 2.7 electronic resources

Suggested activities:

1. Discussion of the descriptive cataloging rules for each type of library materials.
2. Exercises in cataloging each type of library materials.
3. Preparation of complete set of catalog entries.
4. Visit to libraries with well organized non-book collections and submission of a brief report on each.

C. Subject Cataloging of Non-print Materials

D. Library of Congress Classification Scheme

1. Historical background of the Library of Congress Classification Scheme
2. General characteristics
3. Schedules and tables

Suggested Activities:

1. Discussion of the LC Classification Scheme
2. Exercises in using LC schedules and tables

- E. Shelf-listing and filing
 1. Shelf-listing according to the LC classification scheme

Suggested Activities:

1. Exercises in shelf-listing
2. Exercises in filing

- F. Trends in cataloging
 1. Computer-assisted cataloging
 2. MARC bibliographic records
 3. Online cataloging
 4. Dublin core
 5. Metadata

VIII. Equipment: Cataloging and Classification Tools

IX. Textbooks and References

A. Required Textbooks

- Anglo-American Cataloging Rules 2nd ed. 2002 Revision
Library of Congress Filing Rules. Washington, D.C.: Library of Congress, 1980.
Library of Congress Classification Schedules 34 vols. Washington, D.C., 1999.
Library of Congress Subject Headings. Washington D.C.: Library of Congress, 1999.
Immroth's Guide to the Library of Congress Classification. 3rd ed. Littleton, Colo.: Libraries Unlimited, 1980.

B. Recommended Textbooks

- Cannan, Judith. Special Problems in Serial Cataloging. Washington, D.C. : Library of Congress, 1979.
Cataloging Special Materials: Critiques and Innovations. Phoenix, Arizona: Oryx Press, 1986.
 Coates, E.J. Subject Catalogues: Headings and Structures. London: Library Association, 1988.
 Cutter, C. Three-Figure Author Table. Springfield, Mass.: H.R. Hunting.
 Daily, Jay Elwood. Organizing Non-Print Materials: A Guide for Librarians. New York: Marcel Dekker, 1972.
 Dewey, Melvil. Dewey Decimal Classification and Relative Index 4v. Ed. 22 Dublin, Ohio: OCLC, c2003.
 Foskett, Anthony Charles. The Subject Approach to Information. London: Clive Bingley, 1969.
 Gorman, Michael. The Concise AACR2. Chicago: ALA, 1998.
 Hoffman, Christa F.B. Getting Ready for AACR2: The Catalogers Guide. White Plains, New York: Knowledge Industry Publications, 1980.
 Holzberkein, Deanne. Computer Software Cataloging: Techniques and Examples. New York: Haworth, 1986.
 Hunter, Eric Joseph. Classification Made Simple. Aldershot: Gower, 1988.
 _____ . Compurized Cataloging. London: Clive Bingley, c1985.
 Intner, Sheila S. Jean Weihs and associates. Special Libraries: a Cataloging Guide. Englewood, Colorado: Libraries Unlimited, 1998.
 Kohl, David F. Cataloging and Catalog: A Handbook for Library Management. Santa Barbara, Calif.: ABC-Clío, 1986.
 Lim, Corazon, R. Filipino Authors' Names in AACR 2 Headings. Manila: Ram Pub., 1995.
 Sears, Minnie Earl. Sears List of Subject Headings. 17th ed. New York: H.W. Wilson, c2000.
 Tait, James. Authors and Titles. London: Clive Bingley, 1969.
 Wynar, Bohdan S. Introduction to Cataloging and Classification. 6th ed. Littleton, Colorado: Libraries Unlimited, 1980.

- I. Course Name: LIS 5 INFORMATION SOURCES AND SERVICES I**
- II. Course Description:** Introduction to reference methods; literature searching and bibliographic techniques; evaluation and use of principal types of information and use of computerized data bases for information searching. It covers the basic reference sources and materials for different library users.
- III. No. of Units: 3 units**
- IV. No. of Contact Hours Per Week: 3 hours**
- V. Prerequisites: LIS 1**
- VI. Course Objectives:**
- A. Terminal: At the end of the course, the student should have identified and understood the concepts, values and implications of reference service in libraries and information centers.
 - B. Enabling: With the knowledge of the basic concepts, values and implications of reference and information services, the student is expected to:
 1. apply the appropriate skills in the effective evaluation and utilization of basic reference and information sources;
 2. apply the principles gained for an effective reference and information service; and
 3. learn the use of computerized data bases for information searching.
- VII. Course Outline:**
- A. Introduction to reference and information services
 1. Nature
 - 1.1 Definition of terms
 - 1.2 Historical background
 - 1.3 Relation to other services in the library
 - 1.4 Linkages with other libraries and information centers
 2. Reference department
 - 2.1 Organization
 - 2.2 Staff
 - 2.3 Collection
 - 2.4 Functions
 3. Reference process
 - 3.1 Definition of terms
 - 3.2 Classification of reference questions
 - 3.3 Methods and techniques
 4. Bibliography making
 5. Use of computerized data bases for information searching
 - B. Reference and information sources
 1. Nature of reference and information sources
 - 1.1 Definition of terms
 - 1.2 Types
 - 1.2.1 Source type/fact finders
 - 1.2.2 Locators/control-access-direction type
 - 1.2.3 Timeliness of reference sources
 - 1.2.3.1 Primary sources
 - 1.2.3.2 Secondary sources
 - 1.2.3.3 Tertiary sources
 - 1.2.4. Selection and evaluation
 - 1.2.4.1. Aids to selection
 - 1.2.4.2. Criteria for evaluation
 - 1.2.4.2.1. Authority
 - 1.2.4.2.2. Scope
 - 1.2.4.2.3. Treatment
 - 1.2.4.2.4. Arrangement
 - 1.2.4.2.5. Format

- 1.2.4.2.6. Special features
- 1.2.4.2.7. Cost
- 1.2.4.2.8. Recency
- 1.2.4.2.9. Usefulness

C. General Reference and Information Sources

- 1. Definition, classification, evaluation and use of the different types of reference sources
 - 1.1 Dictionaries
 - 1.2 Encyclopedias
 - 1.3 Yearbooks and Almanacs
 - 1.4 Handbooks and Manuals
 - 1.5 Directories
 - 1.6 Biographical dictionaries
 - 1.7 Indexes
 - 1.8 Bibliographies and catalogs
 - 1.9 Geographical sources
 - 1.10 Government publications/documents
 - 1.11 Continuing resources
 - 1.12 Audio-visual materials
 - 1.13 Microforms
 - 1.14 Electronic resources

VIII. Equipment: Reference Tools, Multimedia, Computers, Internet

IX. Textbooks and References:

A. Required Textbooks:

- Davinson, Donald Edward. Reference Service. London: Clive-Bingley, 1979.
- Doyle, James M. and George H. Grimes. Reference Sources: A Systematic Approach. Metuchen, N.J.: Sovenore Press, 1976.
- Gates, Jean Key. Guide to the Use of Libraries and Information Sources. 6th ed. New York: McGraw-Hill, 1989.
- Katz, Bell and Robin Kinder, ed. Current Trends in Information: Research and Theory. London: Haworth Press, 1987.
- Katz, Bell and Ruth Fraley eds. Personnel Issues of Reference and Information Services. London: Haworth Press, 1986.
- Katz, William, Ruth Fraley ed. Evaluation of Reference Service. New York: Haworth Press, 1984.
- Katz, William A. Introduction to Reference Work. 6th International ed. New York: McGraw-Hill, 1987.

B. Recommended Textbooks:

- Coombs, Douglas. Spreading the Word: The Library Work of the British Council. London: Mansell Pub., c1988.
- Henry, W.M. Online Searching: An Introduction. c1982.
- Hutchins, William A. Introduction to Reference Work. New York: McGraw-Hill, 1982. 2 volumes.
- Joahoda, Gerlads and JudithShiek Braugagel. The Librarians and Reference Queries: A Systematic Approach. New York: Academic Press, 1980.
- Narayana, G.H. Library and Information Management. New York: Delhi: Prentice-Hall of India, 1991.
- Palmer, Roger. Online Reference and Information Retrieval. 2nd ed., 1987.
- Sharma, Jagdish Saran and D.R. Grover. Reference Services and Sources of Information. New Delhi: Ess Ess, 1987.
- Sheehy, Eugene P. Guide to Reference Books. 10th ed. Chicago: ALA 1986.
- Thomas, Diana M., Ann T. Huckley and Elizabeth Resenbocks. The Effective Reference Librarian. New York: Academic Press, 1981.
- Young, H., ed. ALA Glossary of Library and Information Source. Chicago: ALA, 1983.

- I. **Course Name:** LIS 6 LIBRARY AND INFORMATION MANAGEMENT
- II. **Course Description:** Principles of organization and management for effective library and Information services.
- III. **No. of Units:** 3 Units
- IV. **No. of Contact Hours Per Week:** 3 hours
- V. **Prerequisites:** LIS 1, 2, 3, 4, 5
- VI. **Course Objectives:**
- A. Terminal: At the end of the course, the student shall have identified and understood the basic concepts and principles of organization and management. The student should have been able to relate and apply these concepts to the effective operation of the library in the light of accepted norms of conduct.
 - B. Enabling: With the knowledge gained on the basic concepts and principles of library organization and management, the student is expected to:
 1. define the management process by identifying its specific elements;
 2. draw up an organizational chart for each type of library;
 3. learn how to make job classifications and descriptions;
 4. learn the basic principles of library administration;
 5. understand the process involved in library information management; and
 6. be able to evaluate the various services of the library.
- VII. **Course Outline:**
- A. Introduction to administration
 1. Definition of terms
 2. Principles of management
 3. Administrative process
 - 3.1 Planning
 - 3.2 Organizing
 - 3.3 Directing
 - 3.4 Controlling
 4. Leadership – the executive and other factors in administration
 - B. Administration of the library
 1. Cultural and social influences
 2. Library objectives
 3. Legislation, standards and policies
 - C. Major administrative concerns
 1. Personnel
 - 1.1 Personnel policies, practices and problems
 - 1.2 Position classification
 - 1.3 Supervision
 - 1.4 Staff training and development
 - 1.5 Performance appraisal/evaluation
 2. Finance
 - 2.1 Source of support
 - 2.2 Budgeting
 - 2.3 Accountability
 3. Library Services
 - 3.1 Readers services
 - 3.2 Technical services
 - 3.3 Outreach services
 - 3.4 Networks
 4. Physical Facilities
 - 4.1 Library quarters
 - 4.2 Equipment and furnitures

- 4.3 Supplies
- 5. Material Resources
 - 5.1 Print and other non-print
 - 5.2 Non-print
 - 5.3 Electronic
- 6. Publicity and Promotions
 - 6.1 Newsletters and other publications
 - 6.2 Public relations
 - 6.3 Bulletin board displays
 - 6.4 Handbooks and manuals
- 7. Evaluation of Library Services
 - 7.1 Surveys
 - 7.2 Reports and records
 - 7.3 Inventory

D. Laws, Related Practices and Trends in Library and Information Center Management

- 1. Legislations affecting librarianship
 - 1.1 Commonwealth and Republic acts
 - 1.2 Presidential issuances
 - 1.3 Professional Regulation Commission (PRC), Board for Librarians (BFL), Commission on Audit (COA), Civil Service Commission (CSC) issuances
- 2. Related practices and trends in library and information center management
 - 2.1 Library associations
 - 2.2 Public/private organizations related to libraries
 - 2.3 Current issues and trends

VIII. Equipment: OHP and Transparencies, Cases, Internet

IX. Textbooks and References:

- Aspects of Library Development Planning ed. By J. Stephen Parker. London Mansell Pub., c1983.
- Libraries. England: Bower, 1986.
- Brown, Royston. Public Library Administration. New York: Clive Bingley, 1979.
- Bryan, Alice. The Public Librarian. New York: Columbia University Press, 1979.
- Bryson, Jo. Effective Library and Information Center Management. England: Gover, c1990.
- Cargill, Jenifer. Library Management and Technical Services. New York: Haworth Press, 1968.
- _____. Managing Libraries in Transition. Phoenix: Oryx Press, 1988.
- Chapman, Edward. Library Systems Analysis Guidelines. New York: Wiley- Interscience, 1970.
- Conroy, Barbara. Improving Communications in the Library. Phoenix, Arizona: Oryx Press, 1986.
- Cowley, Rod. A Guide for Librarian and Systems Manager. S.L.: Gower, 1988.
- Durcy, Peter. Staff Management in University and College Libraries. New York: Pergamon Press, 1976.
- Evans, G.E. Management Techniques for Librarians. New York: Academic Press, 1976.
- Ford, Gary T. Marketing and the Library. New York: Haworth Press, 1984.
- Fraleigh, Ruth. Finance, Budget and Management for Reference Services. New York: Haworth Press, 1988.
- Getz, Malcolm. Public Libraries: an Economic Overview. Baltimore : John Hopkins, University Press, 1980.
- Goldberg, Robert. A Systems Approach to Library Program Development. Metuchen, N.J.: Scarecrow, 1976.
- Information Management: From Strategies to Action. 2nd ed. London: Library Ass., 1985.
- Johnson, Edward. Management Issues in the Networking Environment. New York: Haworth Press, 1988.
- Kohl, David F. Administration, Personnel, Buildings and Equipment. Santa Barbara, Calif.: ABC CLIO Information Services 1985.
- Koontz, Harold. Essentials of Management. New York: Mc-Grawhill, 1982.
- Lowell, Mildred. The Management of Libraries and Information Centers. Metuchen, N.J.: Scarecrow Press, 1968.

- _____. Library Management of Libraries and Information Centers. Metuchen, N.J.: Scarecrow Press, 1975.
- Lucas, Henry. Managing Information Services. New York: Wilson, 1974.
- Lyle, Guy. Administration of the College Library. New York: Wilson, 1974.
- McCabe, Gerald. Advances and Library Administration and Organization. Greenwich, Conn.: JAI Press, 1988.
- McCran, Lawrence. Archives and Library Administration. London: Haworth Press, 1986.
- Massie, Joseph. Essentials of Management. 4th ed. New Jersey: Prentice Hall, 1987.
- Parker, J. Stephen. Unesco and Library Development Planning. London: Library Ass., 1988.
- Partridge, W.G. Low Budget Librarianship : Managing Information in Developing Countries. London: Library Ass., 1988.
- Ranganathan, Shiyali. Library Administration. London: Asia Publishing House, 1960.
- Reeves, William. Librarians as Professionals: The Occupation's Impact on Library Work Arrangements. Lexington, Mass.: Lexington Books, 1980.
- Riggs, Donald. Strategic Planning for Library Managers. Arizona: Oryx Press, 1984.
- Roberts, Norman. Librarians and Professional Status: Continuing Professional Development and Academic Libraries. London: Library Ass., 1991.
- Sager, Donald. Managing the Public Library. Boston, Mass.: G.K. Hall, 1989.
- _____. Staff Training in Libraries: The British Experience. England: Gover, 1986.
- Stebbins, Kathleen. Personnel Administration in Libraries. Metuchen, N.J.: Scarecrow Press, 1966.
- _____. Studies in Library Management. New York: K.G. Saur-Clive Bingley, 1980.
- Stewart, Robert. Library Management. Littleton, Colo.: Libraries Unlimited, 1977.
- _____. Library Management. 2nd ed. Littleton, Colo.: Libraries Unlimited, 1987.
- Thompson, James. An Introduction to University Library Administration. London: Clive Bingley, 1980.
- Wilson, Louie. The University Library. New York: Columbia University Press, 1956.

- I. Course Name: LIS 7 INDEXING AND ABSTRACTING**
- II. Course Description:** Principles, theories and development of abstracting and indexing, designing of thesauri, preparation of book and journal indexes and abstracts.
- III. No. of Units: 3 Units**
- IV. No. of Contact Hours Per Week: 3 hours**
- V. Prerequisites: LIS 3 and 4**
- VI. Course Objectives:**
- A. Terminal:** By the end of the course, the student shall have:
1. Learned the principles and theories in the development of indexes and abstracts.
 2. Known how to design a thesaurus.
 3. Gained skills in the preparation of book and periodical indexes and abstracts.
- B. Enabling:** At the end of the course the student shall:
1. Be able to identify various types of indexes and abstracts.
 2. Be able to apply the principles and theories of abstracting and indexing.
 3. Be able to develop and produce a thesaurus, book and periodical indexes and abstracts.
- VII. Course Outline:**
- A. Indexing**
1. Development of indexing
 2. Role of indexing in information retrieval
 3. Information retrieval systems
 4. Purpose and uses of indexes
 5. Types of indexes
 6. Principles and concepts of indexing
 - 6.1 Exhaustivity
 - 6.1.1 Summarization
 - 6.1.2 Depth indexing
 - 6.1.2.1 Specificity
 - 6.1.2.2 Consistency in indexing
 7. Indexing languages
 - 7.1 Purpose and uses
 - 7.2 Features/ characteristics
 - 7.3 Types
 - 7.3.1 Natural language
 - 7.3.2 Controlled vocabulary
 8. Indexing systems
 - 8.1 Coordinate indexing
 - 8.1.1 Pre-coordinate indexing
 - 8.1.2 Post-coordinate indexing
 - 8.2 Classified indexing
 - 8.2.1 Enumerative indexes
 - 8.2.2 Faceted indexes
 - 8.3 Chain indexes
 - 8.4 Permuted title indexing
 - 8.4.1 KWIC
 - 8.4.2 KWAC
 - 8.4.3 KWOC
 - 8.5 Citation indexing
 - 8.6 String indexing
 - 8.6.1 Precis
 - 8.6.2 POPSI
 - 8.6.3 NEPHIS
 - 8.6.4 Other systems
 9. Measures of the effectivity of the indexing system
 - 9.1 Recall

- 9.2 Precision
 - 10. Subject indexing process
 - 10.1 Recording bibliographic data
 - 10.2 Subject or conceptual analysis
 - 10.3 Translation
 - 10.4 Generating index entries
 - 11. Indexing policies and guidelines
 - 12. Production of index entries
 - 12.1 Book indexing
 - 12.2 Newspaper indexing
 - 12.3 Periodical indexing
- B. Abstracting
- 1. Historical background
 - 2. Abstracts and the various types of document surrogates
 - 3. Uses of an abstract
 - 4. Types of abstracts
 - 5. Format, style and length of the abstract
 - 6. The abstracting process
 - 7. Abstracting policies and guidelines
 - 8. Production of abstracts
- C. Applications of indexing and abstracting data
- 1. Primary publications
 - 2. Indexing and abstracting journals and bulletins
 - 3. Database products
 - 4. Online searching
 - 5. Current awareness services

VIII. Equipment: OHP, Transparencies, Indexing and Abstracting softwares, Internet

IX. Textbooks and References:

A. Required Textbooks

- Borko, H. and C.L. Bernier. Abstracting Concepts and Methods. New York: Academic Press, 1975.
- Cleveland, Donald B. and Ana P. Cleveland. Introduction to Indexing and Abstracting. 2nd ed., c1990.
- Collison, R.L. Indexes and Indexing. 3rd ed. London, 1969.
- Lancaster, F.W. Indexing and Abstracting in Theory and Practice. c2003.
- Wellish, Hans H. Indexing from A to Z. c1991.

B. Recommended Textbooks

- Aitchison, Jean and A. Gilchrist. Thesaurus Construction: A Practical Manual. Aslib, c1990.
- Campey, Lucille H. Generating and printing Indexes by Computers. c1972.
- Foskett, A.C. The Subject Approach to Information. London: LA Pub., 1996.
- Hutchins, W.J. Languages of Indexing and Classification. England: Peregrinus, 1975.
- Knight, G.N. Training in Indexing: A Course of the Society of Indexers. Cambridge: MIT Press, 1969.
- Lancaster, F.W. Information Retrieval Systems: Characteristics, Testing and Evaluation. 2nd ed. New York: Wiley, 1979.
- Lancaster, F.W. Vocabulary Control for Information Retrieval. Wash., D.C.: Information Resources Press, 1972.
- Meadow, C.T. The Analysis of Information Systems. 2nd ed. Los Angeles, Calif.: Melville Pub., 1973.
- Ranganathan, S.R. Elements of Library Classification. New York: Asia Pub., Housem, 1962.
- Soergel, D. Indexing Languages and Thesauri: Construction and Maintenance Los Angeles, Calif.: Melville Pub., 1974.
- Vickery, B.C. Classification and Indexing in Science. 3rd ed. London: Butterworths, 1975.

- I. **Course Name:** LIS 8 INFORMATION TECHNOLOGY I
- II. **Course Description:** Computer applications to libraries; principles and technologies used in libraries and information centers to store and retrieve information in print and other formats. It offers a basic knowledge of information handling and processing.
- III. **No. of Units:** 3 units
- IV. **No. of Contact Hours Per Week:** 3 hours
- V. **Prerequisite:** None
- VI. **Course Objectives:**
- A. Terminal: At the end of the course, the student shall have understood the principles, techniques, and problems in information handling and processing.
 - B. Enabling: With the knowledge of the principles and techniques of information handling, the student is expected to:
 1. describe the various methods and techniques of organizing, storing, retrieving and disseminating information; and
 2. identify the various tools used in information processing.
- VII. **Course Outline:**
- A. Introduction
 1. Nature and need for information
 2. Functions and responsibilities of libraries/information centers
 3. Review of conventional library methods of organizing and retrieving information
 - B. Information storage and retrieval systems
 1. User needs as basis for retrieval
 2. Principles
 - C. Technologies for information handling
 1. Overview of computers & computer systems
 - 1.1 Hardware/software
 - 1.2 Manpower component
 - D. Information systems/Data bases
 1. International
 2. Regional and National Information Systems e.g. AGRIS, AIBA, NISST
 - E. Computer applications in library operations
 1. Acquisitions
 2. Cataloging
 3. Circulation
 4. Serials
 5. Library inventory
 6. Reporting
- VIII. **Equipment:** Computers, Internet
- IX. **Textbooks and References:**
- A. **Required Textbooks**
 - Atherton, P. Handbook of Information Systems and Services. Paris: Unesco, 1982.
 - Becker, J. & Hayes, R. Information Storage and Retrieval: Tools, Elements and Theories. New York: Wiley, 1963.
 - Bishop, Peter. Do it Introducing Information Technology. Hongkong: Nelson, c1989.

B. Recommended Textbooks

- Cluley, J.C. An Introduction to Low Level Programming for Microprocessors. London: Macmillan Education, c1987.
- Henry, W.H. Online Searching: An Introduction. London: Butterworth Scientific, c1980.
- Kent, A. Information Analysis and Retrieval. New York: Becker & Hayes, 1971.
- Lancaster, F. Information Retrieval Systems. New York: Wiley, 1968.
- Minis, Micros and Terminals for Libraries and Information Services. ed. by Alan Gilchrist. Great Britain: Wiley Hayden, 1984.
- Norton, Bob. Charging for Library and Information Services. London: Library Ass., c1988.
- Rice, James. Introduction to Library Automation. Littleton, Colo.: Libraries Unlimited, 1984.
- Rowley, Jennifer E. The Basics of Information Technology. London: Library Ass., c1988.
- Computers for Libraries. New York: J.K.G. Saur, c1980.
- Organizing Knowledge: An Introduction to Information Retrieval. England: Gower, c1987.
- Tedd, L.A. An Introduction to Computer-Based Library Systems. 2nd ed. Chichester: Wiley, 1984.
- Turpie, Geraldine. Going Online 1987. London: Aslib Online Guide, c1986.

- I. Course Name: LIS 9 INFORMATION SOURCES AND SERVICES II**
- II. Course Description:** Evaluation and use of reference sources, both print and nonprint, in special subject fields; further study of the use of new technologies in information searching and retrieval.
- III. No. of Units:** 3 units
- IV. No. of Contact Hours Per Week:** 3 hours
- V. Prerequisite:** LIS 5
- VI. Course Objectives:**
- A. Terminal: At the end of the course, the student shall have
1. learned to identify and effectively evaluate the basic reference sources in special subject fields; and
 2. acquired the skills needed in applying the new technologies in information searching.
- B. Enabling: With the knowledge of the new technologies and their impact on reference and readers services, the student is expected to:
1. develop the ability to render faster and more efficient reference services; and
 2. gain greater interest in and empathy with library users in searching for needed information in both print and nonprint formats.
- VII. Course Outline:**
- A. Introduction
1. General review of reference and information services
 - 1.1 Nature
 - 1.2 Reference and information sources
 - 1.3 Search strategies
 - 1.4 User education
 2. Developing backgrounds
 - 2.1 Rationale
 - 2.2 Methods
- B. Reference and Information Sources in Special Subject Fields
1. Librarianship
 - 1.1 Nature, scope and problems of subject field
 - 1.2 Reference sources
 - 1.2.1 Guides to the literature of the subject
 - 1.2.2 Bibliographies
 - 1.2.3 Indexes and abstracts
 - 1.2.4 Dictionaries and encyclopedias
 - 1.2.5 Biographical sources
 - 1.2.6 Directories
 - 1.2.7 Handbooks and manuals
 - 1.2.8 Other reference sources
 2. History and auxiliary fields
(same subsections as #1)
 3. Social sciences
(same subsections as #1)
 4. Pure and applied sciences
(same subsections as #1)
 5. Humanities
(same subsections as #1)
- VIII. Equipment:** Reference Tools, Internet, Computers

IX. Textbooks and References:

A. Social and Historical Sciences, Philosophy and Religion

- Carter, Sarah. Women's studies: a guide to information sources / Sarah Carter and Maureen Ritchie. Jefferson, N.C. : McFarland, c1990. 278p.
- Coman, Edwin Truman. Sources of business information. 2nd ed. Berkeley: University of California Press, c1964. 330p.
- Encyclopedia of business information sources / edited by James Way. 7th ed. Detroit, Mich. : Gale Research, c1988. 896p.
- Encyclopedia of public affairs information sources: a bibliographic guide to approximately 8,000 citations for publications, organization, and other sources of information on nearly 300 subjects relating to public affairs... / Pa Wasserman, James R. Kelly, and Desiree L. Vikor, editors. Detroit, Mich. : Gale Research Co., c1988. 303p.
- A Guide to information sources in the geographical science / edited by Stephen Goddard. London: Croom Helm, c1983. 273p.
- Hernes, Helga. The multinational corporation: a guide to information sources. Detroit : Gale Research, c1977. 197p.
- Hunt, Florine E. Public utilities information sources: an automation guide to Literature and bodies concerned with rates, economics, accounting, regulation, History, and statistics of electric, gas, telephone, and water companies. Detroit: Gale Research, c1965. 200p.
- Johnson, David Bruce. Finding & using economic information: a guide to sources and interpretation / Under the general editorship of Alan S. Binder. Mountain View, Calif. : Mayfield Pub., c1993.
- Landrum, Larry N. American population culture: a guide to information sources. Detroit : Gale Research, c1982. 435p.
- Law, Kathleen. Legislative reference services and sources. Binghamton, N.Y. : Haworth Press, c1995.
- Saltzman, Marc. Ger's web directory: sites, cheats, & secrets. Indianapolis : BrandyGames, c1997.
- White, Carl Milton. Sources of information in the social sciences: a guide to the Literature. [Totowa... N.J.] : Bedminster Press, 1964.
- York, Henry E. Political science: a guide to reference and information sources. Englewood, Colo.: Libraries Unlimited, 1990. 249p.
- Zaremba, Joseph. Statistics and econometrics: a guide to information sources. Detroit, Mich. : Gale Research, c1980. 701p.

B. Generalia, Language and Literature, the Arts

- Blazek, Ron. The Humanities: a selective guide to information sources / Ron Balzek, and Elizabeth Aversa. 3rd ed. Englewood, Colo. : Libraries Unlimited, 1988.
- Davies, J.H. Musicalia: sources of information in music. Oxford : Pergamon Press, c1966. 218p.
- Gottsegen, Gloria B. Humanistic psychology: a guide to information sources / Gloria Behar Gottsegen, Abby J. Gottsegen. Detroit : Gale Research, c1980. 185p.
- Hoselitz, Bert. Reader's Guide to the Social Sciences New York: Free Press, 1970.
- Rogers, A. Robert. The Humanities: a Selective Guide to Information Sources. Littleton, Colo.: Libraries Unlimited, 1974.
- Sources of information and unusual services: a guide to organizations and agencies which are sources of information of general and national interest, or which render unusual services. New York: Information Directory.
- Woodhead, Peter. Keyguide to information sources in museum studies / Peter Woodhead and Geoffrey Stansfield. London: Masell, 1989. 194p.
- Woodress, James Leslie. American fiction, 1900-1950: a guide to information sources. Detroit : Gale Research, 1974.

C. Science and Technology

- Auger, Charles P. Information sources in Grey literature. 3rd ed. London : Bowker Saur, c1994. 170p.
- Chen, Ching-Chih. Scientific and technical information sources. Cambridge, Mass. : MIT Press, c1987. 824p.
- Cyberhound's guide to Internet databases / Gwen Terechi, editor. Detroit, Mich.: Gale Research, c1996. 1062p.

Annex B

- Gale guide to the Internet databases / Joanna Zakalik, editor. New York: Gale Research Inc., c1995.
- Hurt, C.D. Information sources in science and technology. 2nd ed. Englewood, Colo.: Librarians Unlimited, 1994. 412p.
- Key Guide to Information Sources in Paramedical Sciences. London: Mansell, 1970.
- Lambert, Jill. How to find information in science and technology / Jill Lambert, Peter Lambert. 2nd ed. London: Library Association, c1991. 108p.
- Newby, Gregory B. Directory of directories on the Internet: a guide to information sources. Westport : Meckler Media, c1994. 153p.
- Official Microsoft bookshelf Internet directory. 1988 ed. Redmond, Wash.: Microsoft Press, c1997.
- The Philippine Internet directory. Makati City : Paige Pub., c1999.
- Roper, Fred W. Introduction to Reference Sources in the Health Sciences. 3rd ed. New Jersey: Medical Association, 1994.
- Welch, J. Searching the medical literature: a guide to printed and on-line source. London: Chapman & Hall, c1985.

- I. **Course Name:** LIS 10 **INFORMATION TECHNOLOGY II**
- II. **Course Description:** Introduction to the various components of information technology (IT) as applied in libraries and information centers and in accessing information in general. Emphasis will be placed on the hardware, software and communication components of IT and its impact on the current practice of the profession.
- III. **No. of Units:** 3 units
- IV. **No. of Contact Hours Per Week:** 3 hours
- V. **Prerequisites:** LIS 8
- VI. **Course Objectives:**
- A. Terminal: At the end of the course, the student should be able to gain a working knowledge of the various components of IT as applied in libraries and information centers.
 - B. Enabling: The student is expected to:
 1. explain the technical aspects of computer hardware and software and their applications in library work;
 2. explain the vital linkage of telecommunications and computing technologies in accessing information;
 3. discuss the new information technologies (NITs) and their impact on library operations; and
 4. demonstrate skill in the use of applications software in the formulation of a class project.
- VII. **Course Outline:**
- A. Course overview and requirements; technology paradigm
 - B. Computer systems
 - 1 history of computing
 - 2 hardware
 - 3 software – operating systems, programming languages
 - 4 computer developments and their effects on library and information work
 - C. Communication technologies
 - 1 basics of telecommunications
 - 2 developments in telecommunications
 - 3 LAN, WAN
 - 4 The Internet
 - D. Multimedia technologies
 - 1 current developments
 - 2 applications in libraries and information work
 - E. Issues in information technology
 - 1 Information Age, Information Society
 - 2 New roles for information professionals
 - 3 Emerging trends in IT
- VIII. **Equipment:** Multimedia, Computers, Application Softwares, Internet
- IX. **Textbooks and References:**
- A. **Required Textbooks**

Bloch, R. Howard and Carla Hesse, eds. Future Libraries. Berkeley, Calif. : University of California Press, 1993.

Davis, Gordon B. and Margarethe H. Olson. Management Information Systems: Conceptual Foundations, Structure and Development. New York: McGraw-Hill, 1985.

Rowley, Jennifer. The Electronic Library. 4th ed. London: Library Ass. Pub., c1998.

B. Recommended Textbooks

- "Annual Information Technology Report" in International Business Week (published in June every year)
- Harmon, Paul and David King. Expert Systems. New York: John Wiley & Sons, 1985.
- Lambert, Steve and Suzanne Ropiequet, eds. CD-ROM: The New Papyrus. Redmond, WA.: Microsoft Press, 1986.
- McConduct, Pamela. Machine Who Think. New York: W.H. Freeman & Co., 1979.
- Schuurman, Egbert. Technology and the future: A Philosophical Challenge. Toronto: Wedge Publishing Foundation, 1980.

- I. **Course Name:** LIS 11 **RESEARCH METHODS IN LIBRARY AND INFORMATION SCIENCE.**
- II. **Course Description:** Study of the various methods and techniques of conducting research; and discussion of its application in library and information science.
- III. **No. of Units:** 3 Units
- IV. **No. of Contact Hours Per Week:** 3 hours
- V. **Prerequisite:** LIS 1-10
- VI. **Course Objectives:**
- A. Terminal: At the end of the course, the student shall have acquired an understanding of the various methods of research as applied to library and information science.
- B. Enabling: With the knowledge of the methods of research, the student is expected to:
1. define and understand the meaning and methods of research;
 2. understand the different methods of research applicable to LIS;
 3. distinguish the different parts of a research project; and
 4. prepare a thesis project on any topic related to LIS.
- VII. **Course Outline:**
- A. Bibliographies
1. Uses and Characteristics
 2. Important General Sources
 3. Search Strategies
- B. Knowledge and Reasoning
1. Inductive Reasoning
 2. Deductive Reasoning
 3. Scientific Methods
 4. Logical and Lateral Thinking
- C. Research
1. Literature Review/ Survey of the Literature/ Survey Article
 2. Compilation Research
 3. Original Research
 - 3.1 Theoretical Study
 - 3.2 Empirical Study
- D. Research Process
1. Problem Identification
 2. Literature Review/ Survey of Literature
 3. Hypothesis Formulation and Testing
 4. Data Collection Methods
 5. Data Analysis and Interpretation
 6. Conclusion and Recommendation
- VIII. **Equipment:** OHP, Transparencys, Sample of Research Studies, Internet
- IX. **Textbooks and References:**
- A. **Required Textbooks**
- Powell, Ronald R. Basic Research Methods of Librarians. c1997.
- Bundy, Mary Lee. Reader in Research Methods in Librarianship, c1970.
- Library science research reader and bibliographic guide, 1981.

B. Recommended Textbooks

Bopp, Richard E. and Smith, Linda C. Reference and Information Services, Chapter 18

Borne, Barbara Wood. 100 Research Topic Guides for Students.

Bride, Mae. Teach Yourself and Internet.

Eaton, Andrew Jackson. Research in librarianship in the U.S.A., c1970.

Fruend, John E. and Walpole, Ronald E. Mathematical and Statistical Methods for Librarians.

Rethinking the library in the information age; a summary of issues in library research. c1988.

- I. Course Name: LIS 12 SPECIAL MATERIALS**
- II. Course Description:** Selection and evaluation, organization and use of documents, continuing resources, non-book materials and electronic resources.
- III. No. of Units:** 3 units
- IV. No. of Contact Hours Per Week:** 3 hours
- V. Prerequisites:** LIS 2, 3, 4, 5, 7, 9
- VI. Course Objectives :**
- A. Terminal: By the end of the course, the student should have gained knowledge, skill and attitude on selection and evaluation, organizing and servicing of documents, serials, nonbook materials and electronic resources.
 - B. Enabling: The student is expected to:
 1. discuss the nature and characteristics of special materials in general;
 2. identify and describe the functions and properties of each type of special material;
 3. be familiar with the procedures for acquiring, organizing, storing and retrieving each type of special material ; and
 4. discuss their reference value as sources of information.
- VII. Course Outline :**
- A. Introduction
 1. Definition of terms (book, non-book, non-print, audiovisual, continuing, electronic)
 2. Nature and characteristics of special materials
 3. Management of special materials
 - B. Government publications
 1. Nature and characteristics
 2. Function
 3. Acquisition and organization
 4. Storage and retrieval
 - C. Continuing resources (sub-topics same as B)
 - D. Printed Non-book Materials
 1. Company and trade literature
 2. Technical reports
 3. Standards and specifications
 4. Patents and trademarks
 5. Dissertations and thesis
 6. Brochures and newspaper clippings
 7. Musical scores
 - E. Audiovisual Materials
 1. Non-projected
 - 1.1 two-dimensional (maps, charts, pictures, posters, art originals and art reproductions, etc.)
 - 1.2 three-dimensional (globes, realia, models, etc.)
 2. Projected (slides, filmstrips, motion pictures, etc.)
 - F. Audio and Video Media (subtopics same as B)
 - G. Interactive and Self-learning Media (subtopics same as B)
 - H. Microforms (subtopics same as B)
 - I. Electronic Resources (subtopics same as B)

VIII. **Equipment:** OHP, Transparencies, Internet, Software applications

IX. **Textbooks and References:**

- Burkett, J. ed. Special materials in the library. 1963.
 Cabeceras, James. The multimedia library : materials selection and use. 3rd ed. c1991.
 Casciero, Albert J. Audiovisual technology primer. 1988.
 Chiou-sen, Dora Chen. Serials management : a practical guide. 1995.
The Classification Scheme for Philippine Government Publications. Rev. ed. Makati : LISCO, 2002.
 Dale, Edgar. Audio-visual methods in teaching. Rev. ed. 1954.
 Fothergill, Richard. Non-book materials in libraries : a practical guide. 2nd ed. c1984.
 Freedman, Florence B. & Berg, Esther L. Classroom teacher's guide to audiovisual material. 1961.
Handling special materials in libraries. ed. by Frances E. Kaiser. 1974.
Home video in libraries. ed. by Martha Dewing. c1988.
 Larsgaard, Mary Lynette. Map librarianship : an introduction. 2nd ed. 1987.
Media librarianship. ed. by John W. Ellison. c1984.
 Nakata, Yuri. Organizing a local government documents collection. 1979.
Non-book media : collection management and user services. ed. by John W. Ellison & R.A. Coty. c1987.
 Osborn, Andrew. Serial publications : their place and treatment in libraries. 3rd ed. 1980.
 Sachse, Gladys. U.S. Government publications for small and medium-sized public libraries. 1981.
 Saffady, William. Micrographics. 2nd ed. 1985.
Serials librarianship. ed. by Ross Bourne. 1980.
Serials librarianship in transition : issues and developments. ed. by Peter Gellatly. 1986.
 Teague, Sydney John. Microform, video and electronic media librarianship. c1985.
Video for libraries. ed. by Sally Mason. c1988.
 Weihs, Jean Riddle. Non book materials : the organization of integrated collections. 3rd ed. c1989.
 Wittich, Walter Arno & Schuller, Charles Francis. Audiovisual materials : their nature and use. 4th ed. 1967.

I. Course Name: LIS 13 LIBRARY LITERATURE FOR CHILDREN AND YOUNG ADULTS

II. Course Description: Selection and evaluation of library materials suitable for the reading abilities, interests and needs of children.

III. No. of Units: 3 units

IV. No. of Contact Hours Per Week: 3 hours

V. Prerequisites: LIS 1 & 2

VI. Course Objectives:

- A. Terminal: By the end of the course, the student should have gained knowledge, skills and attitude on selection and evaluation of library materials for children and young adults.
- B. Enabling: Students shall have:
1. Familiarized himself/herself with the characteristics, needs, and developmental tasks of young children as related to reading interests and needs;
 2. Known the different types of literature for young children that will meet their recreational and informational needs; and
 3. Known the different children's book awards, award winning books, authors, illustrators, principles of selecting books for young people; and
 4. Scrutinized the different selection tools for children's books.

VII. Course Outline:

- A. Human Development (with emphasis on children)
- B. History of Children's Literature
- 1 History of Children's Literature Worldwide
 - 2 History of Children's Literature in the Philippines
- C. Selecting Books for Children
- 1 The School Library Media Center
 - 2 Selection Policies
 - 3 Selection Tools
 - 4 Censorship
- D. Classics
- E. Picture Books
- F. Fairy Tales
- G. Nursery Rhymes
- H. Other Types of Children's Books
- I. Other topics
- 1 Awards, Authors and Illustrators
 - 2 Media treatment of children's literature
 - 3 The Disney's, Anime and Manga
 - 4 Children's Literature in the Philippines
 - 5 Works by Children
 - 6 Comic books
 - 7 Storytelling

VIII. Equipment: Multimedia, Computers, Puppets, Selection Tools

IX. **Textbooks and References:**

A. Required Textbooks

- Alabado, Ceres S.C. Multimedia Multicultural Children's Literature in the Philippines. Quezon City: New Day Pub., c2001.
Special Collections in Children's Literature. edited by Carolyn W. Field. Chicago: American Library Association, 1982.

B. Recommended Textbooks

- Ellis, Alec. A History of Children's Reading and Literature. Alec Ellis. New York : Pergamon, 1968.
Directory of Institutions and Organizations Specializing in Children's Literature / compiled by the International Board on Books for Young People. Paris: Unesco, 1985.
Hendrikson, Linnea. Children's Literature: a Guide to Criticism / Linnea Hendrikson. Boston, Mass., G.K. Hall, 1987.
Schwarcz, Joseph H. Way of the Illustrator: Visual Communication in Children's Literature / Joseph H. Schwarcz. Chicago : American Library Association, 1982.
Georgiou, Constantine. Children and Their Literature. Oxford. Pergamon Press, c1966.

I. Course Name: LIS 14 SCHOOL LIBRARY MEDIA CENTERS**II. Course Description:** Objectives, organization and management of the school library media center for maximum support of educational program of the school.**III. No. of Units:** 3 units**IV. No. of Contact Hours Per Week:** 3 hours**V. Prerequisites:** LIS 1, 2, 3**VI. Course Objectives:**

- A. Terminal: At the end of the course, the student must have acquired understanding in managing a school library media center.
- B. Enabling: At the end of the course, the student shall have:
1. described the Philippine basic education system and its implications to building the school library media center;
 2. familiarized oneself with the school and school library media center set-up;
 3. known the nature and basic functions and characteristics of the school media library center;
 4. defined certain concepts pertaining to running the school library media center;
 5. identified what materials are needed by school library media center users;
 6. discussed the basic and special services for school library media center users;
 7. noted problems and trends pertaining to school library media center facilities and services; and
 8. discovered the relevance of the school library media center to the individual and to society.

VII. Course Outline:

- A. Introduction
1. Basic education in the Philippines
 2. History of school library media centers in the Philippines
 3. Nature of the modern school library media center
- B. Collection development and organization
1. User needs
 2. Collection development policies
 3. Standards for the collection
 4. Selection tools
 5. Organization
 6. Role of automation
- C. Services
1. Circulation of materials
 2. Reference service
 3. Library instruction
 4. Public relations
- D. Managing the school library media center

VIII. Equipment: Multi-media, Computers, Internet**IX. Textbooks and References:****A. Required Textbooks**

- Tilke, Anthony. Managing Your School Library & Information Service: a Practical Handbook. c2000.
- Tilke, Anthony. On-the-Job Sourcebook for School Libraries. London: Library Asso. Pub., 1998.

B. Recommended Textbooks

- AASL & AECT. Information Power: Guidelines for School Library Media Programs, c1988.
- Association for Library Collections & Technical Services. Guide for Written Collection Policy Statements. Chicago: American Library Association, 1977.
- De Silva, Rufus & Turiff, Alison. Developing the Secondary School Library Resource Center, c1993.
- Devarajan, G. and Rajan, A.C., eds. Roles of Libraries in Education, 1994.
- Dyer, C., Brown, R. and Goldstein, E.D. School Libraries: Theory and Practice, c1970.
- Eble, Mary M. New Dimensions in School Library Media Service, 1988.
- Freeman, Patricia. Pathfinder: An Operational Guide for the School Librarian, c1975.
- Irving, Ann, ed. The School Librarian in an Information Society: Proceedings of the Seminar Held by the School Libraries Section During the IFLA General Conference, 1985.
- Kinnel, Margaret, ed. Learning Resources in Schools: Library Association Guidelines for School Libraries, 1992.
- Managing Library Resources in Schools, 1994.
- McDonald, Frances. The Emerging School Library Media Program: Readings, 1988.
- Orendain, Maria. Philippine Schools Librarianship, 1991.
- Sanchez, Concordia. Philippine School Libraries: Their Organization and Management, 1971.
- Sockerman & Wardaya, S.S., eds. Introduction to Asean Librarianship: School Libraries, 1992.
- Van Orden, Phyllis J. The Collection Program in Schools, 2nd ed. 1995.
- Vandergrift, Kay E. Power Teaching: A Primary Roles of the School Library Media Specialist, 1994.
- White, B.H. Collection Development for School Library Media Centers, c1986.
- Wools, Blanche. Managing School Library Media Programmes, 1988.

- I. Course Name: LIS 15 ACADEMIC LIBRARIES**
- II. Course Description:** Objectives, organization, management, and services of academic libraries.
- III. No. of Units:** 3 units
- IV. No. of Contact Hours Per Week:** 3 hours
- V. Prerequisite:** LIS 6
- VI. Course Objectives:**
- A. Terminal: At the end of the course, the students must have acquired knowledge and skills in managing an academic library.
 - B. Enabling: At the end of the course, the student shall have:
 1. been appraised of the academic environment in which the college and university libraries operate;
 2. learned about the growth of academic libraries and understood their importance, objectives and organizational structure;
 3. acquired knowledge of the management and varied services of academic libraries; and
 4. become aware of the new trends, problems and prospects of academic libraries.
- VII. Course Outline:**
- A. The Academic Community : Backgrounder
 1. College and Universities
 - 1.1 Growth and development : an overview
 - 1.2 Functions and objectives : introduction
 2. Campus context (site, physical plant, etc.)
 3. Campus politics
 4. Legal status, governance, and politics
 - B. Understanding the College and University Library
 1. Growth and development
 - 1.1. Rational
 - 1.2. Functions and objectives
 - 1.3. Governance and legal status
 2. Organization of the Library
 3. Management and Services
 - 3.1. Collection Management
 - 3.2. Personnel Management
 - 3.3. Services
 - 3.3.1 Technical Services: Acquisitions, Cataloging and Classification
 - 3.3.2 Public Services: Users Services
 - 3.3.3 Circulation Services
 - 3.3.4 Reference and Information Services
 4. Financial and Physical Resources Management
 - 4.1 Library Finance (Budgeting)
 - 4.2 Library Building and Equipment
 - C. Evaluation of Library Services
 - D. New Developments: Trends, Issues and Prospects
 1. Automation and Electronic Technology
 2. Library Cooperation and Networking
 3. Globalization.

VIII. Textbooks and References:

A. Required Textbooks

- Coughlin, Caroline M. and Gertzog, Alice. Lyle's Administration of the College Library. 5th ed. Metuchen, N.J.: Scarecrow Press, 1992.
- Line, Maurice, ed. Academic Library Management. London : Library Association, c1990.

B. Recommended Textbooks

- Rogers, Rutherford D. and Weber, David C. University Library Administration. New York : H. W. Wilson Co., 1971.
- Excellence in Library Management. New York : Haworth Press, 1995.
- Thompson, James and Carr, Rea. An Introduction to University Library Administration. London : Clive Bingley, 1987.
- Veaner, Allen B. Academic Librarianship in a Transformation Age. Boston, Mass. : G. K. Hall, 1990.
- Wilson, Louis R. and Tauber, Maurice F. The University Library. New York : Columbia University Press, 1956.

- I. **Course Name:** LIS 16 SPECIAL LIBRARIES
- II. **Course Description:** Objectives, organization, management and services of special libraries.
- III. **No. of Units:** 3 units
- IV. **No. of Contact Hours Per Week:** 3 hours
- V. **Prerequisite:** LIS 6
- VI. **Course Objectives:**
- A. Terminal: At the end of the course, the student shall have acquired understanding in managing a special library.
- B. Enabling: At the end of the course, the student shall:
1. have gained an understanding of the nature of the special library, its objectives and functions;
 2. have become knowledgeable about the organization and management of a special library;
 3. have realized the importance of the different kinds of services performed in special libraries;
 4. have become familiar with special techniques called for in special libraries; and
 5. have gained awareness and knowledge of the latest trends and developments in special libraries.
- VII. **Course Outline:**
- A. Introduction
1. Definition of special library, its objectives and functions
 2. Types of special libraries, their characteristics
 3. Development of special library movement in the U.S.A., Great Britain, Southeast Asia and the Philippines.
- B. Organization and management of the special library
1. The place/status of the library in the parent institution
 2. Management policies
 3. Personnel
 4. Finance
 5. Library quarters and equipment
- C. Collections
1. Collection development
 - 1.1 Selection and acquisition policies
 - 1.2 Acquisition methods and procedures
 - 1.3 Weeding and evaluation of collection
 - 1.4 Preservation and conservation
 2. Organization of materials
 - 2.1 Cataloging and classification
 - 2.2 Filing and storage of materials
 - 2.3 Binding policies
- D. Services
1. Reference and information services
 2. Bibliographic services, literature search
 3. Indexing and abstracting
 4. Current awareness services, SDI
 5. Document delivery services
 6. Reprographic services
- E. Promotion/Marketing and Public relations
1. Promotion
 2. Public relations and publicity

F. Current trends and developments

1. Interlibrary cooperation
2. Information technology, computerization
3. Information sharing

VIII. Equipment: OHP, Transparencies, Software, Internet

IX. Textbooks and References:

A. Required Textbooks

Ahresfeld, Janet L.; Christianson, Elin B., King, David E. Special libraries : a guide for management. 2nd rev. ed. New York : Special Libraries Association, 1986.

Ashworth, Wilfred. Handbook of special librarianship and information work. 3rd ed. London : Aslib, 1967.

B. Recommended Textbooks

Astall, Roland. Special libraries : development of the concept, their organization, and their services. Metuchen, N. J. : Scarecrow Press, 1968.

Mukherjee, Ajit. Fundamentals of special librarianship and documentation. Calcutta : IASLIC, 1969.

- I. **Course Name:** LIS 17 **PUBLIC LIBRARIES**
- II. **Course Description:** Objectives, organization, management and services of Public Libraries.
- III. **No. of Units:** 3 units
- IV. **No of Contact Hours Per Week:** 3 hours
- V. **Prerequisite:** LIS 6
- VI. **Course Objectives:**

- A. **Terminal:** At the end of the course, the student shall have acquired understanding in managing a public library.
- B. **Enabling:** At the end of the course, the student is expected:
1. to discuss the fundamentals of public library administration; and
 2. to analyze one public library in the area and report the findings in the class.

VII. **Course Outline:**

- A. History and Philosophy of Public Library
1. The Public Library
 2. Public issues on public libraries in the Philippines
- B. Governance of Public Libraries
- | | |
|---------------|--------------|
| 1. City | 3. Municipal |
| 2. Provincial | 4. Baranggay |
- C. Financial Management
- | | |
|-----------------------|-------------------|
| 1. Sources of Funding | |
| 1.1 Property tax | 1.4 Special taxes |
| 1.2 Income tax | 1.5 Local taxes |
| 1.3 Sales tax | 1.6 Other sources |
- D. Services in Public Libraries
1. Technical services
 2. Readers services
 3. Other services
- E. Trends in Public Libraries

VIII. **Equipment:** OHP, Transparencies, Softwares, Internet

IX. **Textbooks and References:**

A. **Required Textbooks**

Jerkins, Harold R. Management of a public library. Greenwich, Conn., JAI Press, c1980.
Treasures of the National Library of the Philippines, c1998.

B. **Recommended Textbooks**

Shaffer Kenneth R. The experience of management : case studies in public and academic library administration. Metuchen, N. J.: Scarecrow Press, 1972.
 Usherwood, Bob. Rediscovering public library management. London : Library Association, c1996.

- I. Course Name: LIS 18 ARCHIVES MANAGEMENT**
- II. Course Description:** Nature, functions, types of archives; principles and methods in the management of archives.
- III. No. of Units:** 3 units
- IV. No. of Contact Hours Per Week:** 3 hours
- V. Prerequisite:** None
- VI. Course Objectives:**
- A. Terminal: At the end of the course, the student shall have acquired understanding of the nature, functions, management and services of archives.
 - B. Enabling: At the end of the course, the student is expected to:
 1. Appreciate the importance of archives and its relation to historical manuscripts;
 2. Understand the archival principles as well as scope, ethics and developments of the archives profession and service;
 3. Acquire knowledge on the essentials of archives administration; and
 4. Discuss the role of records management in contributing to a comprehensive archives.
- VII. Course Outline:**
- A. Archives Theory and History
 1. Importance of archives
 2. Nature of archives
 3. Archival principles
 4. Archives profession
 - B. Administration: the Basics
 1. Starting an archives and program overview
 2. Management
 3. Physical plant
 4. Equipment and supplies
 - C. The Process
 1. Acquisition
 - 1.1 Collecting
 - 1.2 Records management program
 2. Appraisal and accessioning
 - 2.1 Characteristics of records
 - 2.2 Values of records
 - 2.3 Appraisers and appraisal techniques
 - 2.4 Accessioning
 3. Arrangement and description
 - 3.1 Arrangement
 - 3.1.1 Theory
 - 3.1.2 Operations at different levels
 - 3.1.3 Workflow
 - 3.2 Description
 - 3.2.1 Elements
 - 3.2.2 Finding aids
 - 3.2.3 Automation
 4. Preservation
 - 4.1 Definition
 - 4.2 Causes and control of deterioration
 - 4.3 Techniques
 5. Reference and access
 - 5.1 Search room procedures
 - 5.2 Access

VIII. Equipment: Overhead Projector, Transparencies, Software, Internet

IX. Textbook and References:

A. Required Textbook.

Managing Archives and Archival Institutions / edited by James Gregory Brasher with a foreword by Frank B. Evans. Chicago: University of Chicago Press, 1989.

B. Recommended Textbooks

Ritzenhaler, Mary Lyn. Archives and manuscripts conservation: a manual on physical care and management. Chicago: Society of American Archivist, 1983.

Rhoads, James B. The Role of Archives and Records Management in National Information Systems: a RAMP study. Rev. ed. Paris: Unesco, 1989.

Stark, Martie Charlotte. Development of Records Management and Archives Services Within United Nations Agencies: a RAMP study with guidelines. General Information Programmes and UNISIST. Paris: Unesco, c1983.

- I. **Course Name:** LIS 19 **LIBRARY PRACTICE**
- II. **Course Description:** Field work or practicum in different types of libraries: school, academic, special and public.
- III. **No. of Units:** 6 units
- IV. **No. of Contact Hours Per Week:** 4 hours
- V. **Prerequisites:** LIS 1-17
- VI. **Course Objectives:**
- A. Terminal: After completing the course, the student shall have acquired practical experiences in library work in the various types of libraries.
 - B. Enabling: With the acquired practical experience in library work, the student is expected to be able to relate theoretical concepts to actual library and information management.
- VII. **Course Outline:**
- A. Library Practice 1
 - 1. Introduction
 - 1.1 Orientation on library practices in academic and school libraries
 - 2. Academic library practice
 - 2.1 Technical services
 - 2.1.1 Acquisitions
 - 2.1.2 Cataloging
 - 2.1.3 Indexing
 - 2.2 Readers services
 - 2.2.1 Circulation
 - 2.2.2 Reference
 - 2.2.3 Specialized Services
 - 2.3 Other services
 - 2.3.1 Binding/Repair
 - 2.3.2 Archives
 - 2.3.3 Audio-visual
 - 3. School library practice (subtopics similar to A2)
 - 4. Evaluation
 - B. Library Practice 2
 - 1. Introduction
 - a. Orientation on library practices in public and special libraries
 - 2. Public library practices
(subtopics similar to A2)
 - 3. Special library practice
(subtopics similar to A2)
- VIII. **Equipment:** Library equipment and supplies
- IX. **Textbooks and References:**
- Library Handbooks and Manuals

THE LIBRARY AND INFORMATION SCIENCE (LIS) PROGRAM

A. RATIONALE AND OBJECTIVES

Library and Information Science (LIS) as a vital component of the total educational process is faced with the continuing challenge of having to adapt its programs and practices to the accelerating changes brought about by the new Information and Communication Technologies (ICTs).

Among the salient features of the LIS curriculum are the following:

1. Provision for the mastery of the basic subjects such as Library and Information Management (Organization and Management)*^Y including Laws affecting the practice of the profession (Laws and Related Practices and Trends)*, Information & Communication Technology (Information Technology), Collection Management (Collection Development)*, Organization of Information Sources (Cataloging and Classification)*, Information Sources and Services (Reference and Information Sources)* and Information Analysis (Indexing and Abstracting)*, as called for in the library and information science and licensure examination;
2. Addition of subjects on emerging technologies;
3. Provision for community exposure through field-based experiences;
4. Enriched specialization component; and
5. Total immersion in library practice towards the end of the LIS program.

B. IMPLEMENTATION GUIDELINES

1. The implementation of the LIS curriculum shall start on the SY2004-2005 and shall be gradually effected as follows:

2005 – 2006	For incoming freshmen
2006 – 2007	For incoming freshmen and sophomores
2007 – 2008	For incoming freshmen, sophomores and seniors
2008 – 2009	All year levels
2. Institutions with government permit or recognition to offer the BSE programs will use the same authority to offer this program without the need for new application.
3. Team teaching is encouraged for teaching any course which calls for special expertise.
4. Practicum in the professional courses should be done by the LIS institutions in cooperation with Library and Information centers within and outside the campus.

^Y Revised as proposed during the National Conference on the Policies and Standards for Library and Information Science (LIS) Education at the Bayview Park Hotel, Roxas Blvd., Manila on December 11, 2001.

5. Library Practicum should be offered during the Fourth Year.

The student's performance will be evaluated using the following criteria:

a. Performance in the assigned tasks, e.g. cataloging, indexing, management, information service, acquisitions work, etc.	60%
b. Preparation and submission of a journal or narrative report of the experiences and insights gained in the practicum.	30%
c. Other requirements, e.g. test, attendance, etc.	10%
TOTAL	100%

In evaluating actual performance in the library practice, a performance evaluation sheet is used. (see Letter C of this Appendix)

6. A thesis is required to develop the skills of LIS students in conducting future research studies on library and information service. Topics of the thesis project will cover existing problems, issues and concerns about Philippine librarianship and other related fields.

C. Performance Evaluation Sheet for Library Practice

LIS Student : _____ Library/Institution: _____

INDICATOR	EXCELLENT 95-100%	VERY GOOD 88-94%	GOOD 83-87%	SATIS- FACTORY 75-82%	UNSATIS- FACTORY Below 75
1. Knowledge (Clear understanding of the job methods, standards and equipment)					
2. Judgement (Common sense, intelligence, wise decision)					
3. Initiative (Resourcefulness in carrying out work without being urged)					
4. Reliability (Performs responsibility able and well)					
5. Cooperation (Works well with others, deal with people good naturedly)					
6. Industry (Works hard all time)					
7. Punctuality (Reports to practice regularly and on time)					
8. Personality (Good attitude, clean and neat person)					
9. Quality of Work (Neat accurate prompt and efficient)					
10. Quantity (Required volume of work produced on specified time)					
GEN. AVE:					

Supervising Librarian/ Rater: _____

Ratee/ Conformer : _____

Date: _____