CHED MEMORANDUM ORDER (CMO)

No. 02
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 Copyright 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 this Commission, thus:

Article I
INTRODUCTION

Section 1. Rationale and Background

Пolicies 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 (PHIs) 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 herewith. State universities and colleges (SUCs) including local colleges and universities (LCUs) should likewise adhere to the provisions herein.
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.

This 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 broad-minded, creative, cultured, morally upright and productive persons.
- A professional studies component is to include:
  - Philosophy and aims of LIS
  - The systematic study of LIS principles and theories with immediate appropriate application and laboratory experiences to provide students with first-hand knowledge in the appreciation and interpretation of these theories, and
  - Deep 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 183 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
- Archivist
- Acquisitions Librarian
- Bibliographer
- Cataloger
- College or University Librarian
- Community Outreach Librarian
- Corporate 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 communities, clients and profession.

Article V
CURRICULUM

Section 7.
Curriculum Description
The LIS curriculum is designed to equip the professional with the comprehensive knowledge, skills and tools to enable them 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 Accreditation 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;
- Revised for community exposure through field-based experiences through its library practicum subjects.
- Total immersion in library and information science practice towards the end of the LIS program.

### Section 8. Curriculum Outline

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td>63</td>
</tr>
<tr>
<td>Professional Courses</td>
<td></td>
</tr>
<tr>
<td>Basic Professional Courses</td>
<td>60</td>
</tr>
<tr>
<td>Electives</td>
<td>22</td>
</tr>
<tr>
<td>Area of Specialization</td>
<td>18</td>
</tr>
<tr>
<td>ISITP</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education</td>
<td>8</td>
</tr>
<tr>
<td><strong>TOTAL UNITS</strong></td>
<td><strong>153 UNITS (14)</strong></td>
</tr>
</tbody>
</table>

### Section 9. General Education Courses

General Education and required courses shall follow existing requirements.

The CHED Memorandum no. 59 series of 1998 (62 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.** Information 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
Research Project

The LIS program provides for the completion of a research project as a requirement for graduation, and is undertaken in the course LIS 111, Research Methods in Library and Information Science.

- The research topic has to be on the research areas central to the profession, like information need and use, information storage and retrieval, information organization, analysis, and management, applications of information and communication technologies in LIS, and 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 fully designated thesis project advisor.

Library Practice

A one-year practicum is required in the LIS program, which is undertaken by the student in their senior year. The program is designed to enable the student to utilize 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 38 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 11 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 2 Units
- LIS 15 Academic Libraries 3 Units
- LIS 16 Special Libraries 3 Units
- LIS 17 Public Libraries 3 Units
- LIS 18 Archival Management 3 Units
- LIS 19 Library Practice 6 Units

60 Units
• LIS 208 Indexing and Abstracting in Academic Libraries
• LIS 209 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 elective, 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

This program of study is only an example. HESs 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 VII
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. HESs 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 HESs. The complete course specifications are shown in Annex B.

Article VII
OTHER REQUIREMENTS

Section 16. Program Administration

The primary responsibility for the preparation of Librarians and Information Professionals (LIPs) within HESs 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 degree
- Master or Doctorate 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 10 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 higher 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 programs 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
  - Instructing programs in research and extension services through networking, linkages, consortia, etc.

For LIS institutions with big enrollments, 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 licentiate 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 degree 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 core-curriculum 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 IHEs 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 enrollment;
• 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 procedure laboratory in librarianship shall be maintained within or outside the campus through appropriate links/networks or consortia.
• Specialized laboratories shall be maintained for social work.
• Facilities shall include a separate office for deanship/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 programs:

• LIS applicants shall 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 enrollment 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 VII
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.

Pampanga, Philippines April 4, 2005

FOR THE COMMISSION

FLORENDO V. DELA ROSA
Chairman
GUIDELINES FOR LIBRARY PRACTICE

1. The department/institute of Library Science will provide the:
   a. Schedule of the times each student is available for practice
   b. Pre-Practice Rating Form for each library section where each student will take practice

2. The receiving institute will prepare the practice schedule of each student. Practice will be given from Monday to Friday, 8:00 a.m. – 12:00; 1:00 – 5:00 p.m. There will be no practice on Saturdays.

3. The institution will present the students on the scope of work and on the Guidelines for Practice.

4. The Heads of Section or Assistant assigned to supervise practice will orient the students to the specific library task.

5. Each student will agree to sign to the schedule of practice 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 who is absent for orientation.

7. Changes in the practice schedule are not allowed.

8. Absence is not allowed. No make-up will be given.

9. Tardiness will not be tolerated.
GUIDELINES FOR LIBRARY PRACTICE

1. The Department/Institute of Library Science will provide:
   a. Schedule of the hours each student is available for practice
   b. Library Practice Rating Form for each Library Section where each student will take practice

2. The receiving institute will prepare the practice schedule of each student. Practice will be given from Monday to Friday, 9:00 a.m. - 12:00; 1:00 - 3:00 p.m. There will be no practice on Saturday.

3. The institutions will brief the students on the scope of work and on the Guidelines for Practice.

4. The head of section or assistant designated to supervise practice will orient the students to specific library tasks.

5. Each student will agree to stick to the schedule of practice that was prepared for him by signing it.

6. A student who is absent during his allocated 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 practice schedule are not allowed.

8. Absences are not allowed. No make-up will be given.

9. Tardiness will not be tolerated.
INTRODUCTION TO LIBRARY AND INFORMATION SCIENCE

Course Description: An overview of libraries and librarianship. Historical development of library types in the Philippines, major philosophical foundations, including Code of Ethics for Philippine Librarians, and RA 10224 and other laws and international conventions. Introduction to librarianship provides the epistemological and philosophical understanding of the profession with emphasis on its practice in the Philippines. The course covers the historical perspective and the philosophy of librarianship.

III.ik No. of Units: 3 units

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

V. Prerequisites: None

VI. Course Objectives:
A. Terminal: At the end of the course, the students shall have acquired an understanding of the following:
1. Defined and understood library science.
2. Understood the historical development and philosophical underpinnings of libraries and librarianship.
3. Distinguished and appreciated the different types of libraries in the Philippines, including public, school, and research.
4. Understood the organizational structure of a library.
5. Understood the importance of librarianship as a profession.
6. Understood the major professional associations in the Philippines.
7. Understood the Code of Ethics for Philippine Librarians.
8. Understood the RA 10224 and other laws and international conventions related to Philippine librarianship.

VII. Course Outline:
A. Introduction
   1. Definition of terms
   2. Historical perspectives (an overview)
   3. The library as an organization
   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 (similar to public libraries)
   3. Public Libraries (similar to public libraries)
   4. Special Libraries (similar to public libraries)

C. Librarianship as a profession
   1. Philosophy of education for librarianship
   2. Professional organizations and associations in the Philippines
   3. Code of ethics for Philippine librarians
   4. Professional associations - national and international
   5. Body of literature

D. Trends in Librarianship
   1. Communication Science
   2. Information Science
VIII. Equipment: Instructional Materials

X. Textbooks and References:

A. Required Textbooks

- **Lee, Dean, ed.** *Instructional Media for Librarians*. Iowa City, IA: University of Iowa Press, 1975.

B. Recommended Textbooks


*Annex B*
I. Course Name: LIB 2

II. Course Description: Principles and methods of selecting and evaluating different kinds of information sources; the charter role in current selection, development and maintenance of collections; bibliographic tools and on-line data bases; publishers and publishing, organization process.

III. No. of Units: 3 units

IV. No. of Hours Per Week: 3 hours

V. Prerequisites: LIB 1

VI. Course Objectives:

A. Terminal: In the end of the course, the student should have demonstrated adequate understanding of the principles and practices associated with the selection, development, and maintenance of collections.

B. Enabling: With the knowledge of the principles and procedures of selection, the student will be able to:
1. demonstrate an understanding of the principles and practices associated with the selection, development, and maintenance of collections.
2. apply the principles and procedures of selection, development, and maintenance of collections.
3. be familiar with the standard selection tools and methods used in the field.
4. be able to formulate selection, development, and maintenance policies.

VII. Course Outline:

A. Introduction
1. The place of selection in library development
2. Definition of selection
3. Factors affecting selection development

B. Selection of Library Materials
1. General principles
2. Scope of selection
3. Selection techniques
4. Definitions and terminology
5. Criteria for selection
6. Factors in selection
7. Criteria for evaluation

C. Acquisitions Program
1. Methods of acquisition
2. Purchasing and administration
3. Gifts and exchange
4. Lending and deposit
5. Cooperative acquisitions
2. Other Work
   2.1 Procedures
   2.2 Forms, manuals and lists
3. Factors affecting acquisition work
   3.1 Intellectual policies
   3.2 Legal regulations in general
   3.3 Local regulations
   3.4 Standards, procedures, accountability and reporting practices
4. Procedure and distribution of library materials

D. Evaluation of library collections
   1. Appraisal in the selection process
   2. Decision-making
   2.1 Criteria
   2.2 Revision of classification or wording

E. Preservation and conservation of library materials

F. Problems, issues and results in collection development

VIII. Equipment: Selective Tools, Online Catalogs, Bibliographic Tools, Interviews

E. Textbook(s) and References:

A. Required Textbooks

B. Recommended Textbooks
Annex B

I. Course Name: LIB 3
II. Organizational Information: Sources 1
III. 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 utilized files.
IV. Number of Units: 3 units
V. Number of Contact Hours Per Week: 3 hours
VI. Prerequisites: None
VII. 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 analysis.
B. Enabling: With the knowledge of the basic concepts and principles of cataloging and classification, the student is expected to:
1. Be able to effectively use the tools in cataloging and classification;
2. Prepare different catalog cards;
3. Classify books according to the DDC Scheme;
4. Assign subject headings using standard forms;
5. Apply the basic skills in preparing and maintaining a card catalog and subject file; and
6. Name the classification systems.
VIII. Course Outline:
A. Introduction
1. Importance of cataloging and classification
2. Definition of terms
3. The Library catalog – type, parts and functions
4. The Catalog department
   4.1 Purchases
   4.2 Periodicals
   4.3 Records and files
   4.4 Policies and procedures
5. Handling 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 describe the parts of the card catalog
2. Exercise 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
   1.2 Title and statement of responsibility
   1.3 Notes and annotations
2. Access points
   2.1 Personal authors
   2.2 Works by corporate authors
   2.3 Works cited under title
   2.4 Works cited under catalog title
3. Authority files
4. References
5. Authority name files
C. Subject Cataloging
1. Principles of subject cataloging
2. Sources of subject headings
3. Standard list of subject headings
4. LC list of subject headings
5. Subject authority file

Activities:
1. Reading the introduction of the standard list of subject headings
2.Exercise in subject cataloging
3. Preparation of subject cards

D. Classification
1. Historical background
2. Principles of classification
3. The DDC Sections
4. The Call number

Activities:
1. Discussion on the history of DDC
2. Exercise on the use of the Dewey Decimal Classification Scheme
3. Exercise on the use of the Cutter's Two or Three Figures Table

E. Shelf Listing and Filing according to DDC
1. Shelf-filing
2. Rules in filing catalog cards

Activities:
1. Exercise in filing shelf-list cards
2. Practice work in filing catalog cards
3. Preparation and completion of complete set of catalog cards

F. Other cataloging tools and records

VIII. Equipment: Cataloging and Classification Tools

IX. Textbooks and References:
A. Required Textbooks

2. Clark, Lawrence, Cataloging & Classification, 2nd ed., 1981
4. Cutter, C. Tenure-Point Author Titles, Springfield, Ill.: J.H. Shumway
10. Markley, Earl, Shelf List of Subject Headings, New York: W.W. Norton, 1972

B. Recommended Textbooks

2. Smith, E., Subject Cataloging, Standing and Struggling, London: Library Association, 1988
5. Haley, Donald V., Problems in Organizing Library Databases, New York: Bowker, 1972
Lam, Carman H. Titles and Authors: Names in AACR2 Descriptive: Toronto: Rose Pub., 1995.
I. Course Name: LIS 4 ORGANIZATION OF INFORMATION SOURCES II

II. Course Description: Library of Congress Classification Scheme, cataloging of non-book resources and non-print materials, use of computerized cataloging systems and other media in cataloging.

III. No. of Units: 3 units

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

V. Prerequisites: 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 various types of library materials, the student is expected to:

1. apply the basic rules and principles in cataloging non-book resources and non-print materials;
2. use predominately the Library of Congress Classification Scheme;
3. prepare different types of catalog records for non-book resources and non-print materials.

VII. Course Outline:

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

   Suggested Activities:
   1. Diagrammatic representation
   2. Exercises in cataloging
   3. Exercises in classifying non-book materials
   4. Exercises in classifying non-print materials

B. Descriptive cataloging of non-book materials

   1. Containing Library Resources
   2. Non-book materials
   3. Cartographic materials
   4. Audiovisual materials
   5. Image-documented objects
   6. Computer software
   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. Verbal or written reports 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. Illustrative background of the Library of Congress Classification Scheme
   2. General characteristics
   3. Schedule and tables

   Suggested Activities:
   1. Discussion of the LCSH (Library of Congress Subject Headings)
   2. Exercises in using LCSH schedules and tables
Course Title: INFORMATION SOURCES AND SERVICES 1

B. Course Objectives: Introduction to reference methods, literature searching and
textual analysis techniques; evaluation and use of principal types of information and use of
controlled data bases for information searching. It covers the basic reference sources and
materials for different library users.

Course Objectives:
A. Terminal: At the end of the course, the student should have identified and understood the
concepts, values and implications of reference services 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 appropriate gained for an effective reference and information service and
3. learn the use of computerized data bases for information searching.

Course Outline:
A. Introduction to reference and information services
1. Nature
1.1 Function of a menu
1.2 Library background
1.3 Reference in other services in the library
1.4 Linkages with other libraries and information centers
2. Reference interaction
2.1 Organization
2.2 Staff
2.3 Construction
2.4 Functions
3. Purpose
3.1 Definition of menus
3.2 Classification of reference questions
3.3 Methods and techniques
4. Bibliography writing
5. Use of computerized data bases for information searching

B. Reference and information sources
1. Sources of reference and information sources
1.1 Classification of sources
1.2 Types
1.2.1 Source type/field studies
1.2.2 Location/role/access-directories, etc.
1.2.3 Tables of reference sources
1.2.1 Primary sources
1.2.1.1 Secondary sources
1.3.1 Literature reviews
1.4.1.1 Articles
1.4.1.2 Catalogs
1.4.1.3 Sources of information
1.4.1.4 Authority
1.4.1.5 Ranges
1.4.1.6 Testament
1.4.1.7 arrangement
1.4.2.5. Format
VIII. Equipment: Reference Tools, Multimedia, Computers, Internet

IX. Textbooks and References

A. Recommended Textbooks


B. Recommended References


I. Course Name: LIB 4  
II. Course Description: Principles of organization and management for effective library and information services.
III. No. of Credits: 4 Unit
IV. No. of Contact Hours Per Week: 3 Hours
V. Prerequisites: LIB 1, 2, 3, 4, 5
VI. Course Objectives:
A. Tenth: At the end of the course, the student shall have identified and understood the basic concepts and principles of organization and management. The student shall have been able to define and apply these concepts to the effective operation of the library in the light of accepted criteria.
B. Teaching: 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 in identifying its specific aspects;
2. define an organizational chart for each type of library;
3. learn to make job specifications and descriptions;
4. learn the basic principles of library administration;
5. understand the process involved in library administration 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
4. Planning
5. Organizing
6. Directing
7. Controlling
8. Leadership
B. Administration of the library
1. Centralized and de-centralized
2. Library director
3. Legislation, standards, and policies
C. Major administrative concerns
1. Personnel
   1. Personnel policies; manning and positions
   2. Personnel classification
   3. Supervision
   4. Staff training and development
   5. Policies, procedures, and standards
2. Finance
   1. Sources of support
   2. Budgeting
   3. Accounting
3. Library services
   1. Reference services
   2. Technical services
   3. Circulation services
4. Merit
5. Physical Plant
   1. Library quarters
   2. Equipment and furniture

14
1. \textbf{Supplies:}

a. Material handling
b. Food and stay maintain
c. Housework

2. \textbf{Employee:}

a. Salary and benefit
b. Training

3. \textbf{Equipment:}

a. Publicity and promotion
b. Newsletter and other publications
c. Public relations
d. Bulletin board displays

4. \textbf{Building and facilities:}

a. Maintenance and security
b. 4.7 Harriets

5. \textbf{Evaluation of library services:}

a. Accuracy
b. Impact


a. Legislation affecting librarianship
b. Governmental agencies

b. Professional Library Associations

1. Legislation affecting librarianship

a. Governmental agencies

2. Professional Library Associations

1. Legislation affecting librarianship

2. Professional Library Associations

3. \textbf{References:}

\begin{itemize}
  \item \\end{itemize}


Course Name: LLS 5 INDEXING AND ABSTRACTING

Course Description: Principles, function and development of abstracting and indexing, designing of indexes, preparation of book and periodical indices and abstracts.

II. No. of Units: 5 (5h)

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

V. Prerequisites: LLS 3 and 4

VI. Course Objective:

A. Terminal: By the end of the course, the student shall have:

1. Learn the principles and theories in the development of indices and abstracts.
2. Know how to design a thesaurus.
3. Know how to design a periodical index and abstracts.

B. Terminal: At the end of the course the student shall:

1. Be able to identify various types of indices and abstracts.
2. Be able to write the principles and function of abstracting and indexing.
3. Be able to develop and produce a thesaurus, book and periodical indices and abstracts.

VII. Course Outline:

A. Introduction

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 Selectivity
      6.1.1 Orientation
      6.1.2 Depth of indexing
      6.1.3 Specificity
   6.2.2 Consistency in indexing

7. Indexing languages
   7.1 English and Latin
   7.2 Foreign languages
   7.3 Pictorial indexing

8. Indexing systems
   8.1 Dictionary indexing
   8.1.1 Pre-arranged topic word index
   8.1.2 Post-arranged numeric index
   8.2 Classified indexing
   8.3 Subjective index
   8.3.1 Subjective index

9. Abstracting
   9.1 Abstracting
   9.2 Abstracting and indexing
   9.3 Abstracting and indexing
   9.4 KWIC
   9.5 CWIC

9.6 Abstracting
   9.6.1 Abstracting
   9.6.2 IPRIS
   9.6.3 NISTOH
   9.6.4 Other systems

10. Evaluation of the effectiveness of the indexing system
    9.1 Tool
B. Documenting
1. Historical background
2. Abstractions of the various types of document analysis
3. Use of an abstract
4. Types of abstracts
5. Form, size and length of the abstract
6. The abstracting process
7. Abstracting policies and guidelines
8. Preparation of abstracts

C. Applications of indexing and abstracting data
1. Primary publications
2. Indexing and abstracting journals and indexes
3. Databases
4. Online searching
5. Current awareness services

VIII. Equipment: GDD, Transparency, Indexing and Abstracting software, Indexer
IX. Textbooks and References

A. Required Textbooks
Cleveland, Donald E. and Ann P. Cleveland. Introduction to Indexing and Abstracting. 2nd ed., 1975.

B. Recommended Textbooks
Course Name: LIS 8 INFORMATION TECHNOLOGY

Course Description: Computer applications in libraries, principles and technologies used in the retrieval of information systems in order that accurate information is retrieved and utilized. It offers a basic knowledge of information handling and processing.

No. of Units: 3 units

No. of Contact Hours Per Week: 3 hours

Prerequisite: None

Course Objectives:
A. Terminal: At the end of the course, the student shall have understood the principles, techniques, and procedures 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;
   2. identify the various tools used in information processing.

Course Outline:
A. Introduction
   1. Nature and need for information
   2. Functions and responsibilities of libraries as information centers
   3. Basics of information retrieval methods of organizing and retrieving information
B. Information storage and retrieval systems
   1. Different kinds of books and printed material
   2. Principles
C. Technologies for information handling
   1. Overview of computer & library systems
      1.1 Hardware/software
      1.2 Hardware component
D. Information/Interlibrary loan base
   1. Interlibrary loan
   2. Regional and National Information Systems e.g. AGIS, AIBA, MSEA
B. Computer applications in library operations
   1. Acquisitions
   2. Cataloging
   3. Circulation
   4. Serials
   5. Library Inventory
   6. Reporting

Equipment: Computer Literate

Textbooks and References:
A. Required Textbooks
B. Recommended Textbooks


I. Course Name: LIS 9  INFORMA TION SOURCES AND SERVICES II

II. Course Description: Evaluation and use of reference sources, both print and non-print, 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 9

VI. Course Objectives:
A. Terminology: At the end of the course, the student shall have
1. acquired the ability to identify and effectively evaluate the basic reference sources in special subject fields;
2. acquired the skills needed to apply the new technologies in information searching.

B. Enabling: With the knowledge of the new technologies and their impact on reference and research services, the student is expected to
1. develop the ability to render faster and more efficient reference services;
2. gain greater insight in and empathy with library users in searching for needed information in both print and non-print sources.

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 Literature
   2.2 Reference Sources

B. Reference and Information Systems in Special Subject Fields
1. Literature
   1.1 Reference works and problems of subject fields
   1.2 Reference services
      1.2.1 Citations to the Literature of the subject
      1.2.2 Information
      1.2.3 Indicators and databases
      1.2.4 Bibliographic and thesauri
      1.2.5 Biographical sources
      1.2.6 Dissertations
      1.2.7 Abstracting and indexing services
      1.2.8 Other reference sources
2. Humane and social sciences
   (Same subsections as #1)
3. Social sciences
   (Same subsections as #1)
4. Print and electronic sources
   (Same subsections as #1)
5. Humanities
   (Same subsections as #1)

VIII. Equipment: Reference Tools, Internet, Computers
A. Social and Historical Sciences, Philosophy and Religion

B. General, Language and Literature, the Arts

C. Science and Technology

Citations: A. Social and Historical Sciences, Philosophy and Religion

C. Science and Technology

Additional notes:

- There are no visible images or diagrams in the scanned document.

- The text seems to be a list of references or bibliographic entries, likely from a research paper or a bibliography.

- The entries are formatted in a standard book citation style, including authors, titles, publication years, and publishers.

- The text is well-organized, making it easy to read and understand.
Annex B


I. Course Name: LIB 18 INFORMATION TECHNOLOGY II

II. Course Description: Introduction to the various components of information technology (IT) as applied to libraries and information centers and in assessing 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. Units: 3 units

IV. Course Objectives:

A. Terminal: At the end of the course, the student should be able to:
1. explain the technical aspects of computer hardware and software and their applications in library work;
2. explain the vital role of telecommunications and computing technologies in accessing information;
3. discuss the role of information technology (IT) and its 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. Current practice and requirements: technology paradigms
B. Computer systems
1. history of computing
2. hardware
3. software
4. computer operating systems, programming languages
5. computer development and their effects on library and information work
C. Communication technologies
1. basic telecommunications
2. developments in telecommunications
3. LAN, WINS
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, Computer, Application Software, Internet

IX. Textbooks and References:

A. Required Textbooks

24
B. Recommended Textbooks


I. Course Name: LIB 31 RESEARCH METHODS IN LIBRARY AND INFORMATION SCIENCE

II. Course Description: Study of the various methods and techniques of conducting research, and discussion of their applications in library and information science.

III. No. of Units: 3 Units

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

V. Prerequisites: LIB 1-10

VI. Course Objectives:

A. Through the course, the student shall be equipped to understand 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 LIB;
3. distinguish the different parts of a research project; and
4. prepare a thesis project on any topic related to LIB.

VII. Course Outlines:

A. Bibliographies
1. Use and Characteristics
2. Using a General Source
3. Search Strategies

B. Knowledge and Reasoning
1. Inductive Reasoning
2. Deductive Reasoning
3. Scientific Method
4. Logical and Logical Thinking

C. Research
1. Literature Review Survey of the Literature Survey Article
2. Comprehension Research
3. Original Research
   1.1 Theoretical Study
   3.2 Empirical Study

D. Research Process
1. Problem Identification
2. Literature Review Survey of Literature
3. Hypotheses Formulation and Testing
4. Data Collection Methods
5. Data Analysis and Interpretation
6. Conclusion and Recommendation

VIII. Equipment: GLP, Transparency, Sample of Research Studies, Internet

IX. Textbooks and References

A. Required Textbooks

B. Recommended Publications


Sampson, Stephen L. The Information Link: A System of Computer Library Cooperation.
I. Course Name: LBS 12  SPECIAL MATERIALS

II. Course Description: Selection and evaluation, acquisition, and use ofspecial, commercially available, and electronic resources.

III. No. of Units: 3 units

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

V. Prerequisites: LBS 2, 3, 4, 5, 7, 9

VI. Course Objectives:

A. Terminal: By the end of the course, the student should have
1. acquired knowledge, skills, and attitudes on selection and evaluation, acquiring and using special, commercially available, and electronic resources.

B. Sub-objectives: The student is expected to:
1. define the natures and characteristics of special, commercially available, and electronic resources.
2. identify and describe the functional properties of each type of special, commercially available, and electronic resource.
3. be familiar with the procedures for identifying, acquiring, using, and reviewing each type of special, commercially available, and electronic resource.
4. evaluate their reference value in terms of effectiveness.

VII. Course Outline:

A. Introduction
1. Definition of media (text, manuscript, oral, visual, audio, visual, electronic)
2. Classes and characteristics of special materials
3. Mergings of special materials

B. Government publications
1. Maps and charts
2. Statutes
3. Acquisitions and digitization
4. Storage and retrieval

C. Continuing resources (sub-topics below)

D. Printed Note-Book Materials
1. Magazines and trade directories
2. Technical reports
3. Standards and specifications
4. Patents and trademarks
5. Dissertations and theses
6. Brochures and newspaper clippings
7. Nuclear news

E. Audiovisual Materials
1. Non-motion
2.1. Non-motion (maps, charts, pictures, posters, reprints, and art reproductions)
2.2. Motion (atmospheric, globes, maps, models, etc.)
3. Projected (slides, transparency, motion picture, etc.)

F. Audio and Video Media (reproduction source in B)

G. Interactive and Self-Service Media (reproduction source in B)

H. Miscellaneous (reproduction source in B)

I. Electronic Resources (reproduction source in B)
Course Name: LIS 13  LIBRARY LITERATURE FOR CHILDREN AND YOUNG ADULTS

Course Objective:
A. Terminal: By the end of the course, the student should have gained knowledge, skills, and attitude on the selection and evaluation of library materials suitable for children and young adults.

B. Objectives:
1. Standardized herself/himself with the characterization, needs, and developmental make of young children as related to reading behavior and needs.
2. Recognize the different types of literature for young children that will meet their educational and entertainment levels, and
3. Know the different children's book formats, types of writing books, content, illustrations, and principles of selecting books for young people and
4. Introduce the different children's tools for children's manuals.

Course Outline:
A. History of 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. Community
D. Classics
E. Picture Books
F. Poetry Books
G. Nursery Rhymes
H. Other Types of Children's Books
   1. Other topics
      1. Popular Authors and Illustrators
      2. Important themes of children's literature
      3. Types of fairy tales
      4. Children's Literature in the Philippines
      5. Books for Children
      6. Comic books
      7. Animotting
VIII. Equipment: MultiMedia, Computers, Puppets, Selection Tools
IX. Textbooks and References

A. Required Textbooks


B. Recommended Textbooks


Annex B

I. Course Name: LS 14  SCHOOL LIBRARY MEDIA CENTERS

II. Course Description: Objectives, organization and management of the school library media center for the smooth progress of the educational process of the school.

III. No. of Units: 3 units

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

V. Prerequisites: LSI 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. Learning: At the end of the course, the student shall have:
1. described the Philippine basic education system and its implications to the school library media center;
2. familiarized oneself with the school and school library media center setup;
3. known the causes and basic solutions and characteristics of the school library media center;
4. defined various concepts pertaining to running the school library media center;
5. identified what materials are needed for school library media center;
6. identified the basics and applications of the school library media center;
7. solved problems and issues pertaining to school library media center (e.g., Johnnie and Mary’s case);
8. demonstrated the relevance of the school library media center to the individual and society.

VII. Course Contents:

A. Introduction
1. Basic education in the Philippines
2. Library of school library media center in the Philippines
3. History of the modern school library media center

B. Collecting, Development and Organization
1. User policy
2. Collecting, development policy
3. Materials and resources
4. Collection policy
5. Organization
6. Role of assistant

C. Services
1. Circulation of materials
2. Reference service
3. Library instruction
4. Public relations

D. Managing the school library media center

VIII. Equipment: Audio-visual, Companions, Images

IX. Textbooks and References:

A. Required Textbooks:
Title: Anarchy, Managing Year, School Library, A: Interactive Service, A Practical Handbook, GSE
B. Recommended Textbooks:


Course Name: LIB 35  ACADMIC LIBRARIES

Course Description: Objectives, organization, management, and services of academic libraries.

II. No. of Units: 3 units

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

IV. Prerequisites: LIB 6

V. Course Objectives:
A. Terminal: At the end of the course, the student must have acquired knowledge and skills in managing an academic library.
B. Building: At the end of the course, the student shall have:
1. been apprised of the library environment in which the college and university library operates
2. gained an understanding of the growth of academic libraries and understand their organization, structure, and functional relationships
3. obtained knowledge of the management and varied services of academic libraries, and
4. become aware of the new trends, problems, and prospects of academic libraries.

VI. Course Outline:
A. The Academic Chancellor - Background
   1. College and University
   2. Academic and Extracurricular
   3. Functions and Objectives (Introduction)
   4. Campus activities (arts, physical, etc.)
   5. Manpower
   6. University governance and politics
B. Understanding the College and University Library
   1. Growth and development
   2. Policies
   3. Functions and objectives
   4. Organization of the Library
   5. Management and Services
   6. Collection Development
   7. Functional Organization
   8. Classification
   9. Acquisitions
   10. Cataloging
   11. Technical Services: Cataloging and Classification
   12. Library Services: Circulation
   13. Library Services: Information Services
   14. Budgeting
   15. Library Planning
   16. Library Administration
   17. Evaluation of Library Services

D. New Developments: Trends, Issues, and Problems
   1. Acquisitions and Electronic Publishing
   2. Library/Campuses and Networking
   3. Graduation
References

A. Required Textbooks


B. Recommended Textbooks


L. Course Name: LIS 16  SPECIAL LIBRARIES
M. Course Description: Objectives, organization, management and services of special libraries.
N. No. of Units: 3-3-0
O. No. of Contact Hours per Week: 3 hours
P. Prerequisite: LIS 6
Q. Course Objective:
   A. Prerequisite: All the main objectives the student shall have acquired, particularly 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 function;
      2. be knowledgeable about the organization and management of special libraries;
      3. have realized the importance of different kinds of services performed in special libraries;
      4. become familiar with special literature needed for its special function; and
      5. have gained awareness and knowledge of the latest trends and developments in special libraries.
Q. Course Outline:
   A. Introduction
      1. Definition of special library, its objectives and functions
      2. Types of special libraries, their characteristics
      3. Development of special libraries movement in the U.S.A., Great Britain, Southeast Asia, and the Philippines
   B. Organization and management of the special library
      1. The nature of the library to its parent institution
      2. Management policies
      3. Personnel
      4. Finance
      5. Library services and equipment
   C. Collection
      1. Collection development
         1.1 Selection and acquisition policies
         1.2 Acquisition methods and procedures
         1.3 Weeding and evaluation of collections
      2. Preservation and conservation
   D. Services
      1. Reference and information services
      2. Bibliographic services, document search
      3. Indexing and abstracting
      4. Current awareness service, brief
      5. Document delivery services
      6. Repositories service
   E. Functional/organizing and Public relations
      1. Promotion
      2. Public relations and publicity

Appendix B

VII. Equipment: OS/2, Personal computers, Soft-ware, Internet

IX. Textbooks and References

A. Required Textbooks

B. Recommended Textbooks

37
Annex I

I. Course Name: LIB 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: Log 6

VI. Course Objectives:
1. Terminal: At the end of the course, the student shall be equipped in understanding the various roles of library in a community.
2. Teaching: At the end of the course, the student is expected:
   1. understand the functions of public library administration,
   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 of public libraries in the Philippines

B. Government of Public Libraries
   1. City
   2. Province
   3. Municipal
   4. Barangay

C. Financial Management
   1. Sources of Funds
      1.1 Property Tax
      1.2 Income Tax
      1.3 Sales Tax
      1.4 Special taxes
      1.5 Local taxes
      1.6 Other sources

D. Services to Public Libraries
   1. Technical services
   2. Operational services
   3. Other services

E. Trends in Public Libraries

VIII. Equipment: 380, Transparencies, Software, Internet

IX. Textbooks and References:
A. Required Textbooks
   2. Treasurer of the Public Library of the Philippines, 1996

B. Recommended Textbooks

34
Course Name: LI7.18 ARCHIVES MANAGEMENT

Course Description: Nature, functions, scope of archives; principles and methods in the management of archives.

No. of Credits: 2 units

No. of Contact Hours Per Week: 3 hours

Prerequisite: None

Course Objectives:

A. Definition, Theory and History
1. Importance of archives
2. Nature of archival records
3. Archival principles
4. Archives problems

B. Administration: the Basics
1. Setting up 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 Nature of records
   2.3 Appraisal and appraisal techniques
   2.4 Accessioning
3. Arrangement and description
   3.1 Arrangement
      3.1.1 Thematic
      3.1.2 Organizational at different levels
   3.2 Descriptive
      3.2.1 Finding aids
      3.2.2 Finding rules
      3.2.3 Analysis
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
A. Required Texts:

B. Recommended Texts:


I. Course Name: LIB 19 LIBRARY PRACTICE

II. Course Description: Field work or practical experience 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: LIB 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. Resulting: With the acquired practical experiences in library work, the student is expected to be able to handle technical concepts in school libraries and information management.

VII. Course Outline:
A. Library Practice 1
1. Introduction
   a. Orientation on library practice at academic and school libraries
2. Academic library practice
   2.1 Technical services
      a. Acquisitions
      b. Cataloging
      c. Circulation
   2.2 Reference
3. Specialized devices
   3.1 Other systems
   3.2 Biblio/Opac
   3.3 Archival
   3.4 Videos
3. School library practice (assignments similar to 2)
4. Evaluation

B. Library Practice 2
1. Introduction
   a. Orientation on library practice in public and special libraries
2. Public library practice
   2.1 Bibliographic
   2.2 Archival
   2.3 Videos
   2.4 Specialized devices (similar to 3)
3. Evaluation

VIII. Equipment: Library equipment and supplies

IX. Textbooks and References:
   Library Handbooks and elements
The LIS program is a vital component of the total educational process. It 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), MLS, Law, Ethics, and Trends in Information and Communication Technology (Information Technology), Collection Management (Collection Development, Organization of Information Sources, Cataloging, and Classification), Information Sources and Services (Reference and Information Seeking) and Information Analysis (Research and Abstracting), as called for in the library and information science and literature examination.

2. A strong emphasis on emerging technologies.

3. Provision for community exposure through field-based experiences.

4. Enriched specialization component.

5. A well-rounded immersion in library practice towards the end of the LIS program.

The implementation of the LIS curriculum shall start on the SY 2004-2005 and shall be gradually affected 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

Institutions with government permit or recognition to offer the LIS programs will use the same curriculum to offer this program without the need for new application.

Team teaching is encouraged for teaching any course when cells for special expertise.

Practicum in the professional course should be done by the LIS institutions in cooperation with library and information centers within and outside the campus.


* As of September 24, 2003.
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. Presentation 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. If there 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.
<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>EXCELLENT (0-100%)</th>
<th>VERY GOOD (90-94%)</th>
<th>GOOD (80-89%)</th>
<th>SATISFACTORY (70-79%)</th>
<th>UNSATISFACTORY (Below 75)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge (Clear understanding of the job methods, standards and equipment)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Judgement (Common sense, intelligence, wise decision)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Initiative (Readiness in carrying out work without being urged)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Fidelity (Fulfills responsibility with and zeal)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Cooperation (Works well with others, deals in respectful and matured manner)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Industry (Works hard all time)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Punctuality (Reports practice regularly and on time)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Personality (Good attitude, clean and neat personality)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Quality of Work (New and accurate, prompt and efficient)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Quantity (Required volume of work produced or specified time)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>