



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



**CHED MEMORANDUM ORDER**

No. 24  
Series of 2015

**SUBJECT : REVISED POLICIES, STANDARDS AND GUIDELINES FOR THE BACHELOR OF LIBRARY AND INFORMATION SCIENCE (BLIS) PROGRAM**

In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the "Higher Education Act of 1994," and in pursuance of an outcomes-based quality assurance system as advocated under CMO 46 s. 2012 and by virtue of Commission En Banc (CEB) Resolution No.268-2015 dated May 25, 2015, the following policies, standards and guidelines (PSGs) are hereby adopted and promulgated by the Commission.

**ARTICLE I  
INTRODUCTION**

**Section 1 Rationale**

Based on the *Guidelines for the Implementation of CMO 46 s. 2012*, this PSG implements the "shift to learning competency-based standards/outcomes-based education." It specifies the 'core competencies' expected of Bachelor of Library and Information Science (BLIS) graduates "regardless of the type of HEI they graduate from." However, in "recognition of the spirit of outcomes-based education – which puts premium in the achievement of learning outcomes through different strategies - and in recognition of the typology of HEIs," this PSG also provides "ample space for HEIs to innovate in the curriculum in line with the assessment of how best to achieve learning outcomes in their particular contexts and their respective missions..."

Policies and standards in the Library and Information Science (LIS) program 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/ information center 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**

**Sec. 2 Government Recognition**

All private higher education institutions (PHEIs) intending to offer the Bachelor of Library and Information Science (BLIS) must first secure proper authority to operate from the Commission in accordance with this PSG. All PHEIs with an existing BLIS program are required to shift to an outcomes-

based approach based on this PSG and must secure approval for such a shift. State universities and colleges (SUCs), and local colleges and universities should likewise strictly adhere to the provisions in these policies and standards.

### ARTICLE III GENERAL PROVISIONS

**Sec. 3** The Articles that follow give minimum standards and other requirements and prescriptions. The minimum standards are expressed as a minimum set of desired program outcomes which are given in Article IV, Sec.7. The Commission designed a curriculum to attain such outcomes. This curriculum is shown in Article V, Sec. 9 as a **sample** curriculum. The number of units of this curriculum is here prescribed as the "minimum unit requirement" under Section 13 of RA 7722. In designing the curriculum, the Commission employed a curriculum map which is shown in Article V, Sec. 10 as a **sample** curriculum map.

Using a learner-centered/outcomes-based approach, the Commission also determined appropriate curriculum delivery methods shown in Article V, Sec. 11. The sample course syllabi given in Article V, Sec.12 show some of these methods.

Based on the curriculum and the means of its delivery, the Commission determined the physical resource requirements for the library, laboratories and other facilities and the human resource requirements in terms of administration and faculty.

**Sec. 4** The HEIs are allowed to design curricula suited to their own contexts and missions provided that they can demonstrate that the same leads to the attainment of the required minimum set of outcomes, albeit by a different route. In the same vein, they have latitude in terms of curriculum delivery and in terms of specification and deployment of human and physical resources as long as they can show that the attainment of the program outcomes and satisfaction of program educational objectives can be assured by the alternative means they propose.

The HEIs can use the **CHED Implementation Handbook for Outcomes-Based Education (OBE) and the Institutional Sustainability Assessment (ISA)** as a guide in making their submissions for Sections 17 to 22 of Article VII.

This PSG is based on the existing 10-year basic education system and on the existing GE program. It reflects the reform towards outcomes-based education but not the K-12 Reform. The latter shall be addressed subsequently.



## ARTICLE IV PROGRAM SPECIFICATIONS

### Sec. 5 Program Description

#### 5.1 Degree Name

Graduates of this program shall be conferred the degree of **Bachelor of Library and Information Science (BLIS)**.

#### 5.2 Nature of the Field of Study

The BLIS Program is the study of the development, deployment, and management of information resources in print, non-print, electronic and digital formats and services. Graduates of this program are being prepared to apply information technology to basic library operations and functions. Moreover, they are trained to harness a range of bibliographical and online tools to support teaching, research, and other services.

Graduates of this program are likewise expected to systematically organize, conserve, preserve and restore information objects (e.g., realia, museum pieces), historical and cultural documents (e.g., artifacts, archival documents, indigenous knowledge), and other intellectual properties (creative ideas and works by individuals and groups).

The program was based on the Guidelines for Professional Library/Information Education Programs of the International Federation of the Library Associations and Institutions (IFLA) as well as on the curricula of various library schools abroad.

#### 5.3 Program Objectives

The program prepares students to their unique role in gathering, organizing and coordinating access to the best information sources for the knowledge-based organization they belong, as well as in implementing standards for the ethical and appropriate use of information.

#### 5.4 Specific Professions/Careers/Occupations for Graduates

After satisfactorily completing all the requirements leading to a BLIS degree, graduates may qualify for, but not limited to, the following entry level positions:

Bibliographer  
Copy Cataloger  
Documentation Officer  
Library Applications Developer  
Library Assistant  
Preservation/Conservation Officer  
Records Assistant



Once the LIS graduate has acquired the necessary license, he/she can be employed as:

Abstractor  
Academic Librarian  
Acquisitions Librarian  
Archivist  
Cataloger  
Conservator  
Corporate Librarian  
Database Librarian  
Geographic Information Systems Librarian  
Indexer  
Information Librarian/Specialist  
Law Librarian  
LIS Faculty  
Map Librarian  
Medical Librarian  
Multimedia/AV Librarian/Specialist  
Preservation Librarian  
Public Librarian  
Records Manager  
Reference Librarian  
School Librarian  
Special Library Professional  
Systems Librarian  
Teacher Librarian

## **Sec. 6 Program Outcomes**

The minimum standards for the BLIS program are expressed in the following minimum set of learning outcomes and competencies which are based on internationally-accepted body of knowledge and skills being subscribed to by the Special Libraries Association (SLA) and the National Competency-Based Standards for Filipino Librarians as prescribed by the Professional Regulatory Board for Librarians (PRBFL).

### **6.1 Common to all programs in all types of schools**

**The graduates have the ability to:**

- a. articulate and discuss the latest developments in the specific field of practice;
- b. effectively communicate orally and in writing using both English and Filipino;
- c. work effectively and independently in multi-disciplinary and multi-cultural teams;
- d. act in recognition of professional, social, and ethical responsibility;
- e. preserve and promote “Filipino historical and cultural heritage” based on RA 7722.



## 6.2 Common to the discipline

**Graduates of this program have the ability to:**

- a) select, evaluate, organize and disseminate print, multimedia, electronic and digital information resources.
- b) effectively communicate orally and in writing, at the same time, use a variety of communication methods in a manner that best enables the message to be understood.
- c) demonstrate logical and systematic approaches to the accomplishment of tasks.
- d) formulate objectives, policies and processes as well as design and manage resources in anticipation of future educational or organizational changes.
- e) recognize, analyze and constructively solve problems, provide appropriate direction and assistance, and overcome barriers when necessary.
- f) identify users' needs and wants through reference interviews, customer surveys, complaint logs and other means in order to evaluate the effectiveness of current services and improve these and other practices.
- g) work well in groups and seek ways to build team efforts to solve problems and achieve common goals.
- h) understand library's automation systems and the use of computer hardware, software and peripherals, including online collaboration tools (the Internet, the worldwide web, and social networking sites).
- i) develop information technology solutions (e.g., library automation system, Website, e-mail system, etc.).
- j) conduct significant research projects that will benefit the library and the organization.
- k) evaluate and debate information policy (e.g., copyright law, plagiarism, cybercrimes, etc.) and ethical issues applicable in local, national or global context.
- l) participate in continuing education activities organized by library associations and other entities.

## 6.3 Common to a horizontal type as defined in CMO 46, s 2012

- **Graduates of professional institutions** demonstrate a service orientation in one's profession
- **Graduates of colleges** participate in various types of employment, development activities, and public discourses particularly in response to the needs of the community/ies one serves
- **Graduates of universities** participate in the generation of new knowledge or in research and development projects

Graduates of State Universities and Colleges (SUCs) must, in addition, have the competencies to support "national, regional, and local development plans." (RA 7722).

A PHEI, at its option, may adopt mission-related program outcomes that are not included in the minimum set.



## 6.4 Competency Standards

There are competency standards (knowledge, skills, attitudes, and values) that are applicable to the discipline and are expected of a graduate of the program. In order to fulfill their purpose, graduates of BLIS program require two types of competencies: personal and professional competencies. Competency standards will be measured in terms of, but not limited to, the following competencies:

### A. Personal Competencies

These competencies are foundational, most of which are transferable to any workplace. In most situations in life, the graduate's effectiveness is enhanced by clear communication, strong relationships, ethical behavior and the flexibility to be a leader, team player and lifelong learner. Graduates who possess all of these qualities will build a vibrant and relevant library.

1. Good oral and written communication skills
2. Customer service orientation
3. Leadership skills
4. Lifelong learning skills and personal development
5. Ethics and values
6. Interpersonal competencies
7. Cultural competencies

### B. Professional Competencies

These competencies relate to the graduate's knowledge of information resources, access, technology and management, and the ability to use this knowledge as a basis for providing the highest quality of information services. There are four major competencies:

1. Managing Information Resources
  - 1.1. Selection and Acquisition
  - 1.2. Cataloging and Classification
  - 1.3. Collection Management
  - 1.4. E-Resource Management
  - 1.5. Preservation
  - 1.6. Indexing and Abstracting
2. Managing Information Services
  - 2.1. Access Services
  - 2.2. Reader's Advisory
  - 2.3. Reference / Information
  - 2.4. Patron Training
  - 2.5. Information Literacy
  - 2.6. Public Services / Outreach
  - 2.7. Children's Services



3. Managing Information Tools and Technologies
  - 3.1. Technology Competencies
    - 3.1.1. Hardware
      - 3.1.1.1 System units
      - 3.1.1.2 Input and outputs
      - 3.1.1.3 Storages
    - 3.1.2. Software
      - 3.1.2.1 Operating systems and utility programs
      - 3.1.2.2 Application software
      - 3.1.2.3 Communication software
    - 3.1.3 Internet services and web applications
    - 3.1.4 Computer security, safety, and ethics
  - 3.2. Application of Information Tools & Technologies
4. Managing Information Organizations
  - 4.1. Strategic Planning/Policy Formulation
  - 4.2. Financial Management/Budgeting and Funding
  - 4.3. Project Management/Research
  - 4.4. Personnel Management
  - 4.5. Public Relations/Marketing & Promotion
  - 4.6. Collaboration/Networking
  - 4.7. Facilities Management

**Sec.7 Sample Performance Indicators**

**Performance Indicator Rubric for Cataloging and Classification**

Teacher: \_\_\_\_\_  
 Student: \_\_\_\_\_

Category	4	3	2	1
<b>Objectives of Cataloging and Classification</b>	Very well understood	Fairly understood	Poorly understood	Student has very vague idea
<b>Resource Description</b>	Student did a very good description of the resource following the prescribed sequence of bibliographic elements	Student did a good description of the resource but missed one bibliographic element	Student did not follow the prescribed sequence and jumbled the bibliographic elements	Student missed many bibliographic elements to represent the resource
<b>Subject Cataloging</b>	Analyzed the subject content very well and assigned the appropriate subject headings	Analyzed the subject content very well but did not assign the appropriate subject headings	Did not grasp the subject of the resource and therefore could not assign the appropriate subject headings	Needs to do more exercises in subject analysis and assignment of subject headings
<b>Classification</b>	Chose the correct classification number for the	The classification number assigned did not correspond	Must familiarize more with the classification	Needs to do more exercises using the classification



	subject content of the resource	correctly with the subject heading	system in order to choose the appropriate class number	system
<b>Call number</b>	Assigned the correct call number	Did not assign the correct author number in order to complete the call number	Must become more familiar with the use of the Cutter table	Needs to do more exercises using the classification system and the Cutter table
<b>Creating a Bibliographic record</b>	Bibliographic entry represented the resource very well	Some bibliographic elements were missing in the catalog entry	The bibliographic entry omitted numerous data elements	More practice is needed in producing a bibliographic entry

### Performance Indicator Rubric for Preservation of Information Resources

Category	4	3	2	1
<b>Nature of documentary materials</b>	Very well understood	Fairly understood	Poorly understood	Student has very vague idea
<b>Agents of deterioration</b>	Very well understood	Fairly understood	Poorly understood	Student has very vague idea
<b>Preventive conservation and treatments for materials</b>	Very well understood	Fairly understood	Poorly understood	Student has very vague idea
<b>Disaster management</b>	Very well understood	Fairly understood	Poorly understood	Student has very vague idea
<b>Preservation planning and implementation</b>	Very well understood	Fairly understood	Poorly understood	Student has very vague idea

## ARTICLE V CURRICULUM

### Sec. 8 Curriculum Description

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

- A general education component which consists of communication arts, literature, humanities, social sciences, natural and behavioral





sciences, and mathematics aimed at developing broadly educated, creative, cultured, and morally upright persons.

- Provision for the mastery of the core courses such as Library and Information Center Organization and Management, Collection Management of Information Resources, Organization of Information Resources, Information Resources and Services, Indexing and Abstracting, as well as Information Technology as required in the Librarians' Licensure Examination. Ethics in librarianship is integrated in all related courses.
- Addition of information and communication technology application courses crucial to the BLIS program, such as Information Processing and Handling, Web Technologies in Libraries, Digital Libraries and Resources, Programming Fundamentals, Systems Analysis and Design as well as Database Design for Libraries.
- Provision of varied special topics or electives relating to specific type of libraries and/or information centers depending on the tract that a student wants to pursue: courses on School/Academic Librarianship, Special/Public Librarianship, Preservation of Information Resources, Philosophies & Principles of Teaching, Education Technology, Indigenous Knowledge and Multi-Culturalism as well as Foreign Language in answer to the program outcomes requirements common to all programs in all types of schools (Article IV, Sec. 6.1 c and e).
- Provision of a thesis/research project as a requirement for graduation. The thesis topic has to be on the areas central to the profession and has to be presented to a faculty committee, and approved by the Dean or head of the college/school/institute/department. The approved thesis is undertaken with the guidance of a duly designated thesis adviser.
- Provision for a one-year practicum totaling 400 hours towards the end of the LIS program which is supervised by a practicum coordinator. This program is designed to expose the students to all facets of LIS work in actual libraries and information centers in the public and private sectors. Library Practicum I covers internship in academic and school libraries for a minimum of 100 hours each while Library Practicum II covers immersion in public and special libraries/institutions for a minimum of another 100 hours each. At the end of each course, students will be required to submit a journal containing observations, experiences, and recommendations.
- Physical Education (PE) and National Service Training Program (NSTP)



## Sec. 9 Sample Curriculum

### 9.1 Components

Higher Education Institutions (HEIs) offering BLIS program may exercise flexibility in their curricular offering. However, the following LIS courses are prescribed as minimum requirements to be implemented.

Course Code	Knowledge Area Code	Course Title	Units
LIS 101	LIS	Introduction to Library and Information Science	3
LIS 102	LIS	Collection Management of Information Resources	3
LIS 103	LIS	Information Resources and Services I	3
LIS 104	LIS	Information Resources and Services II	3
LIS 105	LIS	Organization of Information Resources I	3
LIS 106	LIS	Organization of Information Resources II	3
LIS 107	LIS	Indexing and Abstracting	3
LIS 108	LIS	Management of Libraries and Information Centers	3
LIS 109	LIS	Information Literacy	3
LIS 110	LIS	Library Materials for Children and Young Adults	3
LIS 111	LIS	Introduction to Records Management and Archives	3
LIS 112	LIS	Research Methods in Library and Information Science	3
LIS 113	LIS	Thesis/Research Writing	3
LPr 01	LPr	Library Practice I	3
LPr 02	LPr	Library Practice II	3
ICT 101	ICT	Information Processing and Handling in Libraries and Information Centers	3
ICT 102	ICT	Web Technologies in Libraries and Information Centers	3
ICT 103	ICT	Digital Libraries and Resources	3
ICT 104	ICT	Programming Fundamentals	3
ICT 105	ICT	Systems Analysis and Design in Libraries and Information Centers	3
ICT 106	ICT	Database Design for Libraries	
SpT 01	SpT	School/Academic Librarianship	3
SpT 02	SpT	Special/Public Librarianship	3
SpT 03	SpT	Preservation of Information Resources	3
SpT 04	SpT	Philosophies and Principles of Teaching	3
SpT 05	SpT	Educational Technology	3
SpT 06	SpT	Indigenous Knowledge and Multi-Culturalism	3
SpT 07	SpT	Foreign Language	3

### Summary of Units

Courses	No. of Courses	No. of Units
General Education Units	18	54
Core Courses	13	39
Library Practice	2	6
ICT Courses	6	18



Special Topics	7	21
P.E.	3	8
NSTP	2	6
<b>TOTAL NO. OF COURSES/UNITS</b>	<b>51</b>	<b>152</b>
<b>Old CMO Units</b>		<b>153 + (14)</b>

## 9.2 Sample Program of Study

The program of study found below is only an example. HEIs may use this sample and modify according to their needs provided the required courses will be included and the minimum total number of credit units will be met. They may also add other preferred courses.

Freshmen Year		Sophomore Year			Junior Year			Senior Year	
1st	2 <sup>nd</sup>	1st	2nd	Summer	1st	2nd	Summer	1st	2nd
LIS 101	LIS 102	LIS 103	LIS 104		LIS 107	LIS 108		LIS 112	LIS 113
		LIS 105	LIS 106		LIS 111	LIS 109			
			LIS 110					LPr 01	LPr 02
	ICT 101	ICT 102	ICT 103		ICT 104	ICT 105		ICT 106	
SpT 01	SpT 02	SpT 03	SpT 04		SpT 05	SpT 06		SpT 07	
<b>6</b>	<b>9</b>	<b>12</b>	<b>15</b>		<b>12</b>	<b>12</b>		<b>12</b>	<b>6</b>

## Sec. 10 Sample Curriculum Maps

This CMO prescribes the use of a curriculum map as the basic means to derive the courses and credit units from the required set of program outcomes.

Course Code	KA	Course Description	Pre-Requisite Course	Units	Learning Outcomes	G O 1	G O 2	G O 3	G O 4	G O 5	G O 6	G O 7	G O 8	G O 9	G O 10
LIS 105	LIS	Organization of Information Resources I	LIS 101 LIS 102	3	LO 5.1 Catalog and classify books based on standard resource description, subject authority lists, and classification systems being used in libraries/information centers.	C	C	C	B						



LIS 106	LIS	Organization of Information Resources II	LIS 105	3	LO 6.1	Catalog and classify non-print, electronic and digital resources based on standard resource description, subject authority lists, and other classification systems.	C	C	C	B						B		
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Course Code	KA	Course Description	Pre-Requisite Course	Units	Learning Outcomes	GO1	GO2	GO3	GO4	GO5	GO6	GO7	GO8	GO9	GO10	GO11	GO12
SpT 03	RMA	Preservation of Information Resources	None	3	Identify agents of deterioration										C		C
					Apply appropriate methods of storage, handling and preservation of different media										C		C
					Implement simple preservation and conservation programs for libraries and/or archives									C	C		C
					Identify preservation needs of a particular institution and design an appropriate preservation program	C		C	C						C		C

**Legend:**

KA - Knowledge Area                      LIS – Library and Information Science  
 GO – Graduate Outcome : A - Introduced    B – Reinforced    C – Expanded    D – Achieved and Assessed

**Sec. 11                      Sample Means of Curriculum Delivery**

**A. Curriculum Delivery for Cataloging and Classification of a Resource**

**Discussion:** Teacher introduces the subject matter of the course and draws a schematic illustration of the processes involved in the cataloging and classification of a resource. Discussion and explanation is continued after every process and subordinate activities are accomplished by the students.

**Activities:**

1. Students list down and discuss the importance of the various parts of a resource in the process of cataloging. They then state which parts of the resource play a significant role in cataloging.
2. Students are assigned to bring samples of print materials such as textbook, fiction book, children's book, conference proceedings produced under editorial direction. They will do resource description of these items guided by existing cataloging standards such as the *Resource Description and Access (RDA)*.
3. Their work are then checked and errors committed are shown and explained to them. They then rewrite their description of these resources following a standard catalog format.



4. The students are introduced to doing subject analysis of the content of the resources by citing the principles of subject cataloging. They then perform this activity on their chosen materials, stating the subject content of these in their own natural language. Thereafter, they are introduced to subject authority lists which are standard tools in translating their subject statements into standard terms. These subject authority lists include the *Sears List of Subject Headings* and the *Library of Congress Subject Headings*. The subject headings they formulate are then added to their catalog entries.
5. Principles of classification are then introduced, discussed and explained. The students are encouraged to familiarize themselves with the *Dewey Decimal Classification System* which they will use in classifying their resources. Prior to this activity, exercises on the use of this classification system will be given to them.
6. After they have assigned the appropriate classification numbers to their resources, the concept of author/book number will be discussed and the appropriate tool to be used, i.e., *Cutter-Sanborn Table* or *LC Cutter Table*. They will be asked to assign the appropriate author or book number to their resources to complete the call numbers of these.
7. It is expected that they shall have come up with the complete bibliographic records for these resources. They will then be taught how to assign the appropriate MARC tags to the corresponding data elements in their bibliographic records.

**Project:**

The students will submit the aforementioned resources that they chose together with the complete bibliographic records for these.

## **B. Curriculum Delivery for Preservation of Information Resources**

**Discussion:**

The teacher introduces the concepts pertaining to preservation, conservation, and restoration of information resources taking into consideration the different contexts of institutions in the Philippines. The students will be given hands-on training on the basics of the processes, i.e. book repair, treatments, etc.

**Activities:**

1. Lectures and discussions will center on the theories, processes, etc. related to preservation of information resources.
2. Practical applications and workshops will further the learning of the students as these will enable them to treat, repair, etc. respective information resources.
3. Field trips will also be scheduled to conservation laboratories.
4. End term project to reflect management of preservation, conservation, and restoration issues.
5. Exams – midterm and final term exams will also be given.



<b>Course Name</b>	<b>LIS 105 - ORGANIZATION OF INFORMATION RESOURCES I</b>
<b>Course Description</b>	Introduction to basic concepts, theories, principles and standards of resource description, subject cataloging, and classification. Provides beginning level experience in organizing printed resources using the <i>Resource Description and Access</i> including recording attributes of manifestation and item, identifying persons, families and corporate bodies and identifying works and expressions, construction of access points and authority data. subject cataloging using the <i>Sears List of Subject Headings</i> and the assigning of classification numbers using the <i>Dewey Decimal Classification Scheme</i> .
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours / Week</b>	3 hours
<b>Prerequisite</b>	LIS 101 and 102
<b>Learning Outcome</b>	Catalog and classify books based on standard resource descriptions, subject authority lists, and classification systems being used in libraries and information centers.
<b>Course Outline</b>	<ul style="list-style-type: none"> <li>A. Introduction <ul style="list-style-type: none"> <li>1. Historical development of cataloging and classification</li> <li>2. Importance of cataloging and classification</li> <li>3. The Public Access Catalog</li> <li>4. The Cataloging Section <ul style="list-style-type: none"> <li>4.1 Functions</li> <li>4.2 Personnel</li> <li>4.3 Bibliographic records and files</li> <li>4.4 Policies and procedures</li> </ul> </li> <li>5. Cataloging Policy Statements for Filipiniana Resources</li> </ul> </li> <li>B. Resource Description <ul style="list-style-type: none"> <li>1. Overview of Resource Description and Access (RDA)</li> <li>2. Recording attributes of manifestations and items</li> <li>3. Identifying persons, families and corporate bodies</li> <li>4. Identifying works and expressions</li> <li>5. Authority records</li> </ul> </li> <li>C. Subject Cataloging <ul style="list-style-type: none"> <li>1. Principles of subject cataloging</li> <li>2. Forms of subject headings</li> <li>3. Standard lists of subject headings</li> <li>4. Assigning subject headings</li> <li>5. Subject authority records</li> </ul> </li> <li>D. Classification <ul style="list-style-type: none"> <li>1. Principles of classification</li> <li>2. Overview of the different classification systems</li> <li>3. The Dewey Decimal Classification (DDC) scheme</li> <li>4. The Cutter's Table</li> </ul> </li> <li>E. Shelf-listing and Encoding <ul style="list-style-type: none"> <li>1. Shelf-listing</li> <li>2. MARC 21 and other metadata</li> </ul> </li> </ul>



<b>Laboratory/Equipment/ Materials/Chemicals(if any)</b>	Cataloging and classification tools, internet, computer, multimedia projector, projector screen.
<b>Learning Resources (e.g., Textbooks and References)</b>	<p><b>Suggested references:</b>  Hart, Amy. (2010). <i>The RDA Primer: A Guide for the Occasional Cataloger</i>.  Oliver, Chris. (2010). <i>Introducing RDA: A Guide to the Basics</i>. ALA Editions.  Coyle, Karen. (2010). <i>RDA Vocabularies for Twenty-First-Century Data Environment. Series: Library Technology Reports</i>  Welsh, Anne and Sue Batley. (2011). <i>Practical Cataloguing: AACR, RDA and MARC21</i>.  RDA: Resource Description and Access. (2010). <i>Resource Description and Access and RDA</i>.  <i>RDA Toolkit</i> (2013) : Chicago: ALA  Weber, Mary Beth and Fay Austin. (2010). <i>Describing Electronic, Digital, and other Media Using AACR and RDA: A How-To-Do-It Manual for Librarians</i>.  Maxwell, Robert L. (2014). <i>Maxwell's Handbook for RDA</i>, Chicago: ALA.  Miksa, Shawne D. (2012). <i>Introduction to Resource Description And Access</i>.  Cutter, C. <i>Three-figure author table</i>. Springfield, MA: HR Hunting.  <i>Dewey Decimal Classification</i>. (2003). 22<sup>nd</sup> ed. Dublin, Ohio: OCLC.  <i>Sears List of Subject Headings</i>. (2007). 19<sup>th</sup> ed. New York: H.W. Wilson.  Taylor, Arlene G. (2006). <i>Wynar's Introduction to cataloging and classification</i>. New York: Libraries Unlimited.</p>
<b>Course Name</b>	<b>SpT 03 - Preservation of Information Resources</b>
<b>Course Description</b>	An introduction to the theories, practices, and issues in preservation of information resources to include, but not limited to, paper and AV materials.
<b>Learning Outcomes</b>	<p>At the end of the course, the students should:</p> <ol style="list-style-type: none"> <li>1. identify agents of deterioration;</li> <li>2. apply appropriate methods of storage, handling, and preservation of different media;</li> <li>3. implement simple preservation and conservation programs for libraries and/or archives;</li> <li>4. identify preservation needs of a particular institution and design an appropriate preservation program.</li> </ol>
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours / Week</b>	3 hours



<b>Prerequisite</b>	none
<b>Course Outline</b>	<p>Introduction and Course Overview</p> <ul style="list-style-type: none"> <li>A. Definitions and review of practices of preservation and conservation</li> <li>B. Nature of documentary materials <ul style="list-style-type: none"> <li>1. Paper</li> <li>2. AV materials</li> <li>3. Electronic formats</li> <li>4. Others</li> </ul> </li> <li>C. Agents of deterioration <ul style="list-style-type: none"> <li>1. Physical, mechanical, biological, chemical agents</li> <li>2. Damage from environment</li> </ul> </li> <li>D. Preventive conservation <ul style="list-style-type: none"> <li>1. Environmental monitoring and control</li> <li>2. Stack management</li> <li>3. Integrated pest management</li> <li>4. Molds in collection</li> </ul> </li> <li>E. Pre-operative treatments and preparation of materials <ul style="list-style-type: none"> <li>1. Diagnosis, tests, and documentation of treatments of damaged archival materials</li> <li>2. Preparation of equipment, tools, materials, etc.</li> </ul> </li> <li>F. Implementing treatments <ul style="list-style-type: none"> <li>1. Mechanical treatments</li> <li>2. Chemical treatments</li> </ul> </li> <li>G. Book repair</li> <li>H. Protective enclosures</li> <li>I. Disaster management</li> <li>J. Preservation planning and management <ul style="list-style-type: none"> <li>1. Preservation surveys</li> <li>2. Collection priorities</li> <li>3. Budget</li> <li>4. Training and allocation of resources</li> </ul> </li> <li>K. Laws and initiatives on cultural heritage <ul style="list-style-type: none"> <li>1. National</li> <li>2. International</li> </ul> </li> </ul>
<b>Laboratory/Equipment/ Materials/Chemicals</b>	Preservation and conservation facility, equipment, and supplies.
<b>Learning Resources (e.g., Textbooks and References)</b>	<p><b>Suggested references:</b></p> <p>Manning, R. (ed.) (2000). <i>A Reader in preservation and Conservation</i>. IFLA</p> <p>Ritzenthaler, M. L. (1993). <i>Preserving archives and manuscripts</i>. Chicago: Society of American Archivists.</p>





Tyagi, D. (2013). *Digital library preservation*. New Delhi: Random Publications.

Mohlhenrich, J. (1993). *Preservation of electronic formats and electronic formats for preservation*. Wis.: Highsmith Press.

Brown, Karen, Beth Pakus and Julie Reily. (2001). *Preservation 101: an internet course on paper preservation*. <http://www.nedcc.org>

Dartmouth College Library. *Preservation Services Identifying Materials Appropriate: A simple book repair manual*. <http://www.dartmouth.edu/preserve.html>

Ogden, Sherelyn ed. *Preservation of Library and Archival Materials: A manual*. Northeast Document Conservation Center <http://www.nedcc.org>

Websites of the Northeast Document Conservation Center (USA)

Preservation Department of University Libraries

## ARTICLE VI REQUIRED RESOURCES

### Sec. 13 Administration

The primary responsibility for the preparation of library and information professionals within HEIs shall be exercised by a clearly defined and organized administrative and instructional unit such as a college, institute, or department.

#### 13.1 Dean/Chair/Program Coordinator

A Dean/Chair/Program Coordinator shall be employed and assigned full-time to provide leadership and direction to the LIS college/institute/department, and shall have the following qualifications:

- Holder of professional license for librarians;
- Holder of Master or Doctor of Library and Information Science or with appropriate or related specialization (i.e., Information Systems, Educational Technology, Technology Management, Information);
- With at least five (5) years of very satisfactory teaching experience.

**Note:** For initial program, a part-time program coordinator maybe employed until such time that the program becomes economically viable.



## 13.2 Functions and Responsibilities

The Dean/Chair/Program Coordinator of the college/institute/department shall have the following functions and responsibilities:

- ❖ Formulate 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/institute/department, 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;
  - preparing the budget and performing financial management of the college/institute/department; and
  - initiating programs in research and extension services through networking, linkages, consortia, etc.
- ❖ Handling a regular teaching load of not more than twelve (12) units of professional courses with a maximum of three (3) preparations.

For LIS institutions with big enrollment, an Associate/Assistant Dean/Chair may be assigned, depending on the need.

## Sec. 14 Faculty

### 14.1. General Requirements

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

- Faculty members teaching the courses covered in the licensure examinations must be holders of valid certificates of registration or professional license for librarians;
- Majority of the faculty must be holders of appropriate MLIS or related degrees (e.g., Master in Information Systems, Educational Technology, Archives Studies, Education,



Anthropology) to teach LIS, ICT and/or allied courses (i.e., Records Management and Archives, Preservation of Information Resources, Philosophies and Principles of Teaching, Indigenous Knowledge and Multiculturalism) at the undergraduate level; and

- The faculty must have at least two (2) years of library-related work experience.

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

#### **14.2 Conditions of Employment**

The following conditions of employment shall be observed:

- Salary rates of faculty members shall be commensurate with their rank, academic preparation, experience in instruction and research, comparable with those of other faculty members who teach other baccalaureate courses;
- The maximum teaching load of an LIS faculty is 24 units for full timers and 12 units for part timers, with a maximum of four (4) preparations and 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.

#### **14.3. Faculty Development**

The institution must have a system to support faculty development. It should encourage the faculty members to:

- a. complete doctoral degrees in Library and Information Science and other allied fields;
- b. attend continuing education seminars, workshops, conferences, and the like;
- c. undertake research activities related to librarianship and to publish their research outputs in refereed journals;
- d. give lectures, conduct workshops and present papers in national/international conferences, symposia, and seminars.

The institution must provide opportunities and incentives such as :

- a. tuition subsidy for graduate studies
- b. study leave with pay
- c. deloading to finish a thesis or carry out research activities
- d. research grants
- e. travel grants for academic development activities such as special skills training and attendance in national / international conferences, symposia, and seminars
- f. awards, recognitions, and other incentives



## Sec. 15      **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 should be adequate in quantity and quality following minimum library requirements.

The following are the minimum requirements for the library:

- it should be managed by a licensed librarian;
- there should be adequate reading space for the student population;
- the reading room should be able to accommodate at one seating a minimum of 5% of the student enrollment;
- the library should be able to provide print and non-print materials, electronic/digital resources, online databases and Internet access through adequate facilities and equipment;
- the library collection should have at least **five (5) relevant book titles** per course (in a combination of print and electronic format);
- **twenty percent (20%)** of the total collection of books in the specific program (exclusive of the core book collection) should have been published within the **last ten (10) years**;
- in addition to the book collection, the library should acquire selection, cataloging, and indexing tools and, at the same time, subscribe to at least **three (3) titles** of print and electronic journals on library and information science;
- a computer room with several units of computers connected to the Internet shall be maintained, either as a separate unit or as part of the library. It shall serve as a laboratory for ICT application courses, either in the preparation of computer-aided instructional materials, production of student projects, or Internet research.

## Sec. 16      **Laboratory and Physical Facilities**

- Classroom equipped with adequate facilities shall be provided.
- A practicum laboratory in librarianship shall be maintained within and outside the campus through appropriate linkages, networks, or consortia.
- Specialized laboratories shall be maintained for specific library functions (e.g. technical section, information desk, viewing room, preservation and conservation facility, etc.).
- Information and communication technology facilities and equipment such as laptop, LCD projector, DVD player, and projection screen shall be made available.
- A separate office for the Dean/Chair/Program Coordinator, faculty and staff, complete with basic amenities, shall be provided.



## ARTICLE VII COMPLIANCE OF HEIs

Using the **CHED Implementation Handbook for OBE and ISA** as reference, a HEI shall develop the following items which will be submitted to CHED when they apply for a permit for a new program or the approval of the transformation of existing programs to outcomes-based framework:

- Sec. 17** The complete set of program outcomes, including its proposed additional program outcomes.
- Sec. 18** Its proposed **curriculum**, and its justification including a curriculum map.
- Sec. 19** Proposed **performance indicators** for each outcome. Proposed measurement system for the level of attainment of each indicator.
- Sec. 20** Proposed **outcomes-based syllabus** for each course. This should already be indicative of the plan of **delivery** of the curriculum, student assessment and of the **resources** to be deployed.
- Sec. 21** Proposed system of program assessment and evaluation.
- Sec. 22** Proposed system of program **Continuous Quality Improvement (CQI)**.

## ARTICLE VIII PROVISIONS FOR K-12 IMPLEMENTATION

### **Sec. 23 Revised General Education (GE)**

When the new GE curriculum will take effect in AY 2018-2019 as provided in CMO 20, s. 2013 entitled "General Education Curriculum: Holistic Understandings, Intellectual and Civic Competencies", the 54 units of GE requirements will be reduced to a minimum of 36 units.

The balance of 18 units may be replaced by special topics or elective/cognate courses as long as the minimum total number of units as articulated in Section 9.1 is satisfied.

## ARTICLE IX TRANSITORY, REPEALING AND EFFECTIVITY PROVISION

### **Sec. 24 Transitory Provision**

HEIs that have been granted permit or recognition for the Bachelor of Library and Information Science (BLIS) program are required to fully comply with all the requirements in this CMO within a period of two (2) years after the date of its effectivity. State Universities and Colleges (SUCs) and Local Universities and Colleges (LUCs) shall also comply with the requirements herein set forth. Currently enrolled students in the program shall be allowed to graduate under



the old curriculum. However, students enrolling for these programs beginning School Year (SY) 2016-2017 shall be covered by this CMO.

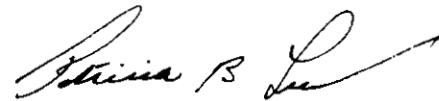
**Sec. 25 Repealing Clause**

Any provision of the Order which may thereafter be held invalid shall not affect the remaining provisions. All CHED issuances or part thereof inconsistent with the provision in this CMO shall be deemed modified or repealed.

**Sec.26 Effectivity Clause**

This order shall take effect after its publication in the Official Gazette or newspaper of general circulation.

Quezon City, Philippines, August 3, 2015



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**PATRICIA B. LICUANAN, Ph. D.**  
Chairman



## ANNEX A

### DEFINITION OF TERMS

The PSGs shall adhere to the definition of terms as contained in CMO 46, and, additionally, to the following definitions:

TERMS/ACRONYMS	DEFINITION
Assessment	one or more process that identify, collect, analyze, and report data that can be used to evaluate achievement of the program educational objectives and program outcomes. Effective assessment uses relevant direct, indirect, quantitative and qualitative measures as appropriate to the outcome or objective being measured. (CMO No. 37, s. 2012).
Competency	is a set of related knowledge, attitudes and skills required to successfully perform a task that supports the desired program outcomes through a course or series of courses.
Course Outcomes	the knowledge, values and skills all learners are expected to demonstrate at the end of a course to a certain level of performance
Curriculum map	matrix relating all the courses listed in a program curriculum with one or more of the declared desired student outcomes
Desired student outcomes	desired skills, knowledge, and behaviors that the students strive to acquire as they progress through the program. These desired student outcomes are also called graduate attributes.
Evaluation	One or more process for interpreting the data and evidence accumulated through assessment process. Evaluation determines the extent to which program or student outcomes are achieved. Evaluation results in decisions and actions regarding program continuous quality improvement (CMO No. 37, s. 2012).
Learning outcomes	outcomes of a specific lesson supporting the Course outcomes
Outcomes	what learners are expected to know and to be able to do at a desired level of competence
Outcomes-based assessment	measure of students' demonstration of their learning with agreed explicit criteria for assessing each outcome
Outcomes-based education	An approach that focuses and organizes the educational system around what is essential for all learners to know, value and be able to do to achieve a desired level of competence at the time of graduation.
Outcomes-based teaching and learning	The constructive alignment of intended learning outcomes with essential content, appropriate learner-centered activities and outcomes-based assessment.
Program goal	Broad statements describing the career and professional accomplishments that the program is preparing graduates to achieve within 3-5 year of graduation. Program goals are based on the needs of the program assessment.
Program outcomes	The knowledge, values and skills all learners are expected to demonstrate to a certain level of performance at the time of graduation.



Performance indicators	Statement of specific, measurable criteria which define, in terms of verifiable evidence, competence in the performance required.
Performance level	Assigning a performance level to a student is a product of the evaluator's professional expertise and his personal knowledge of the student's ability. The performance levels do not correspond to course grades. Assignment of performance levels should be based upon the descriptions provided, not upon any expected score earned during assessment.
Performance quality improvement	Periodic feedback process for changing any aspect of a program whereby formal results from assessment and evaluation and informal observations are utilized in the formulation of changes – changes are then expected to bring higher degrees of attainment of program educational objectives and higher degrees of attainments of student outcomes.
Rubric	A set of categories developed from the various levels of performance which define and describe the progression in the development of competence towards meeting important components of the work being completed, critiqued, or assessed. Each category contains a gradation of levels of completion or competence with a score assigned to each level and a clear description of what criteria need to be met to attain each score at each level.

### ANNEX B CURRICULUM MAP

Course Code	KA	Course Description	Pre-Requisite Course	Units	Learning Outcomes	G 01	G 02	G 03	G 04	G 05	G 06	G 07	G 08	G 09	G 10
LIS101	LIS	Introduction to Library and Information Science	None	3	LO1.1 Compare and contrast various types of libraries highlighting the similarities and differences of their nature, structure, objectives, functions, and standards;		A			A		A			A
					LO1.2 Analyze cases (based on ethical, professional, and legal dimensions of librarianship) to identify solution and recommend professional qualities of a individual to					A		A			A





						solve the problem.														
LIS102	LIS	Collection Management of Information Resources	LIS101	3	LO2.1	Recommend titles of collections to answer the needs of a particular library and its stakeholders.	A													
					LO2.2	Propose a functional collection development plan with the team of librarians reflecting the strengths and weakness/gaps of the library collection based on existing standards.			A	A		A	B							
LIS103	LIS	Information Resources and Services I	LIS101 LIS102	3	LO3.1	Demonstrate and critique delivery of reference services using basic information resources.	B	B	A			B	B							
					LO3.2	Examine and construct a list of different features of information resources available in the library:	B	B	A				B							
					LO3.3	Formulate various promotional and marketing strategies for information resources and services.	B	B	A											
LIS104	LIS	Information Resources and Services II	LIS103	3	LO4.1	Demonstrate and critique delivery of reference services in specific subject fields;	B	B	B			B	B							

					LO4.2	Examine and construct a list of different features of information resources including non-print, electronic and digital resources.	B	B	B		B	A	
					LO4.3	Evaluate, recommend and demonstrate capabilities of new and emerging technologies suitable to the information needs of a particular library	B	B	B			A	
LIS105	LIS	Organization of Information Resources I	LIS101 LIS102	3	LO5.1	Catalog and classify books based on standard resource descriptions, subject authority lists, and classification systems being used in libraries and information centers	C	C	C	B			
LIS106	LIS	Organization of Information Resources II	LIS105	3	LO6.1	Catalog and classify non-print, electronic and digital resources based on standard resource descriptions, subject authority lists, and other classification systems.	C	C	C	B		B	
LIS107	LIS	Indexing and Abstracting	LIS105 LIS106	3	LO7.1	Index books, periodicals and newspapers based on ISO standards	C		C			B	B
					LO7.2	Abstract books, journal articles and other publications based on ISO standards	C	C	C		B	B	
LIS108	LIS	Management of Libraries	LIS101 LIS102 LIS103	3	LO8.1	Assess a library in terms of the strengths and		D			C		

		and Inform. Centers	LIS104 LIS105 LIS106 LIS107			weaknesses of its organizational structure as well as the effectiveness of its programs, resources, and services.											
LIS109	LIS	Information Literacy	LIS101 LIS103 LIS104 LIS105 LIS107	3	LO9.1	Develop and evaluate a library instructional program particularly on information literacy						C		C	C	C	B
					LO9.3	Develop a marketing and promotion strategy for the library's instructional program.											C
LIS110	LIS	Library Materials for Children and Young Adults	LIS102 LIS102	3	LO10.1	Evaluate and recommend appropriate materials for various development stages of children and young adults.	B	B	B								C
LIS111	LIS	Introduction to Records Management		3	LO11.1	Acquire, appraise, classify, maintain and archive different types of printed and electronic records	B	B	B								B
					LO11.2	Evaluate and recommend a record management and archiving software and demonstrate how it can be applied to libraries	B	B	B								B
LIS112	LIS	Research Methods in Library and Information Science	LIS 101 to 111 ICT 101 to 106 SpT 01-07	3	LO12.1	Propose a research / theses topics answering real life issues and concerns regarding libraries and librarianship		D	D	D							D



					LO12 .2	Formulate the research objectives, scope, and limitations for the chosen topic;											
					LO12 .3	Collect and compare related literature on the chosen topic											
LIS 113	LIS	Thesis/ Research Writing	LIS 112	3	LO13 .1	Formulate recommendations and conclusions based on analysis and interpretation of data.		D	D	D	D			D		D	
LPr 01	LPr	Library Practice I	LIS 101 to 113 ICT 102 - 106 SpT 01-07	3	LO14 .1												
LPr 02	LPr	Library Practice II	LIS 101 to 113 ICT 102 - 106 SpT 01-07	3	LO15 .1												
ICT 101	ICT	Informati on Processi ng and Handling in Libraries and Informati on Centers	None	3	LO16 .1 LO16 .2	Demonstrate simple computer troubleshooting; Install anti-virus and firewall software.	B B							A A	A A		
ICT 102	ICT	Web Technolo gies in Libraries and Informati on Centers	ICT 101	3	LO17 .1	Demonstrate the web-based technologies of podcasting, streaming, and video sharing.	B							B	B		
					LO17 .2	Design a library website that includes basic contents.	B					B	B				
ICT 103	ICT	Digital Libraries and	ICT 102	3	LO18 .1	Give examples and describe digital libraries in	B							B	B	C	

		Resources				various institutional environments.																
						LO18.2 Plan a small-scale digital library program or service (e.g., organization of photo digital resource in libraries).	B											B	B			
ICT 104	ICT	Programming Fundamentals	ICT 103	3	LO19.1 Develop basic algorithms to solve specific computing problems.	B													C	C		
					LO19.2 Create programs that implement algorithms meant to solve specific computing problems using basic data structures.	B													C	C		
ICT 105	ICT	Systems Analysis and Design in Libraries and Information Centers	ICT 104	3	LO18.1 Analyze a library's need for information, then develop an appropriate strategy to solve the problem;	B													C	D	D	C
					LO18.2 Prepare and utilize various information gathering techniques for information requirements and system expectations;	B													C	D	D	
					LO18.3 Conduct a system study undertaking a project in the area of information/knowledge management.	B													C	D	D	
ICT 106	ICT	Database Design for Libraries	ICT 105	3	LO19.1 Design, build and maintain the structure of a database;	B													C	D	D	
					LO19.2 Apply normalization to data structures for an effective, stable database	B													C	D	D	



					design;														
				LO19 .3	Access data in a relational database using simple SQL queries.	B							C	D	D				

**ANNEX C  
SAMPLE SYLLABI FOR BOARD EXAM SUBJECTS**

<b>Course Name</b>	<b>LIS 102 – COLLECTION MANAGEMENT OF INFORMATION RESOURCES</b>
<b>Course Description</b>	Principles and methods of evaluating, selecting, acquiring, maintaining and preserving different types and formats of information resources.
<b>Course Credits</b>	3 units
<b>Contact Hours/Week</b>	3 hours
<b>Prerequisite</b>	LIS 101
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Recommend titles of collections to answer the needs of a particular library.</li> <li>2. Propose a functional collection development plan with the team of librarians reflecting the strengths and weaknesses/gaps of the library collection based on existing standards.</li> </ol>
<b>Course Outline</b>	<ol style="list-style-type: none"> <li>A. Introduction <ol style="list-style-type: none"> <li>1. Definition of terms</li> <li>2. The place of collection management</li> <li>3. Factors affecting collection management</li> </ol> </li> <li>B. Evaluation of Library Collections <ol style="list-style-type: none"> <li>1. Approaches to collection evaluation</li> <li>2. Deselection (Weeding) <ol style="list-style-type: none"> <li>2.1 Criteria</li> <li>2.2 Process</li> </ol> </li> </ol> </li> <li>C. Selection of Library Collections <ol style="list-style-type: none"> <li>1. General principles</li> <li>2. Bases of selection <ol style="list-style-type: none"> <li>2.1 Statement on book selection <ul style="list-style-type: none"> <li>o Standards of collection management (Department of Education, Board for Librarians, accrediting agencies and library organizations, e.g., PAARL, etc.)</li> </ul> </li> <li>2.3 Selection and acquisition policies</li> </ol> </li> <li>3. The librarian as selector <ol style="list-style-type: none"> <li>3.1 Responsibility for selection</li> <li>3.2 Criteria for selection <ol style="list-style-type: none"> <li>3.2.1. Print materials <ol style="list-style-type: none"> <li>3.2.1.1 Fiction</li> <li>3.2.1.2 Non-fiction (subject area)</li> </ol> </li> </ol> </li> </ol> </li> </ol> </li> </ol>



- 3.2.1.3 Information files
- 3.2.1.4 Continuing resources
- 3.2.2 Non-print materials
  - 3.2.2.1 Still pictures
  - 3.2.2.2 3-Dimensional objects
  - 3.2.2.4 Audio Recordings
- 3.2.3 Electronic resources
  - 3.2.3.1 CD-ROMs
  - 3.2.3.2 Online databases
  - 3.2.3.3 Digital resources
  - 3.2.3.4 Internet resources
- 4. Criteria for selection
- D. Acquisition Process
  - 1. Methods of acquisition
    - 1.1 Purchase and subscription
    - 1.2 Gifts and exchange
    - 1.3 Loans and deposits
    - 1.4 Cooperative acquisition
    - 1.5 Automated acquisition
  - 2. Order Work
    - 2.1 Procedure
    - 2.2 Forms, records, and files
    - 2.3 eCommerce/Online acquisition
  - 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 distributions of library materials
- E. Collection Development Plan
- F. Preservation and Conservation of library materials
- G. Problems and Trends in Collection Management in the Philippines

**Laboratory/Equipment/  
Materials/Chemicals (if  
any)**

Selection tools, online catalogs, bibliographic tools, Internet, computers, LCD projector

**Learning Resources (e.g.,  
Textbooks and References)**

**Suggested References:**

- Arizona State Library, Archives and Public Records. (2011). *About Collection Development Policies. ASLAPR—Collection Development Training*. Retrieved from <http://www.lib.az.us/cdt/colldev.aspx>.
- Bobal, Allison M., Margaret Mellinger, and Bonnie Avery. (2008). *Collection Assessment and New Academic Programs*. *Collection Management*, 33(4), 288–301.
- Borin, Jacqueline and Yi Hua. (2008). *Indicators for Collection Evaluation: A New Dimensional Framework*. *Collection Building*, 27(4), 136–43. doi:10.1108/01604950810913698.
- Collection Development in a Digital Environment*. (1999). New York: Haworth Press.
- Evans, G. Edward & Saponaro, M.Z. (2012). *Collection Management Basics*. 6<sup>th</sup> ed. CA: Libraries Unlimited.



International Federation of Library Associations and Institutions Section on Acquisition and Collection Development. (2001). *Guidelines for a Collection Development Policy Using the Conspectus Model*. IFLA. Retrieved from <http://archive.ifla.org/VII/s14/nd1/gcdp-e.pdf>.

**Optional:**

*Acquisitions, Budgets, and Material Cost: Issues and Approaches*. (1988). New York: Haworth Press.

Clayton, P. And Gorman, G.E. (2006). *Managing Information Resources in Libraries: Collection management in theory and practice*. Facet Publishing.

Mount, Ellis. (1986). *Weeding of Collections in Sci-tech Libraries*. New York: Haworth Press.

<b>Course Name</b>	: <b>LIS 103 – INFORMATION RESOURCES AND SERVICES I</b>
<b>Course Description</b>	: Introduction to reference methods, literature searching and bibliographic techniques; evaluation and use of principal types of information as well as electronic resources for information searching. It covers the basic reference resources and materials for different library users.
<b>Course Credits</b>	: 3 units
<b>Contact Hours / Week</b>	: 3 hours
<b>Prerequisite</b>	: LIS 101 and 102
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Demonstrate and critique delivery of reference services using basic information resources.</li> <li>2. Examine and construct a list of the different features of information resources available in the library.</li> <li>3. Formulate various promotional and marketing strategies for information resources and services.</li> </ol>
<b>Course Outline</b>	<ul style="list-style-type: none"> <li>A. Introduction to Reference and Information Services               <ol style="list-style-type: none"> <li>1. Nature                   <ol style="list-style-type: none"> <li>1.1 Historical Background</li> <li>1.2 Relation to other services in the library</li> <li>1.3 Linkages with other libraries and information centers</li> </ol> </li> <li>2. Reference Department                   <ol style="list-style-type: none"> <li>2.1 Organization</li> <li>2.2 Staff</li> <li>2.3 Collection</li> <li>2.4 Functions</li> </ol> </li> <li>3. Reference Process                   <ol style="list-style-type: none"> <li>3.1 User and information seeking behaviors</li> <li>3.2 Classification of reference questions</li> <li>3.3 Analyzing the reference questions                       <ol style="list-style-type: none"> <li>3.3.1 Contextual consideration</li> <li>3.3.2 Institutional context</li> <li>3.3.3 Person as context</li> <li>3.3.4 Place as context</li> <li>3.3.5 Inquiry in context</li> </ol> </li> </ol> </li> </ol> </li> </ul>





- 3.3.6 Source in context
- 3.4 Reference interview
- 3.5 Information retrieval/searching
  - 3.5.1 Bibliographic searching
  - 3.5.2 Online searching
- 4. User Instruction
  - 4.1 Bibliography making
  - 4.2 One-on-One/Group instruction
  - 4.3 Library orientation/tours
  - 4.4 Course-related instruction services
  - 4.5 Research and subject guides
  - 4.6 Information Literacy
- 5. Virtual Reference Services
  - 5.1 Remote reference
  - 5.2 Ask a reference librarian
  - 5.3 Electronic document delivery
- B. Reference and Information Resources
  - 1. Nature of Reference and Information Resources
    - 1.1 Types
      - 1.1.1 Source type/fact finders
      - 1.1.2 Control-access-direction type
      - 1.1.3 Reference sources
        - 1.1.3.1 Primary sources
        - 1.1.3.2 Secondary sources
        - 1.1.3.3 Tertiary sources
    - 1.2 Selection and evaluation
      - 1.2.1 Aids to selection
      - 1.2.2 Criteria for evaluation
        - 1.2.2.1 Authority
        - 1.2.2.2 Scope
        - 1.2.2.3 Treatment
        - 1.2.2.4 Arrangement
        - 1.2.2.5 Format
        - 1.2.2.6 Special features
        - 1.2.2.7 Cost
        - 1.2.2.8 Recency
        - 1.2.2.9 Usefulness
  - 2. Definition, Evaluation, and Use of General Reference and Information Resources
    - 2.1 Dictionaries
    - 2.2 Encyclopedias
    - 2.3 Yearbooks and Almanacs
    - 2.4 Handbooks and Manuals
    - 2.5 Directories
    - 2.6 Biographical dictionaries
    - 2.7 Indexes and abstracts
    - 2.8 Bibliographies and catalogs
    - 2.9 Geographical sources
    - 2.10 Government publications/documents
    - 2.11 Continuing resources
    - 2.12 Audio-visual materials
    - 2.13 Microforms
    - 2.14 Electronic resources
- C. Management and Evaluation of Reference Services
- D. Future of Reference and Information Services



**Laboratory / Equipment/ Materials / Chemicals (if any)** : Reference Tools, LCD Projector, Multimedia, Internet, Computers

**Learning Resources (e.g., Textbooks and References)** :

**Suggested References:**

- Bopp, Richard E. & Smith, Linda C. (2011). *Reference and Information Services*. 4<sup>th</sup> ed. Westport, CN: Libraries Unlimited.
- Cassell, Kay Ann & Hiremath, Uma. (2006). *Reference and Information Services in the 21<sup>st</sup> Century: Introduction*. London: Facet Pub.
- Katz, Bill & Kinder, Robin, eds. (1987). *Current Trends in Information: Research and Theory*. London: Haworth Press.
- Katz, Bill & Fraley, Ruth, eds. (1986). *Personnel Issues of Reference and Information Services*. London: Haworth Press.
- Katz, William A. (1997). *Introduction to Reference Work*. 7<sup>th</sup> International ed. New York: McGraw-Hill.
- Ross, C., Nielsen, K. & Dewdney, P. (2002). *Conducting the Reference Interview*. New York: Neal-Schuman.
- Su, Di, ed. (2001). *Evolution in Reference and Information Services: the Impact of the Internet*. New York: Haworth Press.
- Westbrook, Lynn. (2001). *Identifying and Analyzing User Needs*. New York: Neal-Schuman.

**Optional:**

- Palmer, Roger. (1987). *Online Reference and Information Retrieval*. 2<sup>nd</sup> ed.
- Rumsey, Sally. (1987). *How to Find Information: a Guide for Researchers*. 2<sup>nd</sup> ed. Berkshire, England: Open University Press.
- Sheehy, Eugene P. (1986). *Guide to Reference Books*. 10<sup>th</sup> ed. Chicago: ALA.

<b>Course Name</b>	: <b>LIS 104 – INFORMATION RESOURCES AND SERVICES II</b>
<b>Course Description</b>	: Evaluation and use of reference resources, both print, non-print as well as electronic resources in specific subject fields; also includes further study of the use of new technologies in information searching and retrieval.
<b>Course Credits</b>	: 3 units
<b>Contact Hours/Week</b>	: 3hours
<b>Prerequisite</b>	: LIS 103
<b>Learning Outcomes</b>	<ol style="list-style-type: none"><li>1. Demonstrate and critique delivery of reference services in specific subject fields.</li><li>2. Examine and construct a list of the different features of information resources including non-print, electronic and digital resources.</li><li>3. Evaluate, recommend and demonstrate capabilities of new and emerging technologies suitable to the information needs of a particular library.</li></ol>



## Course Outline

- A. Introduction
  - 1. General Review of Reference and Information Services
    - 1.1 Nature
    - 1.2 Reference and information resources
    - 1.3 Search strategies
    - 1.4 User education
  - 2. Developing backgrounds
    - 2.1 Rationale
    - 2.2 Methods
- B. Reference and Information Resources in Specific Subject Fields
  - Librarianship
    - 1.1 Nature, scope and problems of the 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 Electronic resources
  - 2. Filipiniana information resources (same subsections as #1)
  - 3. Asian information resources (same subsections as #1)
  - 4. History and auxiliary fields (same subsections as #1)
  - 5. Social Sciences (same subsections as #1)
  - 6. Pure and Applied Sciences (same subsections as #1)
  - 7. Humanities (same subsections as #1)

## Laboratory/Equipment/ Materials/Chemicals (if any)

: Reference tools, LCD projector, multimedia, Internet, Computers

## Learning Resources (e.g., Textbooks and References)

### Suggested References:

*Essential core subject collections, selection criteria, and guidelines.* (2004). NY: Neal-Schuman.  
Katz, William A. (2004). *Introduction to reference work, volume I: basic information services.* 8<sup>th</sup> ed. Boston, MA: McGraw-Hill.  
\_\_\_\_\_. (2002). *Introduction to reference work, volume II: reference services and reference processes.* 8<sup>th</sup> ed. Boston, MA: McGraw-Hill.

### Specific Subject Fields:

Blazek, Ron. (1988). *The Humanities: a selective guide to information sources* / Ron Balzek, and Elizabeth Aversa. 3<sup>rd</sup> ed. Englewood, Colo. : Libraries Unlimited.  
Chen, Ching-Chih. (1987). *Scientific and technical information sources.* Cambridge, Mass. : MIT Press.  
*Cyberhound's guide to Internet databases.* (1996). / Gwen Terechi, editor. Detroit, Mich.: Gale Research.



- Encyclopedia of public affairs information sources: a bibliographic guide to approximately 8,000 citations for publications, organization, and other sources of information on ...* (1988). / Pa Wasserman, James R. Kelly, and Desiree L. Vikor, editors. Detroit, Mich.: Gale Research Co.
- Gale guide to the Internet databases.* (1995). / Joanna Zakalik, editor. New York: Gale Research, Inc.
- A Guide to information sources in the geographical science.* edited by Stephen Goddard. London: Croom Helm.
- Hunt, Charlie D. (1998). *Information sources in science.* Gwen Terechi, editor. Detroit, Mich.: Gale Research.
- Denman-West, Margaret W. (1998). *Children's Literature: A Guide to Information Sources.* Englewood, CO.: Libraries Unlimited.
- Johnson, David Bruce. (1993). *Finding and using economic information: a guide to sources and interpretation.* Mountain View, CA: Mayfield Pub.
- Law, Kathleen. (1995). *Legislative reference services and sources.* Binghamton, NY: Haworth Press.
- O'Brien, Nancy Patricia. (2000). *Education: a Guide to Reference and Information Sources.* Englewood, CO: Libraries Unlimited.
- York, Henry E. (1990). *Political science: a guide to reference and information sources* Englewood, CO: Libraries Unlimited.

<b>Course Name</b>	: <b>LIS 105 - ORGANIZATION OF INFORMATION RESOURCES I</b>
<b>Course Description</b>	: Introduction to basic concepts, theories, principles and standards of resource description, subject cataloging, and classification. Provides beginning level experience in organizing printed resources using the <b>Resource Description and Access</b> (including recording attributes of manifestation and item, identifying persons, families and corporate bodies and identifying works and authority data, construction of access points and authority data), subject cataloging using the <b>Sears List of Subject Headings</b> , and the assigning of classification numbers using the <b>Dewey Decimal Classification Scheme</b> .
<b>Course Credits</b>	: 3 units
<b>Contact Hours / Week</b>	: 3 hours
<b>Prerequisite</b>	: LIS 101 and 102
<b>Learning Outcome</b>	Catalog and classify books based on standard resource descriptions, subject authority lists, and classification systems being used in libraries and information centers.
<b>Course Outline</b>	: A. Introduction <ol style="list-style-type: none"> <li>1. Historical development of cataloging and classification</li> <li>2. Importance of cataloging and classification</li> <li>3. The Public Access Catalog</li> <li>4. The Cataloging Section           <ol style="list-style-type: none"> <li>4.1 Functions</li> <li>4.2 Personnel</li> </ol> </li> </ol>



- 4.3 Bibliographic records and files
- 4.4 Policies and procedures
- 5. Cataloging Policy Statements for Filipiniana Resources
- B. Resource Description
  - 1. Overview of **Resource Description and Access (RDA)**
  - 2. Recording attributes of manifestations and items
  - 3. Identifying persons, families and corporate bodies
  - 4. Identifying works and expressions
  - 5. Authority records
- C. Subject Cataloging
  - 1. Principles of subject cataloging
  - 2. Forms of subject headings
  - 3. Standard lists of subject headings
  - 4. Assigning subject headings
  - 5. Subject authority records
- D. Classification
  - 1. Principles of classification
  - 2. Overview of the different classification systems
  - 3. The Dewey Decimal Classification (DDC) scheme
  - 4. The Cutter table
- E. Shelf-listing and Encoding
  - 1. Shelf-listing
  - 2. MARC 21 and other metadata
- F. Other Catalog Files and Records

**Laboratory/Equipment/  
Materials/Chemicals (if  
any)**

Cataloging and classification tools, Internet, Computer, multimedia, LCD projector

**Learning Resources (e.g.,  
Textbooks and References)**

**Suggested References:**

- Coyle, Karen. (2010). *RDA vocabularies for twenty-first century data environment*. Series: Library Technology Reports.
- Cutter, C. *Three-figure author table*. Springfield, MA: HR Hunting.
- Dewey decimal classification*. (2013). 23rd ed. Dublin, Ohio: OCLC.
- Hart, Amy. (2010). *The RDA primer: a guide for the occasional cataloger*.
- Miksa, Shawne D. (2012). *Introduction to Resource Description and Access*.
- Oliver, Chris. (2010). *Introducing RDA: a guide to the basics*. ALA Edition.
- Sears List of Subject Headings*. (2012). 20<sup>th</sup> ed. New York: H.W. Wilson.
- Taylor, Arlene G. (2006). *Wynar's introduction to cataloging and classification*. New York: Libraries Unlimited.
- Weber, Mary Beth and Fay Austin. (2010). *Describing electronic, digital, and other media using AACR and RDA: a how-to-do-it manual for librarians*.
- Welsh, Anne and Sue Batley. (2011). *Practical cataloguing: AACR, RDA, and MARC 21*.

**Optional:**

- Hunter, Eric J. (2002). *Classification made simple*. London: Clive Bingley.



Intner, Sheila ... et al. (1998). *special libraries: a cataloging guide*. Englewood, Colo.: Libraries Unlimited.  
*Library of Congress filing rules*. (1980). Washington, D.C.: Library of Congress.

<b>Course Name</b>	: <b>LIS 106 – ORGANIZATION OF INFORMATION RESOURCES II</b>
<b>Course Description</b>	: Focuses on the application of the principles in assigning subject headings and classification using <i>Library of Congress Subject Headings</i> and <i>Library of Congress Classification Scheme</i> . Studies other ways of cataloging various types of information resources (i.e., continuing resources, non-print, electronic and digital) as well as other cataloging systems using new technologies (e.g., MARC 21, Dublin Core metadata, etc.). Moreover, application of the revised <i>International Principles of Cataloging, Functional Requirements of Bibliographic Records (FRBR)</i> , and <i>Resource Description and Access (RDA)</i> will also be tackled.
<b>Course Credits</b>	: 3 units
<b>Contact Hours/Week</b>	: 3 hours
<b>Prerequisite</b>	: LIS 105
<b>Learning Outcome</b>	Catalog and classify non-print, electronic and digital resources based on standard resource descriptions, subject authority lists, and other classification systems.
<b>Course Outline</b>	: A. Review of the basic concepts and principles of descriptive and subject cataloging and classification. B. Descriptive Cataloging of Information Resources <ul style="list-style-type: none"><li>• Continuing resources</li><li>• Non-print resources<ul style="list-style-type: none"><li>2.1 Cartographic materials</li><li>2.2 Sound recordings</li><li>2.3 Graphic materials</li><li>2.4 Three-dimensional objects</li><li>2.5 Video recordings</li><li>2.6 Microforms</li></ul></li><li>• Electronic resources<ul style="list-style-type: none"><li>3.1 CD-ROMs</li><li>3.2 Internet resources</li><li>3.3 Digital resources</li></ul></li></ul> C. Subject Cataloging of Information Resources D. Library of Congress Classification (LCC) Scheme <ul style="list-style-type: none"><li>1. Historical background of the LCC scheme</li><li>2. General characteristics</li><li>3. Schedules and tables</li></ul> E. Shelf-listing and Filing F. Trends in Cataloging <ul style="list-style-type: none"><li>1. Computer-assisted cataloging</li><li>2. MARC bibliographic records</li><li>3. Online cataloging</li><li>4. Dublin Core</li><li>5. Metadata</li><li>6. Revised International Cataloging Principles</li><li>7. Functional Requirements for Bibliographic Records</li></ul>



(FRBR)

8. Resource Description and Access (RDA)

**Laboratory/Equipment/  
Materials/Chemicals (if  
any)**

: Cataloging and classification tools, Internet, computer, LCD projector, multimedia

**Learning Resources (e.g., :  
Textbooks and References)**

**Suggested References:**

*Classification Web.* [www.classificationweb.net](http://www.classificationweb.net)

Coyle, Karen. (2010). *RDA vocabularies for twenty-first century data environment.* Series: Library Technology Reports.

Cutter, C. *Three-figure author table.* Springfield, MA: HR Hunting.

*Dewey decimal classification.* (2013). 23rd ed. Dublin, Ohio: OCLC.

*Dublin Core Metadata Initiative.* (2005).

<http://dublincore.org/>

*Fundamental Requirements for Bibliographic Records (FRBR).* [www.oclc.org/research/projects/frbr](http://www.oclc.org/research/projects/frbr)

Hart, Amy. (2010). *The RDA primer: a guide for the occasional cataloger.*

Hsieh-Yee, Ingrid. (2006). *Organizing Audiovisual and Electronic Resources for Access: a Cataloging Guide.* 2<sup>nd</sup> ed. Westport, Conn.: Libraries Unlimited.

Intner, Sheila. Lazinger, Susan S. & Weihs, Jean. (2006). *Metadata and its Impact on Libraries.* Westport, Conn.: Libraries Unlimited.

*Library of Congress Classification schedules.* (1999). Washington, D.C.: Library of Congress.

*Library of Congress Subject Headings.* (2005). 28<sup>th</sup> ed. Washington, D.C.: Library of Congress.

*MARC 21 Format for Bibliographic Data.* (2000).

<http://www.itsmarc.com/crs/bib0001.htm>

Maxwell, Robert L. (2012). *FRBR: a guide for the perplexed.*

Miksa, Shawne D. (2012). *Introduction to Resource Description and Access.*

Oliver, Chris. (2010). *Introducing RDA: a guide to the basics.* ALA Edition.

*RDA Element Set.* (2012). *Resource Description and Access and RDA.*

*Resource Description and Access (RDA).*

[www.rdatoolkit.org/](http://www.rdatoolkit.org/)

*Sears List of Subject Headings.* (2012). 20<sup>th</sup> ed. New York: H.W. Wilson.

Taylor, Arlene G. (2006). *Wynar's introduction to cataloging and classification.* New York: Libraries Unlimited.

Weber, Mary Beth and Fay Austin. (2010). *Describing electronic, digital, and other media using AACR and RDA: a how-to-do-it manual for librarians.*

Welsh, Anne and Sue Batley. (2011). *Practical cataloguing: AACR, RDA, and MARC 21.*

**Optional:**

Chan, Lois Mai. (2005). *Library of Congress subject headings: principles and applications.* 4<sup>th</sup> ed. Englewood, Colo: Libraries Unlimited.



- Chan, Lois Mai. (1999). Immroth's Guide to the Library of Congress Classification. 5<sup>th</sup> ed. Englewood, Colo: Libraries Unlimited.*
- Olson, Nancy B. (2008). Cataloging of Audiovisual Materials and Other Special Materials. Westport, Conn: Libraries Unlimited.*

<b>Course Name</b>	: <b>LIS 107 – INDEXING AND ABSTRACTING</b>
<b>Course Description</b>	: Principles, theories, and development of abstracting and indexing; preparation of book and journal indexes, abstracts and development of a thesaurus.
<b>Course Credits</b>	: 3 units
<b>Contact Hours / Week</b>	: 3 hours
<b>Prerequisite</b>	: LIS 105 and 106
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Index books, periodicals and newspapers based on ISO standards.</li> <li>2. Abstract books, journal articles and other publications based on ISO standards.</li> </ol>
<b>Course Outline</b>	<ol style="list-style-type: none"> <li>A. Nature and Development of Information System</li> <li>B. Role of Indexing, Abstracting and Thesaurus Construction in Information Retrieval</li> <li>C. Index and Indexing <ol style="list-style-type: none"> <li>1. Development of indexes and indexing</li> <li>2. Purpose and uses of indexes</li> <li>3. Types and forms of indexes</li> <li>4. Principles and concepts of indexing <ol style="list-style-type: none"> <li>4.1 Exhaustivity</li> <li>4.2 Specificity</li> <li>4.3 Consistency</li> </ol> </li> <li>5. Indexing languages <ol style="list-style-type: none"> <li>5.1 Natural language</li> <li>5.2 Controlled vocabulary</li> </ol> </li> <li>6. Indexing systems <ol style="list-style-type: none"> <li>6.1 Coordinate indexing <ol style="list-style-type: none"> <li>6.1.1 Pre-coordinate indexing</li> <li>6.1.2 Post-coordinate indexing</li> </ol> </li> <li>6.2 Chain indexing</li> <li>6.3 Permuted title indexing</li> <li>6.4 String indexing <ol style="list-style-type: none"> <li>6.4.1 PRECIS</li> <li>6.4.2 POPSI</li> <li>6.4.3 NEPHIS</li> <li>6.4.4 CIFT</li> </ol> </li> </ol> </li> <li>7. Measures of the effectivity of indexing systems <ol style="list-style-type: none"> <li>7.1 Recall</li> <li>7.2 Precision</li> </ol> </li> <li>8. Indexing guidelines and standards <ol style="list-style-type: none"> <li>8.1 ISO</li> <li>8.2 NISO standards</li> </ol> </li> <li>9. Subject indexing process</li> </ol> </li> </ol>





- 9.1 Recording bibliographic data
- 9.2 Subject or conceptual analysis
- 9.3 Translation into standard terms
- 9.4 Generating index entries
- 10. Production of indexes
  - 10.1 Book index
  - 10.2 Periodical index
  - 10.3 Newspaper index

E. Abstracts and Abstracting

- 1. Development of abstracts and abstracting
- 2. Principles of abstracting
- 3. Abstracting standards
- 4. Abstracts and the various types of document surrogates
- 5. Characteristics of abstracts
- 6. Purposes and uses of an abstract
- 7. Types of abstracts
- 8. Parts of an abstract
- 9. Abstracting process
- 10. Production of abstracts

F. Thesaurus Construction

- 1. Development of thesauri
- 2. Purposes and uses of thesauri
- 3. Guidelines and standards in thesaurus construction
- 4. Design and construction of a thesaurus

G. Abstracting and Indexing Services

H. Applications of Indexing and Abstracting Data

- 1. Primary publications
- 2. Indexing and abstracting journals and bulletins
- 3. Database products
- 4. Current awareness services

H. Issues and Trends in Information Analysis

**Laboratory / Equipment/  
Materials / Chemicals (if any)**

LCD projector, indexing and abstracting software, Computers, Internet, multimedia, indexing tools, thesauri

**Learning Resources (e.g.,  
Textbooks and References)**

**Suggested References:**

- Aitchison, Jean & Gilchrist, A. (2001). *Thesaurus construction: A practical manual*. London: Aslib.
- Buenrostro, Juan C. Jr. (2002). *Abstracting and indexing made easy*. QC: Great Books Trading.
- Cleveland, Donald B. & Ana P. Cleveland. (2001). *Introduction to indexing and abstracting*. 3<sup>rd</sup> ed. Englewood, Colo: Libraries Unlimited.
- Fetters, L. K. (2001). *Handbook of indexing techniques: A guide to beginning indexers*. 3<sup>rd</sup> ed. Corpus Christi, T: FirmCo Books.
- Information and Documentation – Guidelines for the Content, Organization and Presentation of Indexes*. (1996). 2<sup>nd</sup> ed. (ISO 999:1996(E). Geneva: ISO.
- ISO and NISO Standards on Indexing.
- Lancaster, F.W. (2003). *Indexing and abstracting in theory and practice*. 3<sup>rd</sup> ed. London: Facet Publishing.
- Mulvany, Nancy C. (2006). *Indexing Books*. Chicago: University of Chicago Press.



**Optional:**

- Taylor, Arlene G. (2004). *The Organization of Information*. 2<sup>nd</sup> ed. Westport, Conn.: Libraries Unlimited.
- The Thesaurus: Review, Renaissance, and Revision*. (2004). Sandra K. Roe, Alan R. Thomas, eds. New York: Haworth Information Press.
- Wellish, Hans H. (1991). *Indexing from A to Z*.

<b>Course Name</b>	: <b>LIS 108 – MANAGEMENT OF LIBRARIES AND INFORMATION CENTERS</b>
<b>Course Description</b>	: Presents basic theories and principles of organization and management for effective library and information service. Also includes issues, problems, and trends in managing libraries and information centers.
<b>Course Credits</b>	: 3 units
<b>Contact Hours/Week</b>	: 3 hours
<b>Prerequisite</b>	: LIS 101, 102, 103, 104, 105, 106, and 107
<b>Learning Outcome</b>	Assess a library in terms of the strengths and weaknesses of its organizational structure as well as the effectiveness of its programs, resources and services.
<b>Course Outline</b>	: <ul style="list-style-type: none"><li>A. Introduction to Management<ul style="list-style-type: none"><li>• Historical background</li><li>• Principles and theories</li></ul></li><li>B. Management Process<ul style="list-style-type: none"><li>1. Planning<ul style="list-style-type: none"><li>1.1 Planning process</li><li>1.2 Strategic management and entrepreneurship</li><li>1.3 Planning tools and techniques</li></ul></li><li>2. Organizing<ul style="list-style-type: none"><li>2.1 Organizing process</li><li>2.2 Organization and job design</li><li>2.3. Human resource management</li><li>2.4 Managing change and innovation</li></ul></li><li>3. Directing or Leading<ul style="list-style-type: none"><li>3.1 Understanding groups and teamwork</li><li>3.2 Motivating people</li><li>3.3 Organizational culture and environment</li><li>3.4 Communication and interpersonal skills</li></ul></li><li>4. Controlling<ul style="list-style-type: none"><li>4.1 Controlling performances</li><li>4.2 Management control systems</li><li>4.3 Information control systems</li><li>4.4 Operations management</li></ul></li></ul></li><li>C. The Librarian as a Manager<ul style="list-style-type: none"><li>1. Managerial roles and functions</li><li>2. Social responsibility and managerial ethics</li><li>3. Decision making</li><li>4. Professional branding</li></ul></li><li>D. Administration of the Library</li></ul>



1. Cultural and social influences
2. Library objectives
3. Collection management
4. Legislation, standards and policies
- E. Major Administrative Concerns
  1. Human Resources
    - 1.1 Personnel policies, practices and problems
    - 1.2 Position classification
    - 1.3 Supervision
    - 1.4 Staff training and development
    - 1.5 Performance and appraisal
  2. Finance
    - 2.1 Source of support
    - 2.2 Budgeting
      1. Accountability
  3. Library Services
    - 3.1 Readers services
    - 3.2 Technical services
    - 3.3 Extension/outreach services
    - 3.4 Networks/linkages
  4. Physical Facilities
    - 4.1 Library space
      1. Equipment and furniture
      2. Supplies
  5. Resources
    - 5.1 Print
    - 5.2 Non-print
    - 5.3 Electronic and digital
  6. Publicity and promotions
    - 6.1 Newsletters and other publications
    - 6.2 Public relations
    - 6.3 Bulletin board displays
    - 6.4 Handbooks and manuals
      1. Electronic media
  7. Evaluation Strategies
    - 7.1 Surveys
    - 7.2 Reports and records
    - 7.3 Inventory
- F. Issues and Trends in Library and Information Center Management
  1. Library Associations
  2. Public/private organizations related to libraries
  3. Current issues and trends

**Laboratory/Equipment/ Materials/Chemicals (if any)** : LCD projector, multimedia, cases, Internet, Computers

**Learning Resources (e.g., Textbooks and References)** : **Suggested References:**  
 Bryson, Jo. (1990). *Effective library and information center management*. England: Gover.  
 Claravall, Nora J. (2005). *Managing libraries and information centers in the Philippines*. La Trinidad, Benguet: Benguet State University.  
 Evans, G. E. & Aire, C. (2013). *Management basics for information professionals*. 3rd ed. New York, NY: Neal Schuman Pub.



Green, R. E., ed. (2007). *Library management: A case study approach*. England: Woodhead Pub., Limited.

Matthews, J. (2005). *Strategic planning and management for library managers*. Santa Barbara, CA: Libraries Unlimited.

Pymm, B. (2000). *Learn library management*. 2<sup>nd</sup> ed. Canberra: DocMatrix Pty. Ltd.

Stueart, R. D., Morner, C. J. & Moran, B. B. (2012). *Library and information center management*. 8<sup>th</sup> ed. Santa Barbara, CA: Libraries Unlimited.

