CHED MEMORANDUM ORDER (CMO)
No. _____
Series of _____

SUBJECT: **POLICIES AND STANDARDS FOR THE GRADUATE PROGRAM IN LIBRARY AND INFORMATION SCIENCE**

In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the *"Higher Education Act of 1994,"* and, by virtue of the *Commission en banc Resolution No.   dated   2010* and pursuant to the provision provided for under Republic Act (RA) 9246 otherwise known as *"the Philippine Librarianship Act of 2003*, "and for the purpose of rationalizing the library and information science education in the country to keep pace with the demands of global competitiveness, the following policies and standards as recommended by the Technical Panel on Library and Information Science are hereby adopted and promulgated by the Commission.

ARTICLE I
STATEMENT OF POLICY

Section 1.   Goals of Graduate Education

Graduate education is the apex of the educational system. In the field of library and information science, graduate studies is one of the most effective means of improving the capabilities of librarians and information professionals who aim to contribute to the continued improvement of teaching and learning in library and information science (LIS), delivery of library and information services, and management of libraries and information centers. Graduate education in library and information science is also one of the most effective means of developing capabilities related in doing research that will address the main purpose of the educational research program in the larger political, social, economic and technical context, identify the constituencies being served and be responsive to the needs of the country. Unlike in the past when it focused on developing physical collections of books and other materials in library buildings today, it should extend beyond the physical collections and buildings to the virtual environment.

Section 2. Types and Thrust of Graduate Programs in Library and Information Science

For Non-Bachelor of Library and Information Science (BLIS) an additional field work should be added. Directed field work is an elective course that offers students an opportunity for practical application of new skills in a professional setting. Field work students work in an information environment performing professional-level duties under the supervision of an experienced professional mentor. Students work to meet meaningful learning objectives that have been mutually defined by student and supervisor.

Non-thesis Master's Program for Librarians and Information Professionals. The non-thesis program in library and information science aims to develop the competencies of librarians and information professionals in accordance with the competencies and standards set by the Professional Regulatory Board (PRB) for Librarians, in order to make them more effective providers and mediators of information and information services. This particular graduate program shall focus on the teaching and delivery of library and information services, production of information products, and the relevant knowledge and skills needed to attain the competencies and standards defined by the PRB for librarians and information professionals.

The non-thesis program in library and information science also aims to develop the competencies of information professionals (e.g., computer specialists, programmers, media specialists, records officers, etc.). This graduate program shall focus on the relevant knowledge and skills needed to attain high levels of competence in professional practice.

Non-thesis in the form of special project/portfolio type – The Portfolio will provide evidence that demonstrates how the student, while enrolled in the MLIS program, has developed a number of qualities and skills essential to one's success as an information professional. Specifically, the portfolio will include evidence of:
- A significant teaching or training experience;
- A significant leadership experience;
- A significant practical or service experience;
- A significant intellectual experience through the creation of a professional level written work; and
- Participation in the design and development of a significant project or product involving information technologies

Thesis Master's Program. The thesis program in library and information science shall provide students with a theoretical framework for research and practice in the library/information field; provide opportunities to gain and demonstrate professional competencies as well as awareness of professional concerns. Such program shall focus on analysis, interpretation, evaluation, synthesis, dissemination and/ or application of theoretical and practical knowledge about the different aspects of library and information science.

Doctoral Program*. The doctoral program in library and information science aims to develop further the capabilities of librarians and information professionals in information and knowledge creation, imparting and demonstrating the importance of research, the contributions of library and information science to other fields of knowledge as well as the contributions of other fields to LIS; and strengthening the role of library and information services in a diverse global and rapidly changing technological society, including the role of serving the needs of underserved groups. Such program shall focus on the development and validation of new theories, models, programs, and practices about the different aspects of library and information science.

*Only graduates of Thesis Masters program in MLIS can pursue the Doctoral program. Non-thesis graduates can pursue the Doctoral program provided they finished the required thesis.

ARTICLE II
AUTHORITY TO OPERATE

Section 3. ***Master's Program* -- Higher** Education Institutions (HEIs) with Level III accredited undergraduate program in Library and Information Science may apply to offer the Master's Program in Library and Information Science. However, in the absence of a Level III accredited Library and Information Science Education Program, the alternatives as provided for in paragraph 4.0 (Alternative Criteria) of CMO 9, s. 2003 shall apply.

Section 4. ***Doctoral Program* -- Higher** Education Institutions (HEIs) with a recognized Master's Program in Library and Information Science with at least Level I accreditation and having offered a successful Master's degree program for at least five (5) years may apply to offer the Doctoral program.

All HEIs shall operate the aforesaid programs only upon issuance of the corresponding authority by the Commission.

ARTICLE III
PROGRAM SPECIFICATION

Section 5. ***Non-Thesis Master's program in Library and Information Science***

5.a. Degree Title: ***Master of Library and Information Science***

5.b. Objectives: The program aims to:

> 5.b.1 update and enrich librarians and information professionals' theoretical and technical knowledge in library and information science;

> 5.b.2 enhance and expand the librarians and information professionals' skills and competencies; and

> 5.b.3 improve the librarians and information professionals' effectiveness in producing innovative and creative programs or resources that will improve library and information services.

5.c. Credits: A total of 48 credit units.

Section 6. ***Thesis Master's Program in Library and Information Science***

6.a. Degree Title: ***Master of Library and Information Science***

6.b. Objectives: The program aims to:

> 6.b.1 update and enrich librarians and information professionals' theoretical and technical knowledge in the library and information science;

> 6.b.2 educate students in the scholarly and professional dimension of LIS field and to produce graduates able to advance professional practice and contribute significantly to the growth of the theoretical and methodological body of knowledge of the profession and contribute through research and publication to the development of the information field and its disciplines; and

6.b.3 develop the librarians and information professionals' critical thinking and research capabilities for analyzing, interpreting, evaluating, synthesizing, disseminating and/or applying theoretical and practical knowledge on the different aspects of library and information science.

6.c. Credits: A total of 42 credit units

Section 7. *Doctoral Program*

7.a. Degree Title: **Doctor of Philosophy in Library and Information Science**

7.b. Objectives: The program aims to develop in students:

7.b.1 expertise in any one or more areas of Library and Information Science such as: Organization of Information Resources, Information-Seeking Behavior, Information Resources, Services and Collections, Information in the Social Context (intellectual freedom, intellectual property, information and communication policy and other professional values), Instructional and Training Strategies for Information Professionals, Information Technology as Applied to LIS, Research Methodologies and Management of Information Organizations.

7.b.2 competence and motivation to understand and solve various problems related to their area of specialization in library and information science;

7.b.3 competence to undertake advanced independent research in an area of specialization in library and information science and to develop, apply, and critically evaluate relevance of theory and effectiveness of its application to a variety of research areas. This also includes the ability to develop specific complex programs and systems, to evaluate each complex program and system, and communicate the results and implications of the research to diverse audiences.

ARTICLE IV
COMPETENCY STANDARDS

Section 8 *Master's program*

An individual who completes a master's degree in library and information science is able to demonstrate:

8.a.   in-depth understanding of a complex and coherent body of knowledge and skills in an area of study in library and information science, which may be applied in many types of libraries or any other information organization.

8.b.   a higher order of level of skills in the analysis, critical assessment, and application and communication of knowledge in the field; and

8.c.   an ability to apply knowledge and skills in the field to new situations in a more creative and flexible way, and to solve complex problems in ways that involve rigorous thinking and independent work.

In particular, the individual who completes a master's degree in library and information science should be able to demonstrate the following specific indicators of competency:

8.d.   understand, develop and sustain arguments about, and critically evaluate current problems, principles and concepts in library and information science most of which should be at the forefront of developments in the said discipline;

8.e.   apply this current knowledge in original ways to specific problems or contexts by undertaking research, a complex project, or some other form of advanced scholarship;

8.f.   demonstrate a comprehensive understanding of the methods of inquiry in his/her own research or advanced scholarship and how these methods are used to create and interpret knowledge in the subject field;

8.g.   critically evaluate current research, advanced scholarship, and methodologies in the subject field;

8.h.   creatively and systematically deal with complex issues within a field, make judgments or decisions in the absence of complete data, and clearly communicate one's justification for such actions to specialist and non-specialist audiences;

8.i.   demonstrate initiative, self direction and originality in dealing with problems in the field (e.g., develop innovative library and information approaches and resources; establish new library and information supervisory systems, etc.), particularly in the planning and execution of tasks in the field;

8.j.　continue to advance his/her knowledge and skills in the field using the established sources of advanced information; and

8.k.　undertake more advanced and specialized training to enhance and enrich existing skills, acquire higher level of and more specialized competencies in the formal higher education context.

Section 9.　*Doctoral Program*

An individual who completes a doctoral degree in library and information science should able to demonstrate:

9.1.　a comprehensive and in-depth understanding of a complex and coherent body of knowledge (e.g. theories, principles, concepts) and skills (e.g., problem-solving and communication skills) that are in the forefront of an academic discipline or professional area;

9.2.　the ability to extend such knowledge and skills to create new knowledge through research; and

9.3.　the ability to make informed judgments on complex issues in specific fields of specialization, and of approaching and solving problems in innovative ways.

In particular, the individual who completes a doctoral degree in library and information science should be able to demonstrate the following specific indicators of competency:

9.4.　understand, develop and sustain arguments about, and critically evaluate the established theories, principles, and concepts;

9.5.　extend the forefront knowledge by conducting original research or other forms of advanced scholarship on a level of quality that meets the standards of peer review and eventually merit publication;

9.6.　interpret and critically assess new contributions to knowledge by other individuals and communicate such interpretations and assessment to both specialist and non-specialist audiences,

9.7.　conceptualize, design, and implement research projects for the creation of new knowledge and/or of new library/information educational programs and systems, and adjust the project design in consideration of external exigencies; and

9.8.　make very informed judgments on complex issues in his/her field of specialization and its application, even in the absence of complete data, in ways that are dictated by the

ethical and social dimensions of the field, and be able to communicate his/her ideas to both specialist and non-specialist audiences.

ARTICLE V
CURRICULUM

Section 10. The curriculum for graduate program in library and information science shall be consistent with the specific thrust, specifications and competency standards as defined in Sec. 2, 3, and 4. Moreover, in all types of graduate programs in library and information science, the culture for inquiry and research must be developed.

The MLIS curriculum encompasses information and knowledge creation, communication identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination and management.

10.a. The course work of forty two (42) units for the Thesis-Master's program shall be research-based as evidenced by the course reference materials, course requirements, and the assessment systems.
   - Reference materials should be specialized and should include research-based journal articles, books, monographs and electronic resources.
   - Course learning activities and requirements should develop specific aspects of research competencies; and
   - Assessment systems should involve performance-based activities that require students to demonstrate higher order critical thinking skills.

10.b. The course work of a minimum of forty-eight (48) units for the Non-Thesis Master's program shall be based on the most current and relevant knowledge that can be applied to the professional development of the librarians and information professionals, as evidenced by the course reference materials, course requirements, and the assessment systems.
   - Reference materials should be specialized readings that discuss and evaluate the best practices in the specific areas of professional specialization.
   - Course learning activities and requirements should involve the production and evaluation of approaches, programs, and resources used in the specific areas of professional specialization; and

- Assessment systems should involve performance based activities that require students to demonstrate advanced professional skills for the development and evaluation of library and information science programs.

10.c. The course work of a minimum of sixty (60) units for the Doctoral program shall be research-based.

10.d. Both master's and doctoral programs shall require a comprehensive examination to assess the students' ability to analyze, interpret, integrate, evaluate, synthesize and apply the different knowledge and skills developed in the various courses.

10.e. A culminating project should be required of all graduate programs in library and information science. This culminating project shall demonstrate the students' ability to apply, validate, evaluate, synthesize and disseminate the existing theories and practices in the students' chosen field of study.

- For the master's programs, the culminating project may be a thesis (for the thesis-program) or some other complex project (for the non-thesis program) that is consistent with the program thrusts and competencies stated in Articles I and III.

- For the doctoral program, the culminating project should be dissertation research that shows the students' independent advanced research work and significant contribution to the library and information science that is consistent with the program thrusts and competencies in Articles I and III.

10.f. The curriculum is continually reviewed and receptive to Innovation; its evaluation is used for ongoing appraisal, to make improvements, and to plan for the future. Evaluation of the curriculum includes assessment of students' achievements and their subsequent accomplishments. Evaluation involves those served by the program: students, faculty, employers, alumni, and other constituents.

Section 11. *Curriculum Outline*

MASTER'S PROGRAM

TYPE OF COURSES	THESIS (MASTER of LIBRARY AND INFORMATION SCIENCE)	NON-THESIS (MASTER of LIBRARY AND INFORMATION SCIENCE)
Core/Foundation Courses	**9 units**	**9 units**
Statistics	3 units	3 units
Methods of Research	3 units	3 units
Foundations of Library and Information Science	3 units	3 units
Major Courses	**15 units**	**15 units**
Cognates/Electives	**12 units**	**18 units**
Thesis	**6 units**	
***Integrating Course**		**6 units**
TOTAL	**42 units**	**48units**

*The integrating course for the non-thesis program should require a complex project in the student's area of specialization.

DOCTORAL PROGRAM

TYPE OF COURSES	PH.D.	ED.D
Core/Foundation Courses	**18 units**	**18 units**
*Perspectives in Library and Information Science	6 units	6 units
Methods of Research	6 units	6 units
Quantitative Methods	3 units	3 units
Qualitative methods	3 units	3 units
Two (2) courses that may depend on the student's specialization	6 units	6 units
Major Courses	**21 - 24 units**	**21 – 24-units**
Cognates/Electives	**6 – 9 units**	**6 – 9 units**
Dissertation	**12 units**	**12 units**
TOTAL	**60 units**	**60 units**

*These courses will cover a range of library and information issues from various perspectives that would illustrate the interdisciplinary nature in the field and the range of areas of inquiry that compose the field of library and information science. Research issues such as the following will be examined closely and integrated approaches to resolving them will be considered. What determines success in librarianship? What is the role of the various stakeholders in rendering library service in the academic library? How does one develop, apply

and critically evaluate relevance of a theory and the effectiveness of its application to a variety of research areas? How does one determine the information-seeking behavior of users? What goes into the information processing of humans and what is the relationship of this to retrieval models in information systems? What are the various ways of developing, implementing and evaluating the library and information science curriculum?

These courses will draw on seminal readings research findings, and media reports, as well as studies on Philippine librarianship. Course requirements shall include papers on the different issues.

11.a. Description of Courses

COURSE	DESCRIPTION	UNIT
Statistics	Focuses on the nature and use of statistics in research. Emphasis is placed on developing skills in determining the appropriate statistical tests to be used in a set of gathered data to be able to interpret results	3
Foundations of Library and Information Science	Explores the socio-historical development of library and information science and the philosophy and theories that evolved in the library and information profession	3
Research Methods in Library and Information Science	Analysis of the major steps in conducting scientific methods of inquiry in library and information science and the relevant research methodologies	3
Advanced Collection Management	Collection management in all types of libraries and information centers. Includes analysis of information needs, selection and acquisition of print and electronic resources, collection development policies, collection evaluation, deselection, preservation and conservation	3
Advanced Library Management	Principles and practices in library management; current trends and issues in managing libraries, information centers, and e-resources, principles of organizational design, organizational behavior, and organizational theory, personnel, planning, fiscal management.	3

	External issues include organizational environments, politics, marketing, strategic planning, funding sources	
Reference and user Services	Evaluation and use of information sources including databases in the different disciplines, nature, development, ad management of reference and e-services, analysis of the information mediation process, including determination and analysis of information needs; searching for, evaluation, and presentation of appropriate results; principles and problems of online searching (note: hand-on is implied in e-services); modalities for delivery of services, and current and future techniques	3
Organization of Recorded Knowledge and Information	Introduction to issues in organization of information and documents including analysis of intellectual and physical characteristics of documents, principles and practice in surrogate creation, including standards and selection of metadata elements; theory of classification, including semantic relationships and facet analysis, creation of controlled vocabularies, and display and arrangement. Exploration of issues in subject representation. Survey of different approaches, techniques and methods for representing the subject matter of documents, including an evaluation of the role of users and context in subject representation. Formulation of policies for indexing and abstracting services.	
Information Systems	Introduction and overview of information systems, system architectures, and retrieval models. Emphasis given to the role of users in the design, development and evaluation of information retrieval and database management systems. Discusses how theories of conceptual data modeling affect design of database and information systems, examines relationships between modeling and	3

	implementation, and bridges gaps between theoretical understanding of database design and implementation issues	
Archives and Records Management	Introduction to the essentials of records and knowledge management in diverse organizational settings. Surveys, theoretical principles, methodologies and practical administration of archives, records and other information sources from print to oral (encompassing explicit and implicit knowledge) contributing to the total management of knowledge necessary for organizations and society	3
Public Relations and Marketing in Libraries and Information Centers	Applications of marketing theory to libraries and other information settings. Market research planning, presentations, communication, implementation, and evaluation techniques are primary topics in this analysis and advancement of user needs.	3
Seminar in Philippine Librarianship	A discussion of the current issues, trends, problems and challenges to Philippine libraries, archives and information centers. Students are expected to discuss, analyze, criticize issues and produce a position paper	3
Seminar in Global Librarianship	Comparison of foreign library systems in terms of national differences in philosophy, objectives and services. Evaluation and comparison of collection, policies, technical processes, public services, professional training, management and facilities. Selected in-depth area studies, international cooperation and major projects in the information fields, contributions of international organizations. Guest lectures, presentations and individual projects	3
Library Services for the Underserved Groups	This course focuses on developing, planning, implementing and evaluating programs for the underprivileged members of the community. A significant portion of the course work will	3

	take the form of service learning or community based-research via approved projects that match students' interest. Upon completion of the course, the student presents this project model orally to a panel	
Advanced Information Literacy	Reviews information-seeking behaviors of clients in school, college and university library environment; provides critical evaluation of services that directly support information literacy; developing of policies and educational programs leading to wise and ethical use of information in society	3
Systems Analysis and Design for Libraries	Specialized systems analysis and design for library systems development and maintenance. Includes library business process analysis and re-engineering, review and evaluation of current library systems	3
Database management and Information Systems for Libraries	Specialized management of database and information systems for libraries. Includes database systems, web technologies, review and evaluation of library systems, system maintenance, performance evaluation, and performance monitoring	3
Security and Networks for Library Systems	Selection, deployment and maintenance of network and security systems in libraries. Includes design, monitoring, and network policy development and implementation.	3
Programming to Library Systems Development and Management	Specialized programming covering technologies used in library database and information systems	3

ARTICLE VI
PROGRAM ADMINISTRATION

Section 12. *Dean*

The dean of the program shall be a holder of an earned doctoral degree in library and information science or related field, with research experience and

published works in peer-reviewed professional journals. The following additional qualifications should be considered in schools offering the MLIS program:

12.1   Must be a holder of the valid professional license;
12.2   Holder of Ph.D. in LIS or its equivalent (Ed. D.);
12.3   Five years and above very satisfactory LIS teaching experience; and
12.4   With research and publication works conducted/completed.

Section 13. *Faculty*

13. a   **Master's Program** – For each Master's program, there shall be at least five (5) full time members who are at least master's degree holders and who have published works in peer-reviewed professional journals. Of the five (5), at least two (2) should be doctoral degree holders. Moreover, at least three (3) of the five (5) full-time faculty members should have advanced training in the specialization or major area offered; of the three (3), at least one(1) should have a doctoral degree. They should be researched-based competent in their designated teaching areas and be technologically proficient and effective in teaching. They should also have a sustained record of scholarship and participate actively in appropriate professional associations. The number of faculty members shall vary with enrollment in such a manner as to allow a ratio of a maximum of five (5) active student advisees per graduate faculty.

13.b.   **Doctoral Program --** For a doctoral degree program, there shall be at least five (5) full-time faculty members who are doctoral degree holders and who have published works in refereed journals and of which three (3) should have advanced training in the field of library and information science. They should be researched-based competent in their designated teaching areas and be technologically proficient and effective in teaching. They should also have a sustained record of scholarship and participate actively in appropriate professional associations.

13.c.   Schools are encouraged to form consortium programs in order to strengthen their faculty resources for their graduate programs.

Section 14. *Non-Academic Staff –* Non-academic (clerical, secretarial, technical) staff should have qualifications equivalent to those of persons in comparable units. The number and kind of staff should be adequate to support the faculty in the performance of their responsibilities.

Section 15. *Library* -- In addition to the library requirements for the

undergraduate program, the same should apply to graduate programs in library and information science with the addition of the following:

15.a. subscription to at least five (5) peer-reviewed professional journals for each area of specialization offered in the graduate program;

15.b. at least five (5) titles of graduate reference book for each graduate course/subject;

15.c. access to the Internet and information and communication technology-based learning and reference resources; and

15.d. at least 20% of the total holdings should have been published within the last five (5) years.

The institution is encouraged to maintain library resources of sufficient depth, quantity and accessibility to support the courses offered in library and information science, and the research activities of the faculty. Computer hardware, software and multimedia resources should complement the book collection. In support of this requirement, the institution is encouraged to become a member of an LIS library network.

Section 16. *Laboratories and Other Facilities*. The laboratories and facilities for the undergraduate programs shall be augmented with:

16.a A well furnished administrative office;

16.b. appropriate research facilities in the basic sciences if applicable;

16.c. computer laboratories as needed;

16.d. resources needed for research (e.g., statistical software and other equipment for analysis of data); and

16.e. information and communication technology facilities.

Section 17. *Thesis/Dissertation Requirements* -- Consistent with the requirements in Article 5, the school shall constitute a Thesis Committee composed of a minimum of three (3) graduate faculty members for the thesis requirements of master's program, and a Dissertation Committee of five (5) faculty members for the dissertation requirements of doctoral program. Faculty research advisers shall be chosen on the basis of their expertise in the area of research study and of their availability.

Section 18. *Admission, Retention and Maximum Residency Requirements* **--** The institution shall have specific admission and retention policies for its graduate students. All curricular requirements for a master's degree must be completed within five (5) years after the student's first enrollment in the master's degree program, and those for doctoral degrees must be completed within seven (7) years after the student's first enrollment in the doctoral program.

The evaluation of the master's thesis and of the doctoral dissertation shall involve an oral examination by the Thesis or Dissertation Committee.

Section 19. Research Program -- Institutions offering graduate programs in library and information science shall implement a research program aligned with the National Higher Education Research Agenda as evidenced by the articulated research agenda or priority areas, the existence of a functional research center/office with a research director or coordinator, a system of supporting research projects undertaken by faculty members, a research budget, and graduate faculty members' publications and paper presentations in scholarly conferences in library and information science. The institution shall likewise ensure the maximum utilization and dissemination of the research output.

ARTICLE VII
EFFFECTIVITY AND TRANSITORY PROVISIONS

Section 19. *Transitory Provision*

HEIs that have been granted permit or recognition for Graduate Education programs are required to fully comply with all the requirements in this CMO within a non-extendable period of three (3) years after the date of its effectivity. State universities and colleges (SUCs) and local colleges and universities (LCUs) shall also comply with the requirements herein set forth.

Section 20. *Sanctions*

For violation of this Order, the Commission may impose such administrative sanctions as it may deem appropriate pursuant to the pertinent provision of Republic Act 7722 in relation to Section 69 of BP 232 otherwise known as the Higher Education Act of 1994 and Section 24 and 101 of the Manual Regulations for Private Schools (MRPS), Republic Act 9246 and other related laws.

Section 21. *Separability and Repealing Clauses*

Any provision of this 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.

Section 22. *Effectivity*

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

Quezon City, Philippines _____2010

EMMANUEL ANGELES
Chairman

elc 29 September 2010

COMMISSION ON HIGHER EDUCATION

CHED MEMORANDUM ORDER (CMO)-BLIS
No. _____ Series of 2010

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

In accordance with the pertinent provisions of Republic Act (RA) 7722, otherwise known as the "Higher Education Act of 1994", and by virtue of the ___th Commission en banc Resolution No.____ dated _____ vesting the Commission on Higher Education (CHED) through its Office of Programs and Standards (OPS) the power to set minimum standards for programs and institutions of higher learning, and pursuant to the provisions provided for under RA 9246 otherwise known as "The Philippine Librarianship Act of 2003," and for the purpose of rationalizing the library and information science education in the country to keep pace with the demands of global competitiveness, the following revised policies and standards as prescribed in CMO no. 08, Series of 2005 as recommended by the Technical Committee on Library and Information Science through the Technical Panel for Teacher Education are hereby adopted and promulgated by the Commission, thus:

ARTICLE I
INTRODUCTION

Section 1. Rationale and background

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

ARTICLE II
AUTHORITY TO OPERATE

Section 2. All private higher education institutions (PHEIs) and local colleges and universities (LCUs) intending to offer the Bachelor of Library and

Information Science (BLIS) Program must secure proper authority from the Commission in accordance herein. State universities and colleges (SUCs) including local colleges and universities (LCUs) should likewise adhere to the provision herein.

ARTICLE III
PROGRAM SPECIFICATIONS

Section 3. Degree

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

Section 4. Program Description and General Objectives

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

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

- A general education component which is consistent with CHED issuances will consist of the communication arts, humanities, social sciences, science and technology, natural and behavioral sciences, computer literacy, mathematics, logic and ethics aimed at developing broadly educated, creative, cultured, morally upright and productive persons.

- A professional studies component to include:

  - Philosophical, sociological, and psychological foundations and aims of LIS;

  - Systematic study of LIS models, principles and theories with immediate appropriate observation and laboratory experiences to provide students with first-hand knowledge in the appreciation and interpretation of these theories;

  - Direct, meaningful, and substantial participation in library operations and services to provide hands-on experiences over a period of time, under the supervision of qualified professionals from both the LIS institution and the cooperating Library and Information Center;

  - Review component to ensure the passing of graduates in the Librarians Licensure Examination.

A minimum of **179** 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:

- Abstractor
- Academic Librarian
  Acquisitions Librarian
- Archivist/Archival Librarian
- Bibliographer
- Cataloger
- Chief Librarian/Director of Libraries
- College/University Librarian
- Corporate Librarian
- Database Librarian
- Documentation Officer
- Geographic Information Systems Librarian
- Indexer
- Information Specialist
- Knowledge Manager
- Law Librarian
- Library Consultant
- LIS Faculty
- LIS Researcher
- Map Librarian
- Media or Audio Visual Specialist
- Medical Librarian
- Museum Curator
- Public Librarian
- Records Librarian
- Reference Librarian
- School Librarian
- Special Collection Librarian
- Systems Librarian
- Teacher Librarian

ARTICLE IV
COMPETENCY STANDARDS

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

- Professional competencies, which relate to the student's knowledge of information resources, access, technology, organization and management, and the ability to use this knowledge as basis for providing the highest level of quality information services.

- Personal competencies, which represent a set of attitudes, skills and values that will enable students to work efficiently and effectively and contribute positively to their future organizations, clients and profession.

ARTICLE V
CURRICULUM

Section 7. Curriculum Description

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

- Provision for the mastery of the core courses such as Management of Libraries and Information Centers, including Laws and Related Practices and Trends, Collection Management of Information Resources, Organization of Information Resources, Information Resources and Services, and Indexing and Abstracting;

- Addition of information and communication technology application courses crucial in the LIS program, such as Information Processing and Handling, Web Technologies in Libraries, Database Design for Libraries, Digital Libraries and Resources, Systems Analysis and Design, as well as Information Literacy;

- Provision of varied special topics relating to academic, special, school and public librarianship as specialization component as well as professional education courses such as Psychology of Learning, Research and Evaluation, Philosophy of Education, Principles of Teaching and Educational Technology for students interested to teach and profess in academic and school librarianship;

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

Section 8. Curriculum Outline

The following minimum academic units are required for graduation for the Bachelor of Library and Information Science (BLIS) :

1. General Education Courses . . . . 83 units

General education and legislated courses shall follow existing requirements.

8.1.1.1	**English**		12
English 1	Communicative Grammar	3	
English 2	English for Study and Thinking Skills	3	
English 3	Oral Communication	3	
English 4	Reading in the Content Areas	3	
8.1.1.2	**Filipino Language**		**12**
Filipino 1	Komunikasyon sa Akademikong Filipino	3	
Filipino 2	Pagbasa at Pagsulat Tungo sa Pananaliksik	3	
Filipino 3	Masining na Pagpapahayag	3	
Filipino 4	Panitikang Filipino	3	
8.1.1.3	**Literatura/Literature**		**3**
Literature	World Literature	3	
8.1.1.4	**Natural Science**		**9**
Nat. Sci. 1	Biological Science	3	
Nat Sci. 2	Earth and Environmental Science	3	
Nat Sci. 3	General Chemistry	3	
8.1.1.5	**Mathematics**		**9**
Math 1	Algebra	3	
Math 2	Trigonometry	3	
Math 3	Basic Statistics	3	
8.1.1.6	**Social Sciences**		**15**
Soc. Sci. 1	General Psychology	3	
Soc. Sci. 2	Societies and Cultures	3	
Soc. Sci. 3	Politics and Governance (with Philippine Constitution)	3	
Soc. Sci. 4	Basic Economics (with Taxation and Agrarian Reform)	3	
Soc. Sci. 5	Geography	3	
8.1.1.7	**Information and Communication Technology**		**3**
ICT 1	Information and Communication Technology	3	
8.1.1.8	**Humanities**		**6**
Humanities 1	Arts Appreciation	3	

Humanities 2	Introduction to Philosophy (with Logic)	3
8.1.1.9	**Mandated Subjects**	**6**
	Philippine History Life and Works of Rizal	3 3
8.1.1.10	**Physical Education**	**8**
8.1.1.11	**NSTP**	(4)
	TOTAL	**83**

2. Professional Courses . . . . .84 units

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 profession. These courses are divided into four categories : (1) Core Courses, (2) ICT Courses, (3) LIS Electives, (4) Professional Education Courses.

2.1 Core Courses

- LIS 1   Foundation of Library and Information Science   3
- LIS 2   Collection Management of Information Resources   3
- LIS 3   Organization of Information Resources I   3
- LIS 4   Organization of Information Resources II   3
- LIS 5   Indexing and Abstracting I   3
- LIS 6   Indexing and Abstracting II   3
- LIS 7   Information Resources and Services I   3
- LIS 8   Information Resources and Services II   3
- LIS 9   Management of Libraries and Information Centers I   3
- LIS 10   Management of Libraries and Information Centers II   3
- LIS 11   Information Literacy   3
- LIS 12   Library Materials for Children and Young Adults   3

- LIS 13   Research Methods in Library and Information Science   3

- LIS 14   Thesis Writing   3

42 units

2.2 Information and Communication Technology (ICT) Courses

- LIS 15   Information Processing and Handling   3
- LIS 16   Web Technologies in Libraries   3
- LIS 17   Database Design for Libraries   3
- LIS 18   Digital Libraries and Resources   3
- LIS 19   Systems Analysis and Web Design   3

15 units

2.3 LIS Electives

- LIS Elective 1   3

- LIS Elective 2   3
- LIS Elective 3   3
- LIS Elective 4   3
- LIS Elective 5   3

15 units

2.4 Professional Education Courses

- Professional Education Course 1   3
  Professional Education Course 2   3
- Professional Education Course 3   3
- Professional Education Course 4   3

12 units

Summary of Units	
General Education Courses	**83**
Professional Courses	**84**
Core Courses	42
Technology Applications	15
LIS Electives	12
Professional Education Courses	12
Integrated Course Review	**6**
Library Practice	**6**
Total No. of Units	**179**

ARTICLE VI
COURSE SPECIFICATIONS

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

Section 9. Description of Courses

COURSE	DESCRIPTION	UNIT
Foundation of Library and Information Science (LIS)	The course provides the theoretical and philosophical underpinnings of the profession with emphasis on its practice in the Philippines. It focuses on the historical development of libraries, types of libraries, and the library profession including the Code of Ethics for Filipino librarians, the laws as well as issuances related to Philippine librarianship.	3
Information Resources and Services I	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.	3
Information Resources and Services II	Evaluation and use of reference resources, both print and non-print as well as electronic resources in specific subject fields; also includes further study on the use of new technologies in information searching and retrieval.	3
Collection Management of Information Resources	Principles and methods of evaluating, selecting, acquiring, maintaining, and preserving different types and formats of information resources. It also discusses the role of the librarian as a selector as well as the problems and trends of collection management in the Philippines.	3
Indexing and Abstracting I	Principles, theories, and development of indexing and abstracting as well as the preparation of book, journal and newspaper indexes.	3
Indexing and Abstracting II	Advanced indexing, including image and/or website indexing, thesaurus construction, and preparation of abstracts.	3
Organization of Information Resources I	Introduction to basic concepts, theory, principles, and standards of descriptive and subject cataloging using Anglo American Cataloging Rules and as currently practiced. Provides beginning level experience in organizing printed resources, including description, choice of entry, construction of headings, authority control, and the use of Dewey Decimal Classification Scheme.	3
Organization of Information Resources II	Application of the principles in subject headings and classification using Library of Congress Subject Headings and Library of Congress Classification Scheme. Also studies different	3

	ways of organizing special types of information resources (i.e., government publications, continuing resources, non-print materials as well as electronic and digital resources), as well as other cataloging systems using new technologies (e.g. MARC 21, Dublin Core Metadata, etc.).	
Management of Libraries and Information Centers I	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.	3
Management of Libraries and Information Centers II	Presents the managerial and administrative principles as applied to various types of libraries and information centers. It discusses the history and development as well as nature, objectives, and functions of these libraries/information centers. Moreover, it tackles the different issues and problems that beset each type.	3
Library Materials for Children and Young Adult	Selection and evaluation of library materials suitable for the reading abilities, interests, and needs of children and young adults.	3
Research Methods in LIS	A study of the nature, characteristics, and types of research as well as the various methods and techniques of conducting them in application to library and information science.	3
Information Processing and Handling	This course introduces students to computer-based information tools that are fundamental for librarians and information professionals. It includes concepts in information technology such as hardware and software, networks, the Internet, ethics and the future of IT in libraries.	3
Web Technologies in Libraries	This course introduces students to Web design and technologies that are fundamental for librarians and information professionals. It also includes the principles and strategies of online searching of library catalogs and databases. It discusses concepts such as blogs, wikis, instant messaging, podcasts, and social networks.	3
Information Literacy	It studies the theories, principles, techniques, strategies and current practices for teaching the effective and efficient use of academic, school, public, and special library resources. It includes the skills needed to locate and critically evaluate information, to think intelligently about research strategies, and to apply these concepts to undergraduate research using books, online databases and web sites.	3
Database Design for	This course is an introduction to the fundamental	3

Libraries	concepts, techniques, and principles on database and information systems design as applied to libraries and information centers. It serves as an introductory database course for students with little or no working knowledge of database design.	
Library Automation and Systems	It deals with the principles for the design, selection, implementation, and management of automated systems for all types of libraries, including systems for technical services, processing, reference and users services. It provides the students with a sound understanding of how libraries apply technology to deliver information. It also describes several open source integrated library systems and other proprietary ILS.	3
Digital Libraries and Resources	An overview on the theoretical and practical aspects of digital library activities, focusing on the sources, creation, organization, and management of as well as access to digital resources. Also includes trends and issues related to digital environments.	3
Systems Analysis and Design	Introduction to analysis and design of modern information systems.	3

Thesis

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

- The thesis topic has to be on the areas central to the profession like information needs and uses, information storage and retrieval, information organization, analysis and management, applications of information and communication technologies to LIS, and other related topics.

- The proposed thesis topic has to be presented to a faculty committee, and approved by the dean or head of the LIS college/school, institute or department.

- The approved thesis is undertaken with the guidance of a duly designated thesis adviser.

Library Practice

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

Library Practicum I is a three (3) unit course which covers internship in academic and school libraries for a minimum of 100 hours each. Library Practicum II is also a three (3) unit course which covers immersion in public and special libraries/institutions for a minimum of another 100 hours each.

LIS Electives

The student has to complete 15 units of Library and Information Science electives leading to specialization in any of the following areas:

- Special Topics in Academic Librarianship
- Special Topics in School Librarianship
- Special Topics in Public Librarianship
- Special Topics in Corporate Librarianship
- Special Topics in Law Librarianship
- Special Topics in Medical Librarianship
- Special Topics in Government Agency Librarianship
  Special Topics in Archives and Records Management

Professional Education Courses

- For the 12 units of credit in professional education, the student may choose from any of the courses specified in the CHED Memo Order No. 11, Series of 2009.

Suggested Program of Study

The program of study attached herein 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. The sample program of study is in Annex A.

ARTICLE VII
GENERAL REQUIREMENT

Section 10. Program Administration

The primary responsibility for the preparation of Library and Information Professionals (LIPs) within HEIs shall be exercised by a clearly defined and

organized administrative and instructional unit such as a college, school, or institute.

10.1 Dean

A Dean shall be employed and assigned full-time to provide leadership and direction to the LIS college, school, or institute who shall have the following qualifications:

- Holder of a professional license for librarians
- Holder of Master's or Doctoral degree in LIS or with appropriate or related specialization (e.g. Educational/ Information Technology, Information Studies, Communication, etc.); and
- With at least five (5) years of very satisfactory LIS teaching experience in an institution offering the LIS program.

10.2 Functions and Responsibilities

The Dean of the college, school, or institute 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, and preparing and recommending the teaching load of the faculty members, and directing and assigning them to advise students in their programs or studies;

  - coordinating and facilitating student personnel services and practicum experiences;

  - planning a program of curriculum development together with the LIS faculty members;
  - instituting and defining program of supervision and other administrative support services aimed at upgrading the quality of instruction;
  - preparing the budget and performing financial management of the college/school, institute or department; and
  - initiating programs in research and extension services through networking, linkages, consortia, etc.

❖ Handle the teaching of not more than six (6) units of professional courses.

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

Section 11. Faculty

11.1 General Requirements

Members of the LIS faculty should have academic preparation, experience and a professional license appropriate to 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;
- The faculty must be holders of appropriate Master of Library and Information Science or related degrees to teach LIS subjects and/or allied subjects at undergraduate level; and
- The faculty must have at least one (1) year of library-related work experience.

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

11.2 Conditions of Employment

The following conditions of employment shall be observed:

- Salary rates of faculty members should be commensurate with their rank, academic preparation, experience in instruction and research, at least, comparable with those of other faculty members who teach other baccalaureate courses;
- The regular teaching load of the LIS faculty is twenty-four (24) units, inclusive of research and other related assignments.

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

11.3 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 others;

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

Section 12. 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 quantity and quality following minimum library requirements.

The following are the minimum requirements for the library:

- It should be headed by a full time Master's degree holder in Library and Information Science or any related field and with a valid professional license;

- 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 to 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;
- 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 periodicals in library and information science;

- A computer room with several units of computer 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.

Section 13. Facilities and Equipment

- A classroom/s equipped with adequate facilities shall be provided.
- A practicum laboratory in librarianship shall be maintained within or outside the campus through appropriate linkages, networks, or consortia.
- Specialized laboratories shall be maintained for specific library functions.
- Information and communication technology facilities and equipment such as laptop, LCD projector, and screen shall be made available.
- A separate office for the Dean, faculty and staff complete with basic amenities shall be provided.

Section 14. Admission and Retention

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

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

However, 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.

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
TRANSITORY, REPEALING AND EFFECTIVITY PROVISION

Section 15. Transitory Provisions

HEIs that have been granted permit or recognition for the Library and Information Science program are required to fully comply with all the requirements in this CMO within a non-extendable period of three (3) years after the date of its effectivity. State Universities and Colleges (SUCs) and Local Colleges and Universities (LUCs) shall also comply with the requirements herein set forth.

Section 16. Sanction

For violation of this Order, the Commission may impose such administrative sanction as it may deem appropriate pursuant to the pertinent provisions of Republic Act No. 7722, in relation to Section 69 of BP 232 otherwise known as the **Higher Education Act of 1982**, and Section 24 and 101 of the Manual of Regulations for Private Schools (MPRS), and other related laws.

Section 17. Separability and Repealing Clauses

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.

Section 18. Effectivity

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

Quezon City, Philippines

EMMANUEL Y. ANGELES

Chairman