

VOL. 41
NO. 1
2021

SPECIAL
ISSUE

PHILIS

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ISSN
2719-0471
(Online)

PhJLIS

SPECIAL
ISSUE
VOL. 41
NO. 1
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PHILIPPINE JOURNAL OF LIBRARIANSHIP AND INFORMATION STUDIES

ISSN 2719-0471 (Online)

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EDITORIAL

A Purpose-Driven LIS Education

Iyra S. Buenrostro
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For a long time, Library and Information Science (LIS) education has held on to the “tried and tested” preconceived systematic approach, which mirrors the foundations of LIS in information organization. From the time when Melvil Dewey established the world’s first library school in 1887 at Columbia College, the emphasis on library skills such as classifying and organizing information and knowledge has always been in the models for curricular and professional advancements in library education in various countries. These technical skills and their associated values have become an essential aspect of librarianship – from being a profession centered on being a “bookman” to becoming more “socially minded” (Butler, 1951, p. 236). The professional “self-consciousness” of librarians and their position in their social world next to the other professions and disciplines has created a significant impact on the education and training of librarians. This particular consciousness centered on the need to acquire and perform specific and “expected” knowledge and skills has equally shaped the collective and individual perceptions of the LIS teachers, learners, and practitioners about their work, responsibilities, potentials, and even limitations. While library schools continuously provide their students the “tried and tested” approaches, as well as their expanded or improved versions, a rather short and seemingly basic question of “why?” still needs to be constantly raised.

If we will continue to believe in the conventional purpose of education as a means to acquire knowledge through reading books and learning facts, then we, as Roosevelt (2008) points out, must have to think again and see how education can be better and purposefully designed and articulated for our students and society. It will not be enough to produce a pool of graduates trained to do specific tasks without making them realize the

underlying and more significant purpose of what they are learning and doing. Bass (1997) argues that without the necessary attention to the “long view of things” or “the big picture,” then we are “doomed to wander in circles or vacillate from this direction to that, negating one day what we accomplished the day before” (p. 128). As we look at the bigger picture and try to envision the future of LIS education and the discipline itself, we should remember that education is more than the established institutions and prescribed rules and procedures for teaching and learning, but it is the sum total of everything learned from the past, present, and up to the time we leave this mortal plane (Bass, 1997). Moreover, since it is a natural tendency to compare ourselves to others to benchmark or create several measures to standardize our competencies and capabilities as professionals, Lesch (2009) reminds the educators that this system, which also covers a sequential and restrictive way of pursuing a subject matter, usually falls upon the shoulders of the teachers. This method would sometimes subvert the natural progress of genuine learning and inherently stifle creativity and curiosity due to the restrictive nature of instruction and curricula. More than the standards and finite measures, a more balanced approach between the expected outcomes and types of learners and teachers is needed. Hence, in examining and reimagining LIS education, it should be noted that different disciplines have different criteria, as well as teaching and learning culture based on their history, values, and methodologies (Dow, 2011). The requirements set in the hard sciences are expectedly different or perhaps not appropriate to be applied across other disciplines and professions. While LIS has positioned itself as both a science and an art, the LIS curricular offerings and the competencies required are continuously being examined and improved based on the emergent trends and needs of a particular country or region. In Asia, concerns in the curricular offerings in higher education to meet the demands of information industries, program accreditations, evaluation methods

for courses and training programs, and collaboration among LIS educational programs for teaching and research have been emphasized in the last decade (Chaudhry, 2007; Kaur, 2015; Miwa, 2006).

In the Philippines, library schools adhere to the Commission on Higher Education (CHED) Memorandum Order No. 24, series of 2015 (CMO 24 s. 2015), otherwise known as the “Revised Policies, Standards and Guidelines for the Bachelor of Library and Information Science (BLIS) Program.” It enumerates the program specifications and directions based on the Guidelines for Professional Library/Information Education Programs of the International Federation of Library Associations and Institutions (IFLA) and curricular offerings of different library schools abroad. Aside from the specifications mentioned in the CMO, library schools in the country also hold on to the culture and roots of their respective schools and LIS programs. As mentioned earlier, education and learning are highly shaped by history, values, and methodologies. There may be standards and systematic approaches that guide the library schools, but it is essential to look at their origins, their evolution, and the people who have participated in the development of library education not just in their respective schools or universities, but in the Philippines as a whole. The efforts done by each education institution and the people behind it have a cumulative effect on the overall status and quality of LIS education in the country. It is also interesting to see how the programs and departments have grown through the years. For instance, most LIS programs started under a bigger program such as Liberal Arts or Education. Recently, a number of programs have begun to expand to more information-centric rather than institution/library-centric content. Whether the current LIS programs remain to be subsumed in other programs or continue to be expanding, this description of change may be an oversimplification for now as we try to provide answers to the basic question of “why?”—the main purpose of LIS education in and for a particular country, region or context – and the many ways we can reimagine it.

It is but natural to retain the status quo, to gatekeep, and to stick to the systematic approaches. However, the drastically changing landscapes and the current pandemic that challenges the notion of normalcy call for substantial adjustments in LIS education. This special issue of the PhJLIS celebrates the 60th Founding Anniversary of the UP School of Library and Information Studies (UP SLIS), and honors the efforts of the people and institutions behind the progress of LIS education in the Philippines. It is a testament to the commitment of various library schools to continuously reexamine and improve their programs. Different LIS professors from around the country have come together

to present the histories of their programs, as well as their missions and visions, paths of curriculum development, faculty complement, profiles of students and alumni, and their plans for the future.

This compendium of articles from 10 different library schools in the Philippines, from Luzon, Visayas, and Mindanao, may not provide the complete picture or view of LIS education in the Philippines. But the PhJLIS hopes that this will be a beginning of more collaborations and vision setting for the future of LIS education in the country and in the region.

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The PhJLIS is published by the School of Library and Information Studies, University of the Philippines Diliman. ISSN 2719-0471 (Online)

The Bachelor of Library and Information Science Program of the Adventist University of the Philippines

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Abstract

This paper presents the Adventist University of the Philippines (AUP) Bachelor of Library and Information Science (BLIS) program's history, curriculum development, curricular offerings, faculty components and qualifications, alumni employment, and research activities.

The AUP-BLIS offers a four-year program with a curriculum that equips students with knowledge, skills, and tools to enable them to become flexible to the changing information needs of society. This curriculum follows the minimum standards, requirements, and other prescriptions based on the Guidelines for the Implementation of CHED Memorandum Order (CMO) no. 46, series of 2012.

Keywords: Bachelor of Library and Information Science, LIS curriculum, Library and information science education, Library education and training, Philippines

INTRODUCTION

The Bachelor of Library and Information Science (BLIS) program of the Adventist University of the Philippines (AUP) came into existence when there was a need to offer Introduction to Librarianship and Cataloguing as elective courses for the Bachelor of Arts major in English program in 1980. In 1996, it was upgraded into a program as an additional major area for Secondary Education. In 2005, the program was formally changed to BLIS under AUP being granted autonomous status. It was finally recognized by the Commission on Higher Education (CHED) in 2014.

Through the initiative of Dr. Miriam P. Narbarte, the Vice President for Academics, with Dr. Edwin A. Balila, the Dean, and the department headed by Dr.

Michelle D. Orendain-Carbonilla, underwent voluntary accreditation with the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) in 2016. Candidate Status was granted from 2016 to 2018. Due to the quick compliance with the recommendations, the BLIS program had its formal visit in 2017, thus granted Level I from 2017 to 2020. Again, on February 11, 2021, the BLIS program was granted Level II's first reaccredited status from July 2020 to 2025 based on the compliance report of the program. The accreditation visit has hurdled a mean average for all the 10 areas of evaluation are 4 and higher, thus qualifying the program to apply for Level III re-accreditation, which may be done within two years from the grant of Level II first reaccredited status at

least six months before the expiration of its Level II first reaccredited status.

The BLIS program's mission statement is to provide quality Bible-based library and information science education producing qualified and competent graduates who are equipped in the delivery of library and information services, the systematic organization, conservation, and preservation of historical and cultural documents. The program's vision is to be a leading training center for library and information science among Adventist educational institution in the Asia Pacific region by 2022 (Adventist University of the Philippines, 2016).

CURRICULUM DEVELOPMENT

The curriculum of the 4-year AUP-BLIS program is designed to equip the students with the composite knowledge, skills, and tools to enable them to be responsive to the changing information needs of the society. It follows the minimum standards, requirements, and other prescriptions based on the Guidelines for the Implementation of CHED Memorandum Order (CMO) no. 46, series of 2012 of the policies, standards, and guidelines (PSG) that implements the "shift to learning competency-based standards/outcomes-based education" which specifies the core competencies expected of BLIS graduates (Commission on Higher Education, 2012).

The number of units in the curriculum followed the prescribed "minimum unit requirement" under Section 13 of Republic Act (RA) 7722, otherwise known as the Higher Education Act of 1994. The curriculum follows the commission-employed curriculum map, which is shown in Article V, Section 10 using the learner-centered/outcomes-based

approach of CMO no. 24, series of 2015 (Commission on Higher Education, 2015).

The BLIS curriculum was designed to suit the AUP's contexts and missions while following the required minimum set of outcomes as prescribed by the CMO. The program outcomes delivery in terms of specification and deployment of human and physical resources shows the attainment of the program outcomes and satisfaction of program educational objectives. Before the curriculum was implemented, it was peer-reviewed by the experts in its special field, stakeholders, and alumni, was deliberated in the LIS Faculty Council and CST Executive Council, and was recommended by the Academic Administrative Council to the Administrative Committee for approval.

Table 1 presents the curriculum checklist of the BLIS program. It is given to students on the day of their first registration in the University and must be updated every term before registration. The courses are listed under the specific term and students are advised to take them sequentially as they appear in the approved curriculum, unless advised otherwise by their academic advisers.

FACULTY

The faculty complement of the BLIS program of AUP is composed of qualified and competent faculty members. Table 2 shown the profile of the faculty and their contribution to the LIS profession.

ALUMNI

AUP's alumni illuminate their fulfilled mission. They chose AUP for their education and, once they graduate, they move on to their next endeavor. Recognizing the graduates' promising performance in

Table 1

"AUP Bibliothecography" Students and Alumni Tracing

Year	No. of Graduates	Gender		Performance in the Librarian Licensure Examination		No. of Employed Graduates
		Male	Female	AUP Rate	National Passing Rate	
2020	4		4	NA	NA	none
2019	5		5	71.43%	55.56%	5 out of 5
2018	6		6	80.00%	62.50%	5 out of 6
2017	10	1	9	80.00%	64.29%	9 out of 10
2016	8		8	88.89%	61.54%	8 out of 8
2015	3		3	75.00%	61.54%	3 out of 3
2014	7	3	4	50.00%	42.86%	7 out of 7
2013	8		8	33.33%	27.27%	7 out of 8

Note. Data from PACUCOA document exhibits on Alumni Tracing, 2019.

their field of work after graduation can be used for school promotion and marketing. Colleges track their graduates because they need them to continue to show interest. Not only that the college alumni are a pool of potential individual donors, but they are also a testament to the value of a continued association with the school (Master, 2021).

The AUP-LIS Department endeavors to reach out to their alumni for employment updates and inviting them to participate in any programs or activities of the college.

OTHER LIS ACTIVITIES:

RESEARCH AND OUTREACH PROGRAM

The participation of students in different co-curricular activities (see Table 4 and Table 5) is essential for their professional growth and training as coupled with sound academic backgrounds, in line with the University's mission and vision.

FUTURE PLANS

What follows are the plans on how to improve and advance the BLIS program of AUP:

Table 2

Faculty and Students Joint Research Activities

RESEARCH TITLE	LOCATION	DATE
"Correlation of Learning Styles and The Soft Skills Approaches of 21st Century Library Science Practicum Students of National Capital Region" 1 Virtual International Research Conference. [Michelle Carbonilla – Co-Author/Presenter Angela B. Fabella, Julie Ann S. Huelva, Precy Paulino, Edwin Balila]	AUP, Silang, Cavite - Philippines	October 28 & 29, 2020
"Attitudes, Competencies, and Adoption of Information Communication Technologies (ICT) Among University Employees" 7th International Scholar's Conference. [Michelle Carbonilla – Co-Author/Presenter Jeromy M. Domingo, Wiljoy M. Domingo, April Lady Guardias, Cherish Ann Macaspac, Alva M. Albay & Naicy G. Sanidad]	Universitas Advent Indonesia (UNAI), Indonesia, Bandung	October 28 & 29, 2019
"Supervisory Practices, Institutional Quality and Learning Environment in Relation to Librarians Licensure examination Performance...Basis for Performance Enhancement Model" 5th International Scholar's Conference. [Michelle Carbonilla – Author/Presenter]	Asia-Pacific International University, Muak Lek District, Saraburi, Thailand	October 30-31, 2017
"Social Media Utilization of Seventh-Day Adventist Academic Libraries: Basis for Crafting Media Literacy and Readiness Program for Libraries" 2018 International Conference on Library and Information Science. [Sheena B. Aquino – Author/Presenter]	Bangkok, Thailand	August 8-10, 2018
"Exploratory Factor Analysis of Senior High School Students' on Library and Information Science as a Program: Basis for Promotional Strategy" 7th International Scholar's Conference. [Maria Carina Gasang – Co-Author/Presenter Nathalie F. Esguerra, Quennie B. Fabiala, Martha Jane A. Fallaria, Ivane Dhyl P. Ambat, Edwin A. Balila, Jolly S. Balila Naicy G. Sanidad, Cyrus M. Bobier]	Universitas Advent Indonesia (UNAI), Indonesia, Bandung	October 28 & 29, 2019
"Accessibility and Utilization of Library Resources by Teachers in Secondary Schools of the Seventh-Day Adventist in Luzon Area: Basis for a Proposed Information Literacy Program" Universal Academic Cluster International March Conference in Bangkok [Maria Carina Gasang – Author/Presenter]	Bangkok, Thailand	March 22 & 23, 2019

Table 3

Community Outreach Programs

OUTREACH PROGRAM ACTIVITIES	LOCATION	DATE
LIS Department conducted its First Book Caroling Program (Book Caroling to students, faculty, staff, and friends)	Brgy. Buccal and AUP	November 16, 2019
Library Assessment needs and Book Shower	Brgy. Buccal Elementary School	2018
Organized Waldorf International School Library (Inaugurated on 2019)	Sta. Elena, Nuvali	2019

1. Establish local and international linkages for faculty and students for the following: practicum, on-the-job training, affiliation, internship, directed teaching, quality academic advising to students, field experience, research, faculty and student exchange, extension class, consortium, and membership to professional organizations.
2. Develop a plan of activities to market and promote the LIS program in the Philippines and to our sister institutions around the Asia Pacific region.
3. Develop and maintain effective means of communication and information dissemination with the alumni, the students, the community, and other constituents.
4. Strengthen the quality of customer service/customer relations.
5. Develop and implement performance standards, and regularly assess performance for efficiency and improvement.
6. Improve the performance and rating of students in the Librarian Licensure Examination.
7. Improve and expand facilities such as classrooms, laboratories, library, to provide a state-of-the-art learning environment.
8. Increase participation of students, faculty, and staff in community extension service programs. Support continuously the achievements of students and faculty in scholarship and research.

DECLARATION ON CONFLICTING INTERESTS

The author declared no potential conflicts of interest with respect to research, authorship, and/or publication of this article.

DECLARATION ON SOURCES OF FUNDING

The author received no financial support for the research, authorship, and/or publication of this article.

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APPENDIX A

Curriculum Checklist

FIRST YEAR							
FIRST SEMESTER				SECOND SEMESTER			
HUPS	111	Understanding the Self	3	HUFA	121	Art Appreciation	3
HULA	111	Purposive Communication	3	STBI	121	Science, Technology, & Society (with Int'l Certification)	3
STMP	111	Mathematics in the Modern World	3	HUHI	121	Readings in the Philippine History	3
STLS	111	Introduction to Library & Information Science	3	STLS	123	Collection Management of Information Resources	3
STLS	112	School/Academic Librarianship	3	STLS	124	Information Processing & Handling in Libraries & Information Centers	3
RELB	111	God and Human Life	3	RELB	122	Personal Spirituality and Faith	3
PHED	111	Physical Education I	2	PHED	122	Physical Education II	2
CWTS	111	National Service Training Program 1 (for Filipinos)	3	CWTS	122	National Service Training Program 2 (for Filipinos)	3
HUHI	101	Philippine Culture and Tradition (for Foreigners)		HUHI	102	Philippine Culture Immersion (for Foreigners)	
EDVO	111	Home Skills	3	VOED	122	Driving/Advanced Computing	2
MFST	111	Major's Forum	1	MFST	122	Major's Forum	1
SCSS	111	Student Convocation	1	SCSS	122	Student Convocation	1
TOTAL UNITS			27	TOTAL UNITS			27

INTERSEMESTER			
STLS	125	Special/Public Librarianship	3
STBI	221	Human Reproduction	3
HUHI	221	The Contemporary World	3
TOTAL UNITS			9

SECOND YEAR							
FIRST SEMESTER				SECOND SEMESTER			
HUHI	211	Ethics	3	BSBA	211	The Entrepreneurial Mind	3
HULA	221	Great Books	3	STLS	225	Information Resources & Services II	3
STLS	211	Information Resources & Services I	3	STLS	226	Organization of Information Resources II	3
STLS	215	Organization of Information Resources I	3	STLS	227	Library Materials for Children & Young Adults	3
RELB	123	Religion and Ethics in Modern Society	3	STLS	228	Digital Libraries & Resources	3
PHED	213	Physical Education III	2	RELB	224	Personal Witnessing	3
WEST	101	Work Education I	1	PHED	224	Physical Education IV	2
MFST	213	Major's Forum	1	WEST	102	Work Education II	1
SCSS	213	Student Convocation	1	MFST	224	Major's Forum	1
				SCSS	224	Student Convocation	1
TOTAL UNITS			20	TOTAL UNITS			23

INTERSEMESTER			
STLS	213	Web Technologies in Libraries & Information Centers	3
STLS	214	Preservation of Information Resources	3
STLS	229	Philosophies & Principles of Teaching	3
TOTAL UNITS			9

THIRD YEAR							
FIRST SEMESTER				SECOND SEMESTER			
STLS	311	Indexing and Abstracting	3	STLS	325	Management of Libraries & Information Centers	3
STLS	312	Introduction to Records Management & Archives	3	STLS	326	Information Literacy	3
STLS	313	Programming Fundamentals	3	STLS	327	System Analysis & Design in Libraries & Information Centers	3
STLS	314	Educational Technology	3	STLS	328	Indigenous Knowledge & Multi-Culturalism	3
BSEC	111	Personality & Professional Development	3	HUFA	310	Principles of Advertising & Marketing	3
BSEC	223	Principles of Public Customer Relations	3	STLS	329	Thesis Writing 1	3
HUHI	212	Rizal	3	MFST	326	Major's Forum	1
MFST	315	Major's Forum	1	SCSS	326	Student Convocation	1
SCSS	315	Student Convocation	1				
TOTAL UNITS			23	TOTAL UNITS			20

INTERSEMESTER			
STLS	411	Thesis Writing 2	3
STLS	400	The Missionary Librarian	3
STLS	412	Database Design for Libraries & Information Centers	3
TOTAL UNITS			9

FOURTH YEAR							
FIRST SEMESTER				SECOND SEMESTER			
STLS	413	Library Practice I	3	STLS	426	Library Practice II	3
STLS	414	Foreign Language	3	STLS	427	Librarianship Professional Advancement Course II	4
STLS	415	Librarianship Professional Advancement Course I	4	MFST	428	Major's Forum	1
MFST	417	Major's Forum	1	SCSS	428	Student Convocation	1
SCSS	417	Student Convocation	1				
TOTAL UNITS			12	TOTAL UNITS			9

APPENDIX B*Profile and Contribution of Faculty Members to LIS Profession*

NAME	GENDER	EDUCATIONAL ATTAINMENT LICENSES	CONTRIBUTION OF FACULTY MEMBER TO LIS PROFESSION	PROFESSIONAL MEMBERSHIP	FACULTY STATUS
Dr. Michelle O. Carbonilla	F	• PhD, Educational Administration • MLS • Registered Librarian • Professional Teacher	• Research Presenter, International (Indonesia, Thailand, Philippines) • CPD Monitor, PNULISSA (CPDC-BFL) • Speaker, CPD-SPUC (Cebu) approved activity of AUP-COE • Accreditor of ACSCU-ACI • Thesis Adviser to LIS Students Research	• PLAI • PAARL • PATLS-Officer • CODHLIS	Regular
Albay, Alva M.	F	• EdD – Dissertation Writing • MLIS • Registered Librarian	• Thesis Adviser to LIS Students Research • Accreditor of ACSCU-ACI	• PLAI • PAARL • PATLS	Regular
Aquino, Sheena B.	F	• MLIS • Registered Librarian	• Research Presenter, International (Thailand) • Thesis Adviser to LIS Students Research	• PLAI • PAARL • PATLS	Regular
Bobier, Cyrus M.	M	• MLIS • Registered Librarian	• Thesis Adviser to LIS Students Research • Accreditor of ACSCU-ACI	• PLAI • PAARL • PATLS	Regular
Gasang, Maria Carina L.	F	• MLIS • Registered Librarian	• Research Presenter, International (Thailand) • Accreditor of ACSCU-ACI • Thesis Adviser to LIS Students Research	• PLAI • PAARL • PATLS - Officer	Regular
Sanidad, Naicy G.	F	• MLIS • Registered Librarian	• Thesis Adviser to LIS Students Research • Accreditor of ACSCU-ACI	• PLAI • PAARL • PATLS • CODHLIS	Regular

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The PhJLIS is published by the School of Library and Information Studies, University of the Philippines Diliman. ISSN 2719-0471 (Online)

The Bachelor of Library and Information Science Program of Holy Cross of Davao College

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Abstract

As a contribution to the growth of LIS education in the Philippines, this paper describes the development of the LIS program of Holy Cross of Davao College, an archdiocesan institution located in Davao City. It recounts the changes in the LIS curriculum that led to the development of the BLIS program, including the HCDC-BLIS vision-mission statement, LIS faculty members since 1994, LIS student organization officers and student activities, performance of the graduates in the LLE, linkages established by the BLIS program, and the evolution of the program's logo as part of its history. The data presented are based on the office records, program reports, experiences of the institution, and results of the LLE released by the Professional Regulation Commission.

Keywords: Bachelor of Library and Information Science, LIS curriculum, Library and information science education, Library education and training, Philippines

BLIS VISION-MISSION STATEMENT:

VISION: HCDC-BLIS envisions an archdiocesan catholic LIS (Library and Information Science) school that produces globally competitive professionals.

MISSION: HCDC-BLIS is committed to provide quality and excellent instruction in order to prepare Christian value-laden graduates who are responsive to the needs of the community and society.

HCDC-BLIS HISTORY

The vision to open a library science program in Holy Cross of Davao College (HCDC) was conceived in 1994. HCDC opened the program when it celebrated its 43rd Founding Anniversary. Prof. Teresita O. Eco, the high school librarian, initiated the application for the offering of the library and information science (LIS) program. Prof. Eco was a full-fledged Master of Science in Library and Information Science (MSLS) degree holder from the University of San Carlos, Cebu City. Her co-librarians supported her in the submission of the needed requirements to the Commission on Higher Education (CHED).

When CHED approved the offering of library science as one of the subjects in the Bachelor of Science in

Education (BSED) program, it was at this time that the said program had an additional major. Simultaneously, in the same year, library science subjects were also offered as one of the subjects under Liberal Arts. Eventually, it became the Bachelor of Arts major in Library Science program.

After four years, both programs produced graduates with a major in library science. However, when Republic Act No. 6966, known as The Philippine Librarianship Act, was enacted into law, it mandated that library science graduates are required to take a licensure examination to practice the librarianship profession. This led to the faculty of library science's decision to revise the curriculum due to the licensure examination requirements. In 2000, the administration phased out the Bachelor of Arts major in Library Science and BSED major in Library Science programs. The school administration transformed the library science programs into the Bachelor of Science in Library and Information Science (BSLIS) program as approved by CHED Region Office XI. Though not a densely populated program as indicated in the enrolment, it produced graduates for the first batch of the BSLIS program in October 2003 and in March 2004.

FACULTY COMPLEMENT

The first faculty members of BSLIS who nurtured the

program were: Prof. Restituta D. Macarayo, the former in-charge and coordinator of the BSLIS program before October 2002, currently, the Knowledge Development Center (KDC) librarian at the University of Southeastern Philippines (USEP); Miss Ligaya Marquez, the Director of Libraries (now deceased); Mr. Felix Bolocon, the Audio-Visual and IMC in-charge (now retired); Dr. Briccio Merced Jr., the university librarian of the University of the Philippines-Mindanao Campus; Engr. Eduoard Villegas, Internet in-Charge and Systems Engineer of HCDC; and Mrs. Teresita O. Eco, the former HCDC Librarian and former university librarian of USEP (now deceased).

In June 2003, HCDC hired Prof. Angelita Achacoso Bisares (former IMC in charge of the Assumption College of Davao). She then held two key positions: the BSLIS Program Head (from June 2003 to November 2012) and OIC-Director of Libraries (from January 2004 to 2005). All of the faculty members who served the program as part-time instructors were all practicing librarians and were actively involved in professional organizations. They enriched the students with the theories and their actual experiences in librarianship training. The efforts and hard work showed in the results of the past licensure examinations for librarians. To attest to this, in 1999, HCDC ranked 18th, in 2001, ranked 14th, and in 2002, ranked 11th of the top-performing library schools of the country. Most of the HCDC library science graduates were employed even before they acquired their licenses. New graduates were employed as librarians or as a librarians-in-charge of various institutions. They work not only in our city but also in the other regions of our country.

The program head directly reports to the Dean of College under Dr. Doroteo O. Amora. Then a structural change happened. The administration subdivided the university into five colleges: College of Education; College of Engineering; College of Maritime Education; College of Business; and College of Arts and Sciences (CAS). The BSLIS program then belonged to the CAS and when the institution has undergone a structural change, the program head reports directly to the dean of the CAS.

For school year (SY) 2005-2006, pursuant to CHED Memorandum Order (CMO) no. 8, series of 2005, HCDC offered a new curriculum for the Bachelor of Library and Information Science (BLIS) program effective June 2005. The curriculum was revised and implemented in SY 2006-2007. The BLIS faculty line-up in SY 2006-2007 included: Angelita A.

Bisares; Felix Bolocon; Restituta Macarayo; and Ligaya Marquez.

In SY 2007-2008, the school administration hired Prof. Melinda Belangel-Alba as a part-time instructor. In 2009, the school hired Mr. Denan Carino as a substitute instructor for Prof. Belangel-Alba during her maternity leave.

In SY 2009-2010, an institutional structural change in the academic organization resulted in the creation of the five colleges. The BLIS program was still under CAS with Dr. Raymundo P. Pendor as dean. Upon the retirement of Dr. Pendor in 2008, Dr. Cristina M. Pendor took over. All the deans directly report to Dr. Hernane I. Carillo, the Vice-President for Academic Affairs. In November 2012, Mrs. Rufina S. Balansag was hired and joined the faculty line-up.

LLE REVIEW PROGRAM

The BLIS program conducted an in-house review for the BLIS graduates in preparation for the Librarian Licensure Examination (LLE). The program held the said activity every Sunday only due to the conflict of schedules. It usually starts in August until November of each year to prepare BLIS graduates to hurdle the LLE which was usually conducted every second week of November by the Professional Regulation Commission (PRC).

Due to the need of some graduates from other library schools to attend review classes, the review program was opened for participants who graduated from other institutions. In 2014, however, Rev. Msgr. Julius C. Rodolfa, the school president, issued a memo that no activity is allowed inside the school campus on Sundays. Hence, no in-house review was further conducted.

STUDENTS AND ALUMNI

In 2010, some best practices of the program were determined:

- Designing a Stewardship Program;
- Conducting annual library benchmarking or library visit or educational trip for all BLIS students;
- Conducting the acquaintance program held outside the school campus integrating with the Sports Fest Activities which the students find it enjoyable, liberating and has enhanced camaraderie among them; and
- Non-screening in conducting institutional activities (no selection) like cheer dance during intramurals as long as the students are able, willing and committed to participate. In activities where massive participation is needed, all

students are encouraged to participate.

e. Librarian Licensure Examination

In the November 2010 LLE, the BLIS program produced four passers with a topnotcher, Miss Aldianne Joy Ambit, who placed second with a rating of 87.05%. Alongside Ms. Ambit, the following were passers of the LLE: Ms. Aisa Balico; Ms. Gina Malanog; and Mr. Erwin Rhui Ojaldon. After the results of the LLE were released, the BLIS program commemorated the National Book Week and Library and Information Services Month through a motorcade for the first time. Prof. Bisares spearheaded the said activity.

In the November 2012 LLE, the HCDC BLIS program produced another topnotcher in the person of Ms. Genevieve L. Vivero, who got fifth place with a rating of 86.15%. The following are the other HCDC-BLIS passers: Cristine C. Abarquez; Evan Jhon A. Bagayo; Maricel F. Calipayan; Julie G. Gasapo; Joan B. Lagare; Emmalyn A. Latigay; Mary Joy A. Repil; Raquel C. Sedentario; Mildred A. Solijon; and Rochel A. Villar.

Based on the results of the LLE last November 2012, there were 31 takers from HCDC-BLIS. But the actual HCDC takers were only 25 HCDC BLIS graduates: 8 first-time takers and 17 repeaters. However, the program head personally checked with the PRC Regional Office in Davao. The error was due to the non-encoding of the applicant online. Hence, PRC assigned some takers to the school of each applicant who did specify their respective schools. To refrain from committing the error, the PRC Office (through the Application Section) advised the future applicants to encode applications for examination through their website.

In 2012, a full-time program head of the Office of the BLIS Program was appointed by the former head librarian Prof. Bisares effective second semester of SY 2012-2013. From 2003 to 2012, Prof. Bisares held a dual position—both as BLIS Program Head and as the Head Librarian of HCDC Learning Resources Center.

Due to the retirement of Dr. C. Pendor as dean of CAS in January 2014, Dr. Grace M. Castigon took over the deanship of the CAS. In SY 2014-2015, effective June of 2014, Prof. Bisares was appointed again as Head Librarian, the position of the College Library (on a marked assignment) at the same time, program head of the BLIS program. As the head librarian, she directly reported to Dr. Luzviminda N. Ates, the Director of Student Life and Services.

The following are the BLIS program Library Science Organization (LISCO) officers for SY

2014-2015: President: Etel Ella Mae Hinampas; Vice-President: Fatima June Tagan; Secretary: Jinalyn Amolato; Assistant Secretary: Anna Christine Inocando; Treasurer: Shireslyngrace Superal; Assistant Treasurer: Lovely Mae Carillo; Business Manager: Kim Bryan Pizaña; Auditor: Marielle Bulaong; Public Information Officer (PIO): Michele Esguerra; and SSG Representatives: Jolina Maureen Navales, John Miguel Jabines, and Maria Linda Pilan.

In SY 2014-2015, the BLIS program organized the first officers of Interns. The following were the officers: President: Ms. April Mae B. Delola; Vice President: Janyl C. Bautista; Secretary: Jesa Jessah B. Elevencione; Acting Secretary (2nd semester): Ladie Mae S. Barcoso Treasurer: Rose Marie M. Lim; and PIO: Michele M. Esguerra. In 2014, the BLIS program was represented in the Yearbook Staff by Ms. Fatima A. Tagan. When this batch took the LLE, it produced the second placer in the person of Ms. April Mae Delola.

HCDC-BLIS has maintained the following linkages and networking to keep abreast of the needs of the times:

- a. Assumption College of Davao (ACD)
- b. Ateneo de Davao University (ADDU)
- c. Davao Doctors College (DDC)
- d. University of South-Eastern Philippines (USEP)
- e. Department of Social Welfare and Development (DSWD)
- f. Mindanao Development Authority (MinDA)
- g. Philippine Agency for Community and Family (PACAF)
- h. Davao City Library & Information Center
- i. Saint Alphonsus Theological and Mission Institute (SAT-MI)
- j. Knowledge Development Center (KDC).

HCDC-BLIS has also collaborated with the following professional groups:

- a. Davao Colleges and Universities Network (DACUN)
- b. Philippine Librarians Association, Inc. (PLAI)
- c. Philippine Accrediting Association for Schools Colleges and Universities (PAASCU)
- d. Mindanao Alliance of Educators of Library & Information Science (MAELIS)
- e. Council of Deans and Heads of Library and Information Science Schools (CODHLIS), and
- f. Philippine Association of Teachers of Library and Information Science, Inc. (PATLS).

In 2016, the administration renamed CAS to the College of Humanities, Social Sciences and Communication (HuSoCom) with the appointment of the new dean, Dr. Teresa P. Fabiania. The BLIS Intern Batch 2016 held the first pinning ceremony at the

HCDC Sedes Sapientiae Auditorium. It was also in 2016 that HCDC-BLIS produced the second placer in the LLE for the third time. The event was conducted with a motorcade and the Eucharistic Celebration of the Mass in time during the National Book Week and Library and Information Services Month celebration. The program head accompanied the LLE topnotcher to the oath-taking ceremony on October 24, 2016, for the newly licensed librarians at the Century Park Hotel Manila. The passers also had the opportunity to tour the Malacañang Palace and the museums in Intramuros.

On November 10, 2016, the BLIS program held the following activities:

- a. The program head attended the PAASCU General Assembly and received the John Meany Award at the Century Park Hotel; and
- b. The BLIS Interns assisted the secretariat during the PLAI-National Congress held on November 22 to 25 at the SMX Convention Center, Davao City.

On March 29, 2019, the whole college celebrated the first HuSoCom Graduation Ball and Internship Culminating activity at the Grand Men Seng Hotel. The college invited representatives from the different linkages of the internship program.

In SY 2017-2018, with the support of the leadership of Fr. Russell A. Bantiles, the Vice President for Academic Affairs, the BLIS program pushed for the construction of the new BLIS laboratory. This school year, the BLIS program hired Mrs. Isaval Mae C. Monterde as full-time faculty. It was the first time that the BLIS program has hired full-time faculty members.

On July 2, 2018, the BLIS office was transferred from the left wing of the third floor in the HCDC Gymnasium to the sixth floor of the Sta. Ana Building (new building) along Sta. Ana Avenue. The administration provided the BLIS program with an office and laboratories. Plans and lay-out for the laboratory provided the following: a) Mini-Library; b) BLIS Computer Laboratory; and c) Technical Conservation / Restoration Laboratory facilities. The BLIS development plan includes the furniture and equipment.

This year, all educational programs of HCDC, including the BLIS program, has undergone a revision of its curriculum. The first batch will finish on SY 2021-2022. The BLIS program adopted the new general education subjects mandated by CHED. The institution changed the curriculum due to the

implementation of the K to 12 program. Based on CMO no. 24, series of 2015, the BLIS curriculum was revised effective SY 2018-2019.

In 2018, the HCDC-BLIS program produced 13 new librarians who passed the LLE conducted by PRC on September 19 and 20. On September 15, 2018, another event was the organization of the first HCDC BLIS Alumni. The following officers were elected: President: Mrs. Gresiel Ferrando; Vice President: Ms. April Mae B. Delola; Secretary: Ms. Rochel Villar; Treasurer: Mrs. Karen Jearim C. Abanil; Business Manager: Mr. Gleen Dagohoy; PIO: Ms. Leny Lasmarias; and Auditor: Mr. Janyl C. Bautista. There were 21 alumni who attended the meeting.

In SY 2019-2020, the following are the BLIS faculty members: Angelita Achacoso-Bisares; Isaval Mae Calunsag Monterde (full-time); Mirafe Beldad (part-time); Mary G. Lariosa (part-time); and Genevieve Vivero-Tagudin (part-time). The school administration transferred the office of the BLIS program from the College of HuSoCom under the new Dean and Vice President of Academic Affairs Dr. Teresa P. Fabiania to the College of Engineering and Technology (CET) under the OIC Dean Prof. Owen B. Pilongo. In August 2020, Fr. Russell Bantiles retired as vice-president for Academic Affairs. Dr. Fabiania performed dual roles as Dean of the College of HuSoCom and the Vice President for Academic Affairs.

Beginning in March 2020, the institution suffered from the effects of the COVID-19 pandemic. Unprepared, everyone left the school campus, and HCDC started to conduct classes online. The school experienced deep financial crisis. In August 2020, the administration retrenched 69 employees. The Basic Education Department also ceased its operation in May 2021. In SY 2019-2020, the administration created the Transitional Academic Period (TAP). It bridged the time gap due to the unexpected change of the school calendar opening from June to August. Hence, the first semester of SY 2020-2021 commenced from August until December 2021. The BLIS program hurriedly conducted online training for the faculty on handling classes online and creating modules and hand-outs. HCDC offered TAP packages for faculty: a) Package 1: Module Writing – 6 units; b) Package 2: Online training + hand-outs; c) Package 3: 2 subjects loads; and d) Package 4: training facilitators. The BLIS faculty opted to have package number 2 to attend the online training. The administrators conducted the training to equip the faculty in handling the online classes.

On September 1, 2020, the administration ceased the appointment of Prof. Bisares as the BLIS Program Head. She endorsed the BLIS Office to the Office of the CET OIC Dean, Mr. Owen Pilongo, MIT. The school administration transferred Prof. Bisares to the HCDC Library as the Head Librarian. However, she continued to be a faculty in the BLIS Program. Members of the faculty were encouraged to attend online webinars by library associations such as CODHLIS, PATLS, and other organizations such as CHED for updates. HCDC programs also conducted in-house seminars to enhance competencies.

In November 2020, HCDC declared that the school is on the verge of bankruptcy. The HCDC administration encouraged all employees to apply for early retirement by December of 2020. In January 2021, simultaneous with the new structure, another change transpired. Due to the few enrollees in the BLIS

program, the administration transferred the BLIS Office to the old e-library beneath the HCDC Gymnasium. PRC issued a resolution to defer the conduct of the LLE. Hence, there were no takers of the licensure examination for librarians nationwide.

In addition, the HCDC administration adopted a new structure. They renamed and dissolved some administrative positions like the deanship position. The administration appointed Mr. Owen B. Pilongo, the former OIC-Dean of CET program as Head of the Bachelor of Information Technology (BSIT) program. He subsumed the BLIS program. The BLIS faculty line-up for the second semester of SY 2020-2021 presently handling the LIS subjects are Professors Isaval Mae C. Monterde, Zenaida D. Sayson, and Genevieve Vivero-Tagudin. All of them are on part-time faculty provisions. Table 1 presents the faculty line-up from SY 2003-2004 to 2020-2021.

Table 1

Faculty Line-Up from SY 2003-2004 to SY 2020-2021

SY 2002-2003 TO 2006-2007 a. Angelita A. Bisares, MSLS b. Felix L. Bolocon c. Teresita O. Eco, MSLS d. Restituta D. Macarayo, MSLS e. Briccio M. Merced, Jr., PhD f. Engr. Edouard Villegas	SY 2007-2008 a. Mrs. Melinda B. Alba, MLIS b. Mrs. Angelita A. Bisares, MSLS c. Mr. Felix Bolocon d. Briccio M. Merced, PhD e. Mrs. Restituta D. Macarayo, MSLS f. Mr. Ernesto Tomas, jr g. Engr. Edouard Villegas
SY 2008-2009 a. Engr. Kim Andagan b. Mrs. Angelita A. Bisares, MSLS c. Mr. Felix Bolocon d. Ms. Melinda B. Alba, MLIS e. Mrs. Restituta D. Macarayo, MSLS f. Briccio M. Merced, Jr., PhD	SY 2009-2010 a. Mrs. Angelita A. Bisares, MSLS b. Mr. Felix L. Bolocon c. Dr. Denan Cariño d. Ms. Melinda B. Alba, MLIS e. Mrs. Restituta D. Macarayo, MSLS f. Briccio M. Merced, PhD
SY 2010-2011 Faculty handling LIS Major Subjects a. Mrs. Melinda B. Alba, MLIS b. Mrs. Angelita A. Bisares, MSLS c. Mr. Felix L. Bolocon d. Mr. Restituta D. Macarayo, MSLS e. Briccio M. Merced, Jr., PhD Other Faculty assigned in the BLIS Program a. Prof. Ernesto Tomas b. Prof. Albert Musico	SY 2011-2012 Faculty handling LIS Major Subjects a. Mrs. Melinda Alba, MLIS b. Mrs. Angelita A. Bisares, MSLS c. Mr. Felix Bolocon d. Mrs. Restituta D. Macarayo, MSLS e. Briccio . Merced, PhD f. Engr. Kim Andagan Other Faculty Assigned in the BLIS Program a. Mr. Albert Musico b. Mr. Ernesto Tomas

SY 2012-13 Faculty Teaching BLIS Major Subjects a. Balansag Rufina , MSLS b. Bisares, Angelita A, MSLS. c. Bolocon, Felix L. d. Calunsag, Isaval Mae e. Desabilla, Anne Frances f. Macarayo, Restituta D.,MSLS Other Faculty Assigned in the BLIS Program a. Andagan, Kim b. Musico, Albert c. Tomas, Ernesto, Jr. d. Toleran, Jeffrey	SY 2013-14 Faculty Teaching BLIS Major subjects a. Mrs. Balansag, Rufina S., MSLS b. Mrs. Bisares, Angelita A, MSLS. c. Ms. Calunsag, Isaval Mae d. Mr. Bolocon, Felix L. e. Mrs. Desabilla, Anne Frances f. Mrs. Macarayo, Restituta, MSLS g. Engr. Andagan, Kim h. Engr. Polestico, Gernante Other Faculty Assigned in the BLIS Program a. Mr. Toleran, Jeffrey b. Mr. Tomas, Ernesto
SY 2015-2016 Faculty handling LIS Major Subjects a. Mrs. Rufina S. Balansag, MSLS b. Mrs. Angelita A. Bisares, MSLS c. Mr. Felix L Bolocon d. Mrs. Isaval Mae C. Monterde e. Ms. Mary G. Lariosa, f. Ms. Genevieve L. Vivero Other Faculty Assigned in the BLIS Program a. Ms. Cupidlyn Banoyo b. Mr. Albert Musico c. Mr. Mark Suico d. Mr. Jeffrey Toleran e. Mr. Ernesto Tomas	SY 2016-2017 Faculty handling LIS Major Subjects a. Mr. Felix Bolocon b. Mrs. Rufina S. Balansag, MSLS c. Mrs. Angelita A.Bisares d. Ms. Mary Lariosa e. Mra. Isaval Mae Monterde f. Ms. Genevieve Vivero Other Faculty Assigned in the BLIS Program a. Ms. Cupidlyn Banoyo b. Mr. Albert Musico c. Mr. Mark Suico d. Mr. Jeffrey Toleran e. Mr. Tomas Ernesto
SY 2017-2018 a. Mrs. Angelita A.Bisares b. Mrs. Rufina Balansag c. Ms. Mirafe Beldad d. Mrs. Isaval Mae C. Monterde e. Mrs. Mary G. Lariosa f. Mrs. Genevieve Vivero	SY 2018-2019 a. Engr. Kim Andagan b. Mrs. Rufina S. Balansag c. Mrs. Angelita A.Bisares d. Ms. Mirafe Beldad e. Mrs. Isaval Mae C. Monterde f. Mrs. Mary G. Lariosa g. Mrs. Genevieve Vivero-Tagudin
SY 2019-2020 a. Mrs. Angelita A.Bisares b. Ms. Mirafe Beldad c. Mrs. Isaval Mae C. Monterde d. Mrs. Mary G. Lariosa e. Mrs. Genevieve Vivero-Tagudin	SY 2020-2021 a. Mrs. Isaval Mae C. Monterde b. Mrs. Zenaida D. Sason c. Mrs. Genevieve Vivero-Tagudin

Table 2 presents the graduates of HCDC-BLIS program who passed the LLE from 2001 to 2019. Table 3 presents the performance of HCDC in the LLE from 2010 to 2019.

ACADEMIC CRESTS, SEALS AND LOGOS

The HCDC Logo is reflected in the official communications of the BLIS program as a member of

the HCDC Community, it is inherent to adopt the abovementioned logo in all its official communications. The HCDC 60th Anniversary Logo was used especially during the 60th anniversary of HCDC.

As a program belonged to the CAS until 2019, the BLIS program acknowledged the CAS by reflecting

Table 2*HCDC BLIS Roster of Librarians from 2001 to 2019*

November 2001 Badar, Janice Manon-og Balite, Winda Laurente Belangel, Melinda Blando De la Cruz, Jennie Avenion Delcon, Corazon Villegas Lingatong, Alice Rebuta Magno, Rizza Paul Martinez, Lea Christine Gonzales	November 2002 Escalante, Annabelle Loren Fabicon, Germie Magoncia Garrote, Ruth Tajantajan Gonzales, Jenny Marice Zafra Hofitena, Carlo Mario Aquino Pelayre, Jude Maratas Quinoveba, Alne DagmiL Suaybaguio, Vergel Ruelo Repil, Joan Narisma	November 2003 Escaros, Ethel Luardo Escuyos, Fe Tuling Magdadaro, Belly Llanos	November 2004 Alfaro, Fretzie Flores Bastasa, Ma. Reggie Ranay Cuevas, Karen Jearim Muana
November 2005 Batulan, Liza de la Torre Comonal, Janice Balondo Sacare, Lydia Natinga	November 2006 Cabana, Mae Ann Mendoza Calunsag, Isaval Mae Itao Canang, Cindy Marcos Gelmo, Mustiola Resomadero Gripo, Analou Duclan Jugador, Chester Jethro Clint Lamoste, Meralo Amparo Lubiano, Leah Carillo Ramirez, Mary Janet Miguel Sabelino, Joan Rescallar Suhayon, May Gomez	November 2007 Arendaing, Flora Mae Dupa Rodis, Irene Mamaril (earning 18 units only)	November 2008 Fernando, Gresiel Esquadra Gador, Roxenne Villar Guimba, Alessandra Agan
November 2009 Canang, Rhea Marcos Dominguez, Zenaida Galendez Senit, Patty Abregana Niar, Annie Grace Bayog	November 2010 Ambit, Aldiane Joy Basale - 2nd Place Balico, Aisa Redondeiz Malanog, Gina Limsan Ojaldon, Erwin Roy Taleo	November 2011 Mercado, Kiara Keren Roncesvalles Sarita, Emelita Canoy	November 2012 Abarquez, Cristine Calago Bagayo, Evan Jhon Advincula Calipayan, Maricel Ferrando Gasapo, Julie Galve Lagare, Joan Bustillo Latigay, Emmalyn Asares Repil, Mary Joy Narisma Solijon, Mildred Anino Villar, Rochel Alo Vivero, Genevieve Losegro - 5th Place
November 2013 Capa, Ellen Joy Marin Colanse, Liezel Tuico Dagohoy, Gleen Manulat Gapas, Cherry Gil Acaso Ibañez, Noredith Kaye Cordero Mehoy, Genna Masong Napoles, Jacqueline Buala Remulta, Ronelyn Roa	April 2014 Goc-ong, Ma. Chieves Bansag Lasmarias, Lenny Barcoso Ortilano, Lovelyn Samonte	April 22-23, 2015 Roselyn Mercado Jerralyn Sato April Shalom Luis Mabascog, Shella Mendoza, Annabel (earning units who proceeded to masteral)	September 20-21, 2016 Abordo, Cyndiarrelle G. Alibango, Jayson R. Anunciado, Roanne Mae Aresco, Key S. Bagol, Cecilia Banggat, Shenes C. Barcoso, Lorhen V. Bautista, Janyl C. Broca, Lovely Rose C. Buenafe, Christi Frank Von Cañete, Anthony P. Cordero, Joy Lou Marie M. De Los Nieves, Cualecca B. Delola, April Mae B. – 2nd Place Gatchalian, Fe Susana C. Goc-Ong, Charles Nieven Jane B. Gomez, Mary Ann Joy B. Hinampas, Etel Ella Marie F. Inocando, Anna Christine C. Lim, Rose Marie M. Magdoby, May Ann Joy B. Pilan, Maria Linda C. Pioso, Claire Ann Quinte, Lorina Superal, Shireslyng A. Tagan, Fatima June A.
September 19 & 20, 2017 Camporedondo, Roquiza Sevilla Duran, Edlyn Perez Elevecione, Jesa Jessah Borres Gemilga, Christine Mae Gevero Jabines, John Miguel Cuizon Lastimado, Donna Joy Villareal Magdamo, Claire Ann Magdoby, Charez Joy Bandigan Mosquito, Roscent Navales, Jolina Maureen Paderanga Oljol, Giselle Jade Feca Ortillano, Liezel Pizaña, Kim Bryan Ochea Pringase, Gina	September 18 & 19, 2018 Anna Joyce Alfornon Argyll Almonte Danielle Anne Balolong Alma Mae Cabilin Myrem Dacuno Lemuel Gregori Jennifer Alsie Marasigan Charmaine Grace Palapas Fe Pedrosa Rosa Mae Perales Jerome Procorato Cielo Ruth Taboada Judylyn Urquiza	September 10-11, 2019: <i>New Takers: 83.33%</i> <i>National Passing: 55.18%</i> Aure, Ella Lea Mae Prochina Booc, Fritche Anne Lim Camanse, Almera Bitang Dela Vega, Helen Mariz Zosa Dotillos, Vanessa Reign Tagudin Funtecha, Rodelyn Sevileno Justol, Trixia Anne Cordero Rodriguez, Jeffrix Alboroto Asejo, Kathrina Dango Omandam, Lorie Ann Ybanez	

Table 3*Institutional Summary of LLE Results from 2010 to 2019*

YEAR	FIRST TIMERS				REPEATERS				OVERALL PERFORMANCE				NATIONAL PASSING
	PASSED	FAILED	TOTAL	% PASSED	PASSED	FAILED	TOTAL	% PASSED	PASSED	FAILED	TOTAL	% PASSED	%
2019	10	2	12	83.33%	0	9	9	0%	10	11	21	47.62%	55.18%
2018	13	7	20	60%	0	8	8	0%	13	15	28	46.43%	49%
2017	13	2	15	86.67%	3	8	11	27.27%	16	10	26	61.54%	60.28%
2016	20	5	25	80%	6	10	16	37%	26	15	41	63.41%	64.74%
2015	3	6	9	33.33%	1	6	7	14.29%	4	12	16	25%	45%
2014	1	1	2	50%	2	11	13	15.38%	3	12	15	20%	27.97%
2013	6	6	12	50%	2	9	11	18.18%	8	15	23	34.78%	45.80%
2012	7	4	11	63.64%	5	15	20	25.00%	12	19	31	38.71%	47%
<i>Actual HCDC-BLIS Performance in 2012 (there were five passers who were included in the list, but were not graduates of HCDC)</i>													
2012	7	1	8	87.50%	4	13	17	23.53%	11	14	25	44%	47%
2011	2	3	5	40%	0	16	16	0%	2	19	21	9.52%	27.62%
2010	3	4	7	42.86%	1	11	12	8.33%	4	15	19	21.05%	27%

the college logo on all its official communications. In 2019, the BLIS program was transferred to the College of Engineering and Technology (CET) and the shift was also reflected in the logo use in official communications.

The first BLIS logo was created by Prof. Felix L. Bolocon, HCDC-BLIS faculty member. The revised BLIS Logo S.Y. 2013-2014 was created by Ms.

April Me Delola during her internship year in the college.

The newly adapted BLIS logo comes with the following elements: HCDC, Catherine Wheels, The Cross, Open book, Laurel Wreath, 1994, WWW icon, Five Marian Stars representing Ranganathan's Five Laws of Library Science and the color Lemon Yellow serving as the official color of the program.

*HCDC Logo**HCDC 60th Anniversary Logo**CAS Logo**CET Logo**Old BLIS Logo**New BLIS Logo*

New Logo

The library is a growing organism, and so is our logo. The following words, colors, and symbols now grace our new emblem.

Outer Circle:

BACHELOR OF LIBRARY AND INFORMATION SCIENCE

HCDC – Holy Cross of Davao College

The Spiked Wheel – Also known as Catherine Wheel; it is the principal symbol of St. Catherine of Alexandria, the patron saint of the Bachelor of Library and Information Science department

Inner Circle:

The Cross – The cross symbolizes Jesus Christ, our Savior, the center of our lives and all our endeavors. The cross reminds us of God's great love for us and of Jesus' triumph over sin and death. The red symbolizes the Holy Spirit who dwells within us, our sanctifier and giver of life. The Red Cross also depicts our belief of Jesus being conceived by the Holy Spirit.

Open book – It represents the library print materials and the modern thinking that libraries are not just for storing books, but for providing the users access to these books. In history, books were often chained and are enclosed in glass cases to preserve them and to prevent their loss. Nowadays, most libraries are embracing the concept of open shelves while still conducting activities that protect and preserve library materials.

Laurel Wreath – It represents the department's advocacy for excellence and pursuit of continuing professional education and development among information science professionals.

1994 – The year when the Library and Information Science program was founded in HCDC.

WWW Icon – It represents the non-print materials, electronic information resources, internet-based resources and the integration of the information communication technology in performing library operations.

The Five Marian Stars – The symmetric six-pointed blue stars symbolize Mary, Mother of the Redeemer, our luminous hope and guide towards salvation. The stars are five in number in order to represent the profession's foremost guiding principles in operating a library system, Dr. S.R. Ranganathan's Five Laws of

Library Science, to wit:

1. Books are for use
2. Every reader his/her book
3. Every book its reader
4. Save the time of the reader
5. The library is a growing organism

The first three of these laws are situated on the right panel together with the open book to emphasize the need for the users to gain full access to library items that will be useful to them.

The other two are situated on the right side panel together with the WWW icon in recognition of the role of technology in the provision of faster and more efficient services and in the realization of libraries that successfully adapt to the changes of the environment.

Lemon Yellow – The official color of the Bachelor of Library and Information Science program.

Quetzalcoatl:

The Aztec God of Learning

The Bachelor of Library and Information Science has Quetzalcoatl – “The Quetzals” – as its mythical creature to acknowledge his contributions in the early formation of literacy, books and libraries. *Quetzalcoatl* /,kɛtsəlkoˈɑːtl/ is one of the major Aztec deities of the ancient Mexican pantheon.



STUDENT ACTIVITIES:

1. Celebrated with a mass the Annual Fiesta of BLIS in honor of St. Catherine of Alexandria every November 25;
2. Presented researches in symposiums;
3. Has contributed articles to the following Newsletters: Masterpiece and The Exponent; The Official Newsletters of CAS/HUSOCUM and Engineering and Technology Programs;
4. Library Science Organization (LISCO) BLIS students conducted its Library Assistance Program (LAP);
5. Conducted regularly Community Extension Services (CES) to Philippine Agency for Community and Family (PACAF);
6. Processed/renewed memorandum of agreements among the linkages

BLIS FACULTY ACTIVITIES:

1. Produced promotional materials; collaborated with Social Communication Center (SCC);
2. Conducted promotional campaigns
3. Conducted Action Research, “Factors Influencing Students’ Performance in Librarians Licensure Examination.”
4. Developed the following:
 - 4.1. BLIS Office Manual and Procedures
 - 4.2. Internship Manual
 - 4.3. Laboratory Guidelines
 - 4.4. Instructional Materials, Modules and hand-outs
5. Updated syllabi for new courses
6. Devised new ways to meet online thru video call, Zoom, SMS, Messenger, Facebook
7. Attended networking activities, online training and webinars, association meetings, and assemblies.

DECLARATION ON AUTHORSHIP

This article was prepared by the author, who retired as program head of the BLIS program, and approved by Mr. Owen B. Pilongo, current program head of the BSIT and BLIS programs of HCDC.

DECLARATION ON CONFLICTING INTERESTS

The author declared no potential conflicts of interest with respect to research, authorship, and/or publication of this article.

DECLARATION ON SOURCES OF FUNDING

The author received no financial support for the research, authorship, and/or publication of this article.

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AUTHOR BIOGRAPHY

Angelita Achacoso Bisares has been working as the head librarian and the BLIS program head of Holy Cross of Davao College (HCDC) since 2003. She was employed as the head librarian of Assumption College of Davao for twenty years before she was employed in HCDC. She earned a Bachelor of Science in Education Major in Library Science at the University of Mindanao in 1983. She graduated with her Master of Science in Library Science at the University of San Carlos, Cebu City in 1994. She is now finishing her Doctor of Philosophy major in Educational Management at the Holy Cross of Davao College. She is an active member of the Philippine Librarians Association, Inc. (PLAI); a member of the Council of Deans and Heads of Library and Information Science Schools (CODHLIS) and the Philippine Association of Teachers of Library and Information Science (PATLS).



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The PhJLIS is published by the School of Library and Information Studies, University of the Philippines Diliman. ISSN 2719-0471 (Online)

The BLIS Program of Leyte Normal University

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Abstract

The paper presents the establishment of the BLIS program of the Leyte Normal University (LNU). Through Board Resolution No. 022, series of 2009, the LNU Board of Regents approved the opening of BLIS Program at the Leyte Normal University under the administration of Dr. Evelyn C. Cruzada. The pioneering batch of BLIS graduates were conferred with their degrees in March 2013 and took the Librarian Licensure Examination (LLE) in November 2013. In December 2020, the last batch of students under the old curriculum, prescribed by the Commission on Higher Education (CHED) through CHED Memorandum Order (CMO) no. 8, series of 2005, finished their degrees. At present, the BLIS program has already produced 180 graduates with 119 licensed professional librarians who are employed in various public and private schools.

Keywords: Bachelor of Library and Information Science, LIS curriculum, Library and information science education, Library education and training, Philippines

THE ESTABLISHMENT OF THE PROGRAM

In the late 70's, the Leyte State College (now Leyte Normal University or LNU) offered Library Science as a specialization in the Bachelor of Science in Elementary Education (BSEEd) program, and as a major subject in the Bachelor of Science in Education (BSE) and in the Bachelor of Arts curricula.

In 1990, it was phased out due to the retirement of two library science teachers. In September 2008, the former Chairman of the Board for Librarians of the Professional Regulation Commission (PRC), Ms. Elnora Conti, conducted a survey of the physical plant and facilities of the library, faculty and administration to determine whether LNU is capable of offering library science as a degree program. Based on the general evaluation of the survey, all items asked were complied.

She then encouraged the university to offer the program Bachelor of Library and Information Science (BLIS).

Through Board Resolution No. 022, series of 2009, the LNU Board of Regents approved the opening of BLIS during its March 2009 board meeting. It was in June 2009 that the former University President, Dr. Evelyn C. Cruzada, implemented the new curriculum. Mrs. Rhodora T. Navarro was designated as the Program Coordinator up to May 2017. Major subjects were handled by LNU librarians who were experts in this field. This included Mrs. Rhodora T. Navarro, Ms. Rosalinda N. Oreo, Mrs. Luzviminda F. Alcober and Ms. Hydelyn T. Navarra. Mrs. Yolanda C. Cabo from Eastern Visayas State University (EVSU) was also invited to teach as a part-time instructor.

In July 2013, an unannounced survey visit was conducted by one of the members of the PRC Board for Librarians, Arabella Ananoria. Among the areas that were given commendations were the library facilities, student services, and the curriculum. On the other hand, she observed that the program did not have full-time faculty members and thereby recommended that this be addressed immediately. Indeed, this was given prompt attention by the LNU Administration. At present, the BLIS Program has two full-time faculty members, Ms. Mary Ann S. Dalan and Prof. Rhodora T. Navarro, who also serves as the Program Head.

The pioneering batch of BLIS graduates were conferred with their degrees in March 2013 and took the Librarian Licensure Examination (LLE) in November 2013. In December 2020, the last batch of students under the old curriculum, prescribed by the Commission on Higher Education (CHED) through CHED Memorandum Order (CMO) no. 8, series of 2005, were able to finish their degrees. Most of these graduates are already working in their own field in various universities and colleges in the country. At present, the BLIS program has already produced 180 graduates with 116 licensed professional librarians who are employed in various public and private schools and offices.

In June 2018, LNU started its implementation of the new BLIS curriculum prescribed by CMO no. 24, series of 2015. In the same year, the BLIS program was awarded the Certificate of Program Compliance (COPC) by CHED. It also got a Level I Accredited Status from the Accrediting Agency for Chartered

Colleges and Universities of the Philippines (AACUP) in 2019.

MISSION AND VISION OF THE UNIVERSITY

LNU Vision:

A leading university of education
and diverse disciplines attuned
to local and global development needs

LNU Mission:

To produce top performing professionals
equipped to engage on knowledge
and technology production
so necessary to develop
a sustainable society

BLIS Program Mission and Vision:

To produce information specialists
equipped with the professional and
personal competencies necessary
to provide highest quality
of information services

CURRICULUM DEVELOPMENT

The BLIS faculty actively participates in the curriculum development and its revision. Because of the demand for licensed librarians in the region, the BLIS curriculum was crafted based on CMO no. 08, series of 2005. It was presented to and approved for implementation by the LNU Board of Regents in 2009. With the issuance of CMO no. 24, series of 2015, the curriculum underwent revision in 2018. The new curriculum was approved by the Board of

Table 1

Profile of Faculty Members

Name of Faculty Member	Educational Qualification	Position/Designation
RHODORA T. NAVARRO	- Bachelor of Science in Education major in Library Science - Master of Library and Information Science - Licensed Professional Teacher - Licensed Librarian	- Assistant Professor 1 - Designated as BLIS Program Head
MARY ANN S. DALAN	- Bachelor of Library and Information Science - Master of Library and Information Science (Candidate) - Licensed Librarian	- Instructor 1 - Designated as Unit Research Coordinator

Regents and CHED and was implemented during the first semester of school year 2018-2019.

PROFILE AND CONTRIBUTIONS OF THE FACULTY MEMBERS

The BLIS Unit is composed of two full-time faculty members who handle the LIS professional courses and Special Topics. Table 1 presents the profile of the faculty members.

CONTRIBUTIONS OF THE FACULTY MEMBERS

Although the BLIS program is relatively new in the University, its faculty members had already made significant contributions to the University. They served as facilitators and area committee members during the monitoring conducted by CHED and PRC. They were also instrumental in the attainment of COPC and of Level I Accredited Status by AACCUP for BLIS.

Aside from these, the faculty members devoted their time, effort and even personal resources to the conduct of review sessions for its graduates a few months before the annual licensure examination, thus producing professional librarians who are equipped with the necessary skills and competencies in the LIS profession.

STUDENTS AND ALUMNI

During the first year of implementation of the BLIS program, there were only few who enrolled since there was no promotional campaign done. But in the following year, there was an increase in the enrolment. From 2013 to 2019, there are already 180 students who were able to finish the program. Graduates are already employed in both public and private libraries and other agencies. Some of them are working in libraries where they had their internship.

Table 2

Performance of LNU Graduates in the LLE from 2013 to 2019

EXAM DATE	NATIONAL			LEYTE NORMAL UNIVERSITY				
	Total Examinees	Total Passers	Passing Percentage	Passing Performance	No. of Takers	First Timers	Re-takers	No. of Passers
SEPTEMBER 2019	1,024	565	55.18%	43.14%	49	25	24	22
SEPTEMBER 2018	951	466	49%	47%	51	40	11	24
SEPTEMBER 2017	904	545	60.28%	58.14%	43	27	16	25
SEPTEMBER 2016	1,140	738	64.74%	54.35	46	34	12	25
APRIL 2015	742	349	47.04%	45.83%	24	22	2	11
APRIL 2014	533	149	27.95%	0%	4	0	4	0
NOVEMBER 2013	834	382	45.80%	56.25%	16	16	0	9

SCHOOL PERFORMANCE IN THE LIBRARIAN LICENSURE EXAMINATION, 2013-2019

Table 2 presents LNU's performance in the LLE from 2013 until 2019.

OTHER ACTIVITIES:

RESEARCH AND OUTREACH PROGRAM

The BLIS faculty conducts research in line with the university's research agenda.

RESEARCH PROGRAM

The BLIS Faculty has two research studies which were published in the LNU research journal *Sanghiran*. These are the following:

1. Information-Seeking Behavior and Needs of the Bachelor of Elementary Education (BEED) Student Teachers of Leyte Normal University,

Tacloban City (Rhodora T. Navarro)

2. A Tracer Study of the Bachelor of Library and Information Science (BLIS) Graduates of Leyte Normal University, School Year 2013-2016 (Navarra, H; Navarro, R. Sanita, M.)

The BLIS students also conduct research during their fourth year in the program. Table 3 presents the titles of their completed studies.

COMMUNITY OUTREACH PROGRAM

The BLIS Program has its community outreach program through the LNU Community Extension Office even before LNU's adoption of a barangay. The first recipient was a far-flung barangay in La Paz town, 50 kilometers from the City of Tacloban. The BLIS students through the student organization, Book Enthusiasts, did

Table 3

Research Conducted

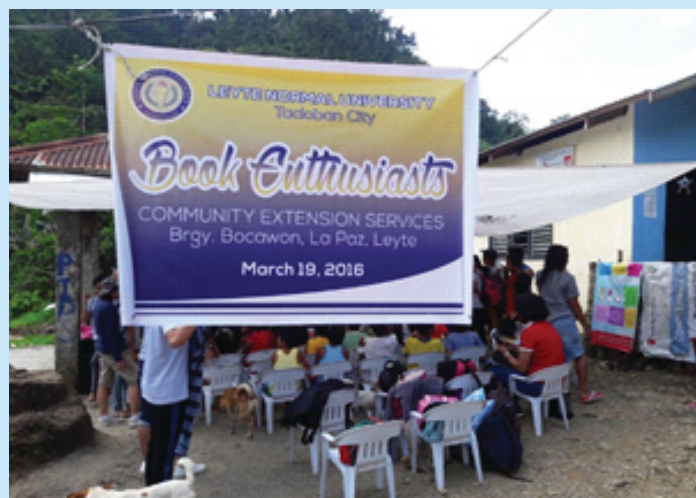
RESEARCH TITLE	RESEARCHERS	YEAR COMPLETED
The Utilization of the Undergraduate Library of the Leyte Normal University S.Y. 2015-2016	Fabicon, Donnabelle Gay Badilla, Jobe Grace Malate, Roselyn Cinco, Catherin	2015
Level of Satisfaction of Users in Leyte Normal University College Library S.Y. 2015-2016	Aguillo, Urika May Culminar, Rowena Fevidal, Neña Divina Mazo, Patrice	2015
The Staffing Pattern in One Public and One Private Academic Library	Beronio, Azenith Remo, Chara Jane Cabato, Lyca Jane Garcia, Rea Joy Paet, Ruby	2015
An Evaluation of the Library and Information Science Program of Leyte Normal University	Cagara, Angelica Daño, Camille Rose Almanzor, Maegan Lou Abajon, Ma. Elluisa	2015
Evaluation of the LNU Library Resource Center and Facilities	Albay, Ramoncito Bosa, Arian Daitol, Apple Grace Molabola, Joanne Sasi, Lauren	2015
Level of Satisfaction of Library Users of the Leyte Normal University Library S.Y. 2015-2016	Agang, Marissa Carilla, Rosario Elic, Neri Joy Ibayan, Ma. Niña	2015

storytelling among the children there and donated some books for the barangay reading center.

The university has an adopted barangay, which is Barangay San Miguelay in Sta. Fe, Leyte, where all academic units regularly hold various extension activities. One of the projects spearheaded by the BLIS Program is the construction and furnishing of a mini-library. Books and other reading materials were donated for the barangay reading center.

PLANS FOR THE FUTURE

The BLIS Unit plans for wider linkages on its internship program. It specifically aims to deploy its student interns to national and international libraries in order to provide them with more exposure and relevant experience in the industry that will hopefully absorb them after graduation.



Community outreach in Brgy. San Miguelay, Santa Fe, Leyte

Community outreach in Brgy. Bocawon, La Paz, Leyte

DECLARATION ON IMAGE USAGE RIGHTS

The authors have the right to use the photos included in the article.

DECLARATION ON CONFLICTING INTERESTS

The authors declared no potential conflicts of interest with respect to research, authorship, and/or publication of this article.

DECLARATION ON SOURCES OF FUNDING

The authors received no financial support for the research, authorship, and/or publication of this article.

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AUTHOR BIOGRAPHIES

Rhodora Trecene-Navarro is an Assistant Professor 1 of Leyte Normal University, Tacloban City, where she graduated her Bachelor of Science in Education major in Library Science (1984) and Master of Library and Information Science from the University of San Carlos (2012). She has been a College Librarian for seventeen years and LIS Educator from 2009 to the present. She was designated as Program Coordinator from 2009-2017, Program Head of the BLIS Program from 2017 to the present. She teaches Indexing and Abstracting, Organization of Information Sources, Research Methods in LIS, Educational Technology and Philosophies and Principles of Teaching. Her researches include tracer studies of BLIS graduates and information needs and seeking behavior. She has been elected as Secretary (2017-2018) and is the current President of Philippine Librarians Association Inc., - Eastern Visayas Region Librarians Council. She is also the Vice-President for Visayas of PLAI.

Mary Ann Sanita-Dalan is a licensed librarian. She finished her degree in Library and Information Science at Leyte Normal University (LNU) in 2014. She is now MLIS candidate at Cebu Normal University, Cebu City. She has been faculty at the Leyte Normal University's Library and Information Science Department since July 2017, and she handles selection and collection management, reference services, special and public librarianship, and information literacy subjects. She is currently affiliated as the research coordinator of the LIS Department in the same institution. Prior to her recent appointment at the LNU, she was a College Librarian at the San Lorenzo Ruiz College – Ormoc City. Her research interests include career trajectories of LIS graduates, information literacy, and reference services.



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The PhJLIS is published by the School of Library and Information Studies, University of the Philippines Diliman. ISSN 2719-0471 (Online)

The Library and Information Science Program of the Polytechnic University of the Philippines (PUP)

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Abstract

The Bachelor in Library and Information Science (BLIS) program was instituted in the Polytechnic University of the Philippines (PUP) in June 1978 under the College of Arts and Science which aimed to address the increasing needs of the society for competent and professionally trained personnel to work in the library. The BLIS program is designed to provide knowledge and skills in the management of library operations, the systematic organization, conservation, preservation and restoration of books, historical and cultural documents and other intellectual properties. The program includes topics on the basic principles and fundamental laws of library science as well as the appropriate use of information resources. It also teaches essential skills in the integration of information technology and management information system for effective organization, use and delivery of learning resource and services.

Keywords: Bachelor of Library and Information Science, Master in Library and Information Science, LIS curriculum, Library and information science education, Library education and training, Philippines

The Polytechnic University of the Philippines' (PUP) current four-year Bachelor in Library and Information Science (BLIS) program had its beginnings in 1978 during the 2nd Special Meeting of the Board of Trustees of the Philippine College of Commerce (PCC) under the then College President Pablo T. Mateo, Jr. The PCC was created in 1904 until its transformation in 1978 into a state university or the present-day PUP (Polytechnic University of the Philippines [PUP], n.d.a). PUP has consistently offered affordable but quality education to poor but deserving and qualified students. To date, the PUP is the biggest institution of higher learning in the

country, in terms of student population (68,249 as of 2014). It has three campuses in Metro Manila and 21 other campuses in other parts of the country, most of them located in Luzon.

Through Resolution No. 1490, the Library Science curriculum was created and the Bachelor in Library Arts (BLA) became a degree in June 1978 under the university's College of Arts and Science, aimed to address the increasing need for a formal library science education and the need of other institutions to have competent and professionally trained individuals to perform different phases of library work.

The BLA was treated as a ladderized program which offered and provided the following curricula designed to enable the students to acquire and avail themselves of library staff job targets at various levels:

One-Year course – Library Aide Certificate

Two-Year course – Library Technician Certificate

Three-Year course – Associate Librarian Diploma

Four-Year course – Bachelor in Library Arts

In 1988, the course changed its name from BLA to Bachelor in Library Science (BLS) and in 1991 it became known as BLIS. In 1993, the College of Arts and Science was split up wherein the BLIS remained under the College of Arts. In 2001 the BLIS modified its curriculum which was based on the recommendation of the Committee for the Revision of the Library and Information Science Curriculum (CURLIS) submitted to the Board for Librarians (BFL) of the Philippines.

On May 8, 2013, the school's President, Mr. Emanuel C. De Guzman, issued Memorandum No. 019, Series of 2013, authorizing the vertical articulation of the College of Education, mandating that all teacher education graduate programs would be transferred to the College of Education, including the Library and Information Science (PUP, n.d.b).

The PUP BLIS Program goes along with CHED Memorandum Order (CMO) no. 24, series of 2015 wherein minimum standard and other requirements set by the Commission on Higher Education (CHED) are implemented in the university. The program adopted the objectives of the above-mentioned CMO that which prepares the 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 (Commission on Higher Education [CHED], 2015).

The creation of the PUP Department of Library and Information Science was envisioned to be a training department for globally competitive librarians and information analysts. The department serves as a gateway to the development and production of professionals possessed with thorough knowledge and skills to address the information needs of the community.

In August 2017, a proposed revision of the BLIS curriculum, which was anchored on the standards set by CHED, was presented and was approved by university officials. Under the new curriculum, BLIS students were required to finish 21 core courses, 19

general education courses, 6 information and communications technology (ICT) courses, physical education courses, and the National Service Training Program (NSTP) (PUP, n.d.c).

At present, the University offers the four-year BLIS program and a Master in Library and Information Science (MLIS) program. The BLIS program is designed to provide knowledge and skills in the management of library operations, the systematic organization, conservation, preservation and restoration of books, historical and cultural documents and other intellectual properties. The program includes topics on the basic principles and fundamental laws of library science as well as the appropriate use of information resources. It also teaches essential skills related to the integration of information technology and management information system for the effective organization, use and delivery of learning resource and services.

Student Development

Some of the approaches used by the faculty members in teaching the program are classroom lectures to present and deliver the topics, as well as practicum exercises and tours to observe how libraries work and how different library operations are carried out to keep a library running smoothly. An orientation program is being conducted by the faculty during the first day of school aimed to motivate and develop students, and for the latter to love the course as well.

Also, during the first day of classes, a syllabus prepared by the faculty is presented to the students to obtain feedback regarding the assignments, topics covered, grading policy, other requirements, and house rules in the classroom. Discussion method is also used to create a dynamic interaction between the students and the professors. The semester would not be complete without a group project to involve students in their own learning, to create camaraderie among their classmates, to help them to be creative and resourceful, and to develop skills as part of the expected learning outcomes. Students are required to present their outputs through the use and integration of technology. For instance, they will present a video clip related to the assigned task to capture the attention of their classmates and to make the topic more interesting. The performance of students are evaluated through oral examination by means of graded recitation/oral defense; classroom participation and behavior and attendance. On their on-the-job-training, the students' supervisors, usually the one who handles the course, participate in the rating of students through the use of a rating instrument provided by the college. Outputs and

written assignments are graded by the teacher while practical application such as teaching/training practice is graded by the host library and by the faculty (Professional Regulation Commission [PRC], 2019). The students are also required to conduct and write an action research to develop their skills on research writing and become research oriented. They are trained to prepare and create a library development plan, a library project proposal, and a library manual. It is deemed necessary that the BLIS graduates are knowledgeable about the procedures involved in creating a library manual. In terms of practicum or on-the-job training, students are required to render and complete 150 hours service inside the campus library on the first semester of their third year, and another 150 hours training on their fourth year to each of the four types of libraries (i.e., academic, school, special, public).

On top of the academic and practical exercises, the students are also required to attend seminars organized by different professional organizations at least once in every semester. A number of BLIS students have also participated in the annual LIS Wizard, a national quiz bee organized by the Philippine Association of Teachers of Library and Information Science, Inc. (PATLS) which involves various colleges and universities. Likewise, the students have participated in other events such as the LIS Summit, National Book Week, College of Education Celebration Week, Library and Information Services Month activities. The LIS students are also actively participating in all of their community services and outreach programs. These include a project in a Barangay Reading Center in Peralta Street, Sta. Mesa, Manila. In their outreach programs, they conduct storytelling to students of select day care centers and visited the Correctional Institute for Women in Mandaluyong City.

The graduates have also performed well in the Librarian Licensure Examination (LLE) administered by BFL. The BFL was created by virtue of Presidential Decree No. 6966 also known as "The Philippine Librarianship Act" which was enacted into law on September 19, 1990. The Board conducted its first licensure examination on December 3, 1992 (PRC, n.d.). Based on the result of the LLE in 2019, PUP has the greatest number of produced licensed librarians with an overall performance of 74.60 percent among examinees, with 86.27 percent of the passers being first takers. To give honor to new licensed librarians from PUP, there are testimonial dinners for the PUP graduates. Aside from these activities and distinctions, there are also students who have received awards and

grants such as the Temasek Foundation Scale Exchange Students, the President's Lister and Dean's Lister awards, the College of Education Outstanding Scholar Student, among others.

After finishing the course, BLIS graduates are expected to perform the following tasks:

- Help the public access information within a library
- Check out books, magazines, eReaders, and other materials for patrons
- Search for, acquire, and provide information regarding various inquiries
- Help users navigate the Internet, make copies using a copier, and check in books
- Acquire, prepare, and classify materials
- Write abstracts and summaries
- Oversee the management and planning of libraries
- Negotiate contracts for services, materials, and equipment
- Supervise library employees
- Select and purchase materials from publishers, wholesalers, and distributors
- Enter classification information and descriptions of materials into electronic catalogs
- Analyze collections and compile lists of books, periodicals, articles, audiovisual materials, and electronic resources on particular subjects
- Collect and organize books, pamphlets, manuscripts, and other materials in a specific field, such as rare books, genealogy, or music
- Develop and index databases and help train users to develop searching skills

The PUP-College of Education ensures the individual and collective growth of the faculty of the Department of Library and Information Science by providing programs for their continuous growth in terms of skills and competencies. The university allotted a separate budget for the professional growth of the faculty members and administrative staff. Financial assistance is given to faculty and administrative staff to encourage them to attend conferences, seminars and activities to update and enhance their skills in the field of librarianship and information technology. They are also encouraged to pursue their graduate studies wherein the university would provide scholarships and financial assistance as a support for the professional growth of the faculty.

It is the primordial goal of the university to enhance and maintain capable faculty, cultivate outstanding teaching-learning environment; produce quality research wherein financial assistance is also provided by the university, creative works, and publications, and to tender service as advisers, consultants, resource

persons, paper presenters, reviewers, and officers of national and international professional organizations.

To date, the program is guided by seven part-time faculty members who are all practitioners and one full-time instructor. Four out of the eight faculty members have doctorate degrees and the remaining four are all MLIS degree holders who likewise serve as full-time librarians with supervisory positions from various institutions in the country.

Future Plans

It is with great pride that PUP is one of the universities that have produced professional librarians in the country who are equipped with the knowledge and skills to address the increasing information and data needs of the society. The students are taught and trained to become librarians who possess the ability to identify sources of information for the research needs of their clients, to create and design a library system to improve services, to encourage and promote reading to the younger generations, to create programs, services and activities that will enhance the ability of students to be more creative and resourceful, and to preserve and make information readily available to the communities they serve.

The University continuously and vigorously takes efforts to strengthen the PUP graduates in terms of knowledge, personal and professional competencies, as well as to raise the number of board passers during licensure examinations. With their in-depth theoretical and practical knowledge about library work provided to them by the University, PUP BLIS graduates are ready to face any or all challenges they face in their chosen careers, and are envisaged to contribute and make a profound difference in the lives of the people, communities and organizations they would be with.

DECLARATION ON CONFLICTING INTERESTS

The author declared no potential conflicts of interest with respect to research, authorship, and/or publication of this article.

DECLARATION ON SOURCES OF FUNDING

The author received no financial support for the research, authorship, and/or publication of this article.

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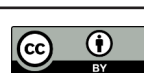
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AUTHOR BIOGRAPHY

Rhodora Robles-Julian finished her Bachelor's Degree in Library and Information Science (2000), Master in Library and Information Science (2012) and Doctor in Public Administration (2018) at the Polytechnic University of the Philippines, Sta. Mesa Manila. She started working in 2001 at Systems Technology Institute and, right after passing the Librarian's Licensure Exam in 2001, she entered into government service when she served as Librarian at the Philippine Statistics Authority (formerly known as National Statistics Office) from 2001-2015. After 15 years she was given an opportunity to transfer to the National Library of the Philippines as Librarian from 2015-2020, and in November 2020 she started to work as a full-time faculty member of the Polytechnic University of the Philippines under the College of Education in the Department of Library and Information Science. She is currently the Chairperson of the Department and Chief of the Extension Center of the College of Education. She also served as Library Consultant for the Taguig City University, contributor of the Ninoy Aquino Library and Learning Resource Center Journal, and part-time lecturer at the Graduate School-Master in Library and Information Science.



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The PhJLIS is published by the School of Library and Information Studies, University of the Philippines Diliman. ISSN 2719-0471 (Online)

A Brief History of the Library and Information Science Program of the University of the East

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Abstract

This paper details the history of the LIS program of the University of the East (UE). The College of Arts and Sciences closely works with the LIS faculty and alumni to strengthen the program and increase the number of students. They discuss plans and strategies to market the program and look for possible actions such as introducing its students to international activities for LIS students and encourage them to join international discussions on LIS education.

Keywords: Bachelor of Library and Information Science, Master of Library and Information Science, LIS curriculum, Library and information science education, Library education and training, Philippines

The University of the East (UE) was formerly known as the Philippine College of Commerce and Business Administration (PCCBA). It was established in September 1946 and is currently located at 2219 Claro M. Recto Avenue, Manila, Philippines.

The Library Science course was first offered as a minor or major subject under the College of Education during the school year (SY) 1952-1953. The first course was named as Library Science 1 – Elementary Reference with morning and afternoon sessions. Ms. Victoria F. Valenzuela-Ahrens Dorf, UE chief librarian from 1948 to 1957, handled the morning session composed of 18 students, while Dr. Concordia Sanchez taught the afternoon session with 17 students. There were eight students in the first batch of graduates of BSE major in Library Science, and 10 students in the batch of graduates of BSE minor in Library Science (Tampico, 2011).

The UE Library Science Club, the first Library Science student organization, was organized in 1953 with Mr. Lorenzo Barrela as president. However, it only existed up to 1972 due to the school administration's move to abolish all campus organizations (Tampico, 2011). In 1978, through the leadership of Mrs. Sarah De Jesus and assistance of Ms. Rosa Ricanor, the UE Library Science Alumni Association, Inc. was founded. In the following year, the first set of officers of the association was inducted into office. Unfortunately, the association did not survive for so long due to the lack of active support from the members. Fortunately, the alumni association was revived on April 10, 1983 during the first Library Science Alumni Homecoming event that was held at the UE Main Library (Tampico, 2011). The association is currently registered under the Securities and Exchange Commission with its new name, UE Library and Information Science Alumni Association, Inc. (UELISAAI).

Other developments in the program ensued in the following years. Dr. Juan C. Buenrostro, Jr., a visiting professor of Library Science in UE initiated the establishment of the Department of Library and Information Science under the College of Arts and Sciences in consonance with Republic Act No. 6966 otherwise known as the Philippine Librarianship Act. Eventually, the title of the program was changed from BSE major/minor in Library Science to Bachelor of Science in Library and Information Science (BSLIS) with Dr. Buenrostro as the first department chairman (Tampico, 2011). In 1996, the curriculum was revised to adapt to the latest trends. In 1997, Prof. Helen P. Jamin succeeded Dr. Buenrostro as the head of the department. In 2002, the university had its first batch of graduates under the renamed Bachelor of Science in Library and Information Science (BSLIS) program. Thereafter, Prof. Aquilino Abenojar took over as the department chairman in 2005 onward. In 2009, the curriculum was again revised, and the BSLIS program was changed to Bachelor of Library and Information Science (BLIS) in accordance with the Commission on Higher Education (CHED) Memorandum Order No. 08, series of 2005. This new curriculum contained competencies essential for effective provision and delivery of information to clients. In the year 2019, a new curriculum was released in compliance with CHED Memorandum Order No. 24, series of 2015, composing of LIS core courses, additional information and communication technology courses, special topics, LIS electives and a foreign language.

FACULTY MEMBERS

At present, the BLIS program is continuously operating under the university's College of Arts and Sciences, while the Master of Library and Information Science (MLIS) program is under the Graduate School of the university.

The faculty members of the Department of Library Science when it was still starting then were Prof. Narcisa F. Tioco (deceased), Prof. Nenita L. Agustin, Prof. Sarah De Jesus, Dr. Juan C. Buenrostro, Jr., Prof. Rufo Q. Buenviaje (deceased), Prof. Helen P. Jamin (deceased), Prof. Rene Salvania, and Prof. Aquilino M. Abenojar. Later, more professors were hired to teach in the BLIS and MLIS programs. They were Prof. Helen De Castro (deceased), Prof. Milagros Santos-Ong (deceased), Prof. Shirley L. Nava, Prof. Elvira Calig (now based in the United States), Dr. Wilhelmina Borjal, Dr. Angelina P. Resurreccion, Dr. Nora J. Claravall, Prof. Corazon M. Nera, Prof. Lourdes T. David, Dr. Rolando Lansingan, Prof. Marilou Diaz, Dr. Dolores Flora, Prof. Frederick Guerrero, and Prof. Dick Orense.

As the university continues to offer the LIS program, there is a new generation of faculty members who are also UE graduates. Currently, the faculty members are Prof. Aquilino Abenojar, Prof. Raymond Teodoro, Prof. Jessica Tampico, Prof. Venus Oruga, Dr. Dolores Carungui, Mr. Kevin Conrad Tansiongco, and Ms. Judy Mae Paampag.

STUDENT ACTIVITIES

Along with the changes in the curriculum, more active student engagements were in place. Through the initiative of Dr. Buenrostro, the UE Association of Students of Library and Information Science (UE-ASLIS) was established in 2004. UE-ASLIS is the university's recognized student organization of LIS students. Mr. Frederick Guerrero was elected as its first president, while Prof. Abenojar and Dr. Buenrostro served as the association's first advisers.

UE-ASLIS leads the students for all university-wide activities—from academic, literary, recreational, to sports, especially during pre-pandemic. For the students to be active in various professional activities of the LIS field, UE-ASLIS introduces various professional seminars and conferences where students can attend and participate. The association also joins and supports interschool activities, such as the annual LIS Congress organized by the University of the Philippines Library and Information Science Students Association. This gives an opportunity for UE students to get to know and collaborate with other LIS student organizations from different universities in the Philippines.

The student members are also active in collaborating with the UE Department of Libraries' activities—from onsite and virtual programs to the marketing of the department's programs and services. UE-ASLIS continues to organize forums and webinars that will enhance students' understanding of the LIS profession. The association invites alumni to share their experiences in a forum as a regular activity of the association. This will help encourage students to continue studying under the program. Scheduled educational tours to different libraries in Metro Manila were also organized. With the current pandemic, UE-ASLIS is planning to have library virtual tours for the students.

FACULTY AND STUDENT ACHIEVEMENTS

In SY 1996-1997, two library science students studied under a scholarship grant from the Philippine Association of Teachers of Library and Information Science, Inc. (PATLS). Moreover, UE students have participated in the annual PATLS-sponsored Library and Information Science Quiz Bee since 1992. The

contestants from UE would consistently garner top places in the quiz bee, which is joined by students from various LIS schools in the country. From 1992 to 1996, UE placed either as second or third, and in 1997 and 1998, UE became the champion. In 1999, UE's contestant got the second place. And in 2000, 2001, and 2010, brought back the trophy again as champion. At present, the university continuously send students to join the quiz bee, which is now known as the *PATLS LIS Wizard*.

In 2015, BLIS student Mr. Kevin Conrad T. Tansiongco was one of the chosen delegates for the Ayala Young Leaders Congress (AYLC) and the very first time that UE had a delegate. AYLC is a nationwide student leadership summit designed to build confidence, hone leadership skills, nurture commitment, foster nationalism and idealism, and encourage faithful stewardship. Another student from the College of Business Administration joined Mr. Tansiongco in this event.

Various alumni also exhibit exemplary performance in their field of work. For instance, in 2020, UE alumna Ms. Emilita Lapuz-Villanueva (BSEd Library Science 1981) received the Professional Excellence Award in the field of Government Service sponsored by the Philippine Federation of Professionals Association (PFPA) in giving an outstanding contribution and service to the public as a public librarian.

The current faculty of UE have significant contributions and exposure in the international arena of LIS. In 2021, one of its part-time faculty, Mr. Tansiongco was featured in the Building Strong Library and Information Science Education (BSLISE), IFLA Student Spotlight Social Media Campaign. Two of his students who joined him were Ms. Michaela Lutap and Mr. John Benedict Aquinde. Also, Mr. Tansiongco presented the UE LIS program on a webinar entitled "Webinar Series for Library and Information Science Students" organized by IFLA Division IV Education and Training Section. In the same year, he was awarded the Special Libraries Association (SLA) – Asia Young Professional Librarian Award. This award is given to a young SLA member who works in Asia for an opportunity to attend the annual SLA conference.

LICENSURE EXAMINATION PERFORMANCE

In 1994, two UE graduates were topnotchers of the 1994 Librarian Licensure Examination (LLE). They were Ms. Dalisay Santos (3rd Place) and Ms. Liza Bandy (5th Place). Eleven examinees from UE also passed the LLE. In 1995, 9 out of 17 graduates

(52.94%) passed the LLE. In 1996 and 1997, there were 16 passers out of 23 examinees (69.57%) from UE. In 1998, another topnotcher in the name of Ma. Antonia Cubarubbia (3rd Place) led a total of 10 passers out of 12 examinees (83.33%) from UE.

In 1999, Ms. Rosalie O. Julian (2nd Place) was one of the 15 passers out of 24 examinees (62.50%). In 2000, another UE graduate ranked in the top 10, Ms. Gina B. San Buenaventura (2nd Place). There was a total of 13 out of 18 examinees (72.22%) who passed that year. In 2001, 13 out of 20 examinees (65%) made it to the list of passers. In 2002, 14 out of 17 examinees (82.35%) joined the list of passers from UE. In 2003, 4 out of 8 examinees (50%) successfully passed the LLE. The year 2004 had the lowest percentage of passers from UE, with only 3 out of 15 examinees (20%). In the following year, UE tried to bring back its glory by ranking second in the top performing schools based on the number of passers. UE then had 8 passers out of 12 examinees (67%). In 2006, there were 5 successful examinees out of 11 (45.45%). In 2007, there were 7 passes out of 18 examinees (39%) from UE and Ms. Riza Elica placed 7th. In 2008, the passers were 8 out of 21 (38.10%), and in 2009, there were 6 passers out of 16 examinees (38%).

The examination results in 2010 and 2011 were not favorable as UE only had 2 passers out of 14 examinees (14.29%), and 2 passers out of 17 examinees (11.76%), respectively. However, in 2012, another history was made by the UE graduates who took the LLE. Mr. Mark Anthony Santos placed 2nd and Ms. Ma. Victoria Lago placed 10th. The passing rate was 100% for the first-time takers of the examination. In 2013, another victory was achieved for UE as Mr. Juan Paolo L. Balao placed 10th, and with a 100% passing rate for the first-time takers. Overall, there were 4 passers out of 12 examinees (33.33%). In the year 2014, 2 out of 6 examinees (33.33%) passed the LLE, and in 2015, 9 passed out of 14 examinees (64.29%).

The year 2016 was another milestone for UE in the LLE as they reached the highest record of having 84% passing rate compared to its recent past records. Aside from this, Ms. Roana Marie L. Flores placed 5th. In 2017, another set of graduates took the LLE with 6 passers out of 12 examinees (50%). In the following year, 9 out of 19 (47.37%) passed, and in 2019, 10 out of 17 (58.82%) passed the examination.

With the abovementioned performance, UE LIS graduates continue to keep and maintain an outstanding record in the LLE.

FUTURE PLANS

The College of Arts and Sciences closely works with the LIS faculty and alumni to strengthen the program to make it more appealing in order to increase the number of students. They discuss plans and strategies to market the program and look for possible actions such as introducing its students to international activities for LIS students and encourage them to join international discussions on LIS education.

The LIS program in UE continues to dream to grow the LIS family in the university in pursuit to its mission to train and hone future ‘warrior’ librarians that are morally upright and competent leaders in the profession, imbued with a strong sense of service to their fellowmen and their country.

DECLARATION ON CONFLICTING INTERESTS

The authors declared no potential conflicts of interest with respect to research, authorship, and/or publication of this article.

DECLARATION ON SOURCES OF FUNDING

The authors received no financial support for the research, authorship, and/or publication of this article.

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AUTHOR BIOGRAPHIES

Juan C. Buenrosto, Jr., Ed.D. is a retired Library Science professor and Chief Librarian of the Baliuag University, Bulacan. Dr. Buenrosto also served as a professor of Library Science at the University of the East, and a former full-time faculty member at the UP Institute of Library Science (now UP School of Library and Information Studies). He was also a librarian and instructor at the Philippine Normal University, and a classroom teacher at Claret School and A. Luna Elementary School, Department of Education, Manila. He has published several notable books on Library Science in the Philippines, as well as reviewers for the Licensure Examination for Librarians.

Kevin Conrad T. Tansiongco is a graduate of Bachelor of Library and Information Science and currently taking his Master of Library and Information Science at the University of the East (UE) – Manila.

He is currently working as a Senior Product Manager for Electronic Information Solutions Inc, a library technology service provider, and a part-time LIS Faculty in UE. Mr. Tansiongco is the Chief Volunteer Librarian of Magbasa Tayo Movement, which provides awareness on the importance of reading centers in order to enhance the culture of reading in the country. He was awarded as the Special Libraries Association (SLA) – Asia Young Professional Librarian Award 2021. He is the current President of the UE Library and Information Science Alumni Association, Inc. (UELISAAI) and a Board of Director of the Association of Special Libraries of the Philippines, Inc. (ASLP). He is also a member of SLA, Philippine Librarians Association, Inc. (PLAI), and the Philippine Association of Academic and Research Librarians, Inc. (PAARL).

Aquilino M. Abenojar obtained his Bachelor of Science in Education Major in Social Studies from the University of the East (UE) Manila in 1991, and his Master of Library and Information Science in 2004. Prof. Abenojar is a licensed teacher and librarian in the Philippines. Currently, he is the Assistant Director of the Department of Libraries, University of the East-Manila Campus. He was the Head Librarian from 1996 to 2005, and later became the University Archivist from 2005 to 2019. From 1996 up to the present, he serves as a faculty member of the Library and Information Science program, under the College of Arts and Sciences, UE. He is an active member of different library associations in the country such as PLAI, PAARL, PATLS, UELISAAI.



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The PhJLIS is published by the School of Library and Information Studies, University of the Philippines Diliman. ISSN 2719-0471 (Online)

Library and Information Science Education: The University of Mindanao Experience

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Abstract

The University of Mindanao's quest for excellence and total quality education inspired the library and information science (LIS) faculty to keep LIS education viable, ensuring that the students are equipped with the necessary skills to build supportive and broad information services that will address the needs of the new learning environment. The LIS Program envisions to be the Center of Excellence in the instruction, research, and extension programs for globally competitive information and knowledge workers in the Philippines, South-East Asian Region, and the world. The Program is committed to deliver excellent, innovative, and high-quality education and training to information professionals; create new knowledge, skills, and relevant technologies; and provide services to society.

Keywords: Bachelor of Library and Information Science, Master of Library and Information Science, LIS curriculum, Library and information science education, Library education and training, Philippines

BRIEF HISTORY

The four-year library and information science (LIS) undergraduate program offered at the time the program began led to the Bachelor of Secondary Education (BSED) major in Library Science under the College of Education. In school year 2005-2006, the program was recognized and given permit by the Commission on Higher Education (CHED) to offer the Bachelor of Library and Information Science (BLIS) program under the College of Arts and Sciences Education. As part of the continued development in the University of Mindanao (UM), the program was again transferred to the College of Computing Education (CCE) last June 2012. The BLIS program is designed to provide students with knowledge and skills related to the theories and concepts of library and information services. The program seeks to train students to manage libraries and to expose them to practical librarianship and management information systems for better organization and use of information resources.

With the continued quest for excellence and total quality education, the BLIS program applied for accreditation in 2015 and was granted for Level 1

Formal Accredited Status from February 2016 to February 2019 by the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA). In 2018, Level II First Reaccredited Status was granted for having satisfactorily met the standards and fulfilled all the requirements of the PACUCOA for the period October 2018 to October 2023.

MISSION AND VISION

The LIS Program envisions to be the Center of Excellence in the instruction, research, and extension programs for globally competitive information and knowledge workers in the Philippines, South-East Asian Region, and the world.

The Program is committed to delivering excellent, innovative, and high-quality education and training to information professionals, create new knowledge, skills, and relevant technologies; and, service to a diverse society in a dynamically changing global information environment.

PROGRAM EDUCATIONAL OBJECTIVES

Three to five years after graduation, BLIS graduates are expected to:

- Attain expertise in librarianship profession.
- Earn leadership status among peers in the profession or the industry.
- Demonstrate competence in Information Technology and Research.

STUDENT OUTCOMES

1. Select, evaluate, organize and disseminate print, multimedia and digital information resources;
2. Demonstrate proficient oral and written communication skills; and uses a variety of communication methods in a manner that enables the message to be understood;
3. Demonstrate logical and systematic approaches to the accomplishment of tasks;
4. Formulate objectives, policies and processes as well as design and manage resources in anticipation of future educational or organizational changes;
5. Recognize, analyze and constructively solve problems, providing appropriate direction and assistance when necessary as well as overcome barriers;
6. 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;
7. Demonstrate ability to work well with groups and seek ways to build team efforts to solve problems and achieve common goals;
8. Demonstrate understanding library's automation system and the uses of computer hardware and software peripherals, including online collaboration tools, the internet, the world wide web, and social networking sites;
9. Develops simple information technology solutions (e.g. library automation system, website, etc.);
10. Conduct significant research projects that will benefit the library and the organization;
11. Evaluate and debate information policy (e.g. copyright law, plagiarism, cybercrimes, etc.) and ethical issues applicable in local, national or global context; and
12. Participate in continuing education activities organized by library associations and entities.

CURRICULUM DEVELOPMENT AND STORY

The BLIS curriculum is composed of six components based on the body of knowledge of the librarianship profession, namely: Organization, management and development and maintenance of multi-media based library or information service, laws, trends and practices affecting the profession; Reference,

bibliography, and information services; Selection and acquisition of multi-media sources of information; Cataloging and classification; Indexing and abstracting; and Information technology. The main focus of the BLIS program is to prepare students for career opportunities in professional librarianship, research, training, publishing and book trade, public relations, consultancy, and information-related business.

At the first year level, the curriculum is designed for students to **discover** the fundamental knowledge of the LIS profession. The students at this level will be able to appreciate and widen their perception of the LIS profession. It is also at this level that the students begin to internalize and differentiate the functions of various types of libraries; ready to apply the acquisition and collection development processes and policies for the library; value the essential characteristics of reference service to assist, advise and instruct users in the use of primary sources and be able to practice the use of basic information technology tools in the various library functions. In enhancing their personal competencies, it is at this level that the students develop a commitment to personal growth and lifelong learning, act according to the fundamental values and ethics of library services, and communicate effectively using various methods.

At the second year level, the students will be able to **organize** information resources and archives. The students at this level will be able to catalog, abstract, index, and digitize information resources. At this level, the students can demonstrate knowledge on preservation and conservation issues, including the requirements for archival preservation and proper handling of materials. The students also know how to design and implement library services to meet the needs and interests of children in the community, select and apply current and emerging information tools, and create information access and delivery solutions.

The curriculum design for the third year level allows the students to **manage** information organization and **connect** through linkages/partnerships. The students at this level will be able to envision strategic direction of the library in support of the programs of the institution to which it is attached; establish effective financial management processes and services using sound business and financial judgment; employs sound project management principles and procedures in the planning and implementation of projects, programs and researches; build compelling and harmonious work relationships toward the professional and personal growth of the people working in the organization; communicate the value

of the library and makes support to promote its information resources and services through various media and/or multilevel marketing; forge linkages/partnership within and outside the organization to optimize use of library resources, promote library cooperation initiatives and to ensure conformity with regulatory standards, laws and other policies affecting libraries; formulate plans and policies for optimum use of facilities and equipment; develop, design, implement and assess the library's information literacy program; develop and implement training programs to educate the library users on the use of the library and its resources; and widen and strengthen their involvement in activities geared towards promoting cultural heritage and services.

The curriculum design for the fourth year level will enable the LIS students to engage in the field of librarianship. At this level, the students will demonstrate and apply the professional and personal competencies in the industry at the local, national, and global arena.

Since the curriculum is at the center of academic institutions, there is a need for a continuous improvement of the curriculum that requires regular reviews to fit within and satisfy the needs of the stakeholders. Industry partners are invited to the curriculum review to discuss competencies that meet the industry's needs. Likewise, to prove that the program offered follows the CHED minimum standards, a compliance matrix is prepared to comply with CHED Memorandum Order (CMO) no. 24, series of 2015. The LIS programs offered by UM are the following:

Undergraduate Program:

- Bachelor of Secondary Education major in Library Science – until March 2008
- Bachelor of Library and Information Science (BLIS) – 2008 to present

Graduate Program:

- Master of Arts in Education major in Library Science – until March 2011
- Master of Library and Information Science (MLIS) – 2011 to present

PROFILE AND CONTRIBUTIONS OF THE FACULTY MEMBERS

The LIS faculty members are guided by the university's vision, mission, and core values, as well as program educational objectives and student learning outcomes. These are reflected in the course syllabi to ensure coherence of instructional goals and

classroom level up to the program level of educational objectives. The teaching competence of the LIS instructors are regarded highly by students, program head, and peers as evidenced by the consistently high ratings in the performance evaluation results for school year 2019-2020. Teaching performance is regularly monitored through the use of different evaluation tools referred to as:

- ETS – Evaluation of teachers by Students
- ETP – Evaluation of teachers by Peers
- ETD – Evaluation of Teachers by the Dean
- CETA – Classroom Evaluation of Teachers by Administrators

Currently, there are three faculty members for the BLIS program who are highly qualified to teach. Two of them already earned a degree in Doctor of Management and Doctor of Business Management while the other one has earned a master's degree in library science and currently working on her dissertation for her doctoral degree. Furthermore, all of the faculty have industry practice and are licensed librarians.

Applicants for a teaching position in the LIS program are screened via a panel interview, teaching demo evaluation, essay examination, and psychological test. The interview panel is composed of the Dean of the College, the program Head, Senior Faculty and Faculty Club President. In addition, seasoned librarians of the industry or professional fields are also invited as lecturers or resource speakers in student seminars in order to enrich classroom instruction.

In terms of practical exposure, all faculty members regularly attend in-house seminars/trainings organized by the university as well as offsite trainings provided by professional associations related to library and information science practice. The LIS faculty are active members of the Philippine Librarians Association, Inc. (PLAI), Philippine Association of Teachers of Library and Information Science, Inc. (PATLS), Mindanao Alliance of Educators in Library and Information Science (MAELIS), Philippine Association of Academic and Research Librarians, Inc. (PAARL), Philippine Association For Teachers and Educators (PAFTE), and the Philippine Society of Information Technology Educators Foundation, Inc. (PSITE). Table 1 shows the list of faculty for school year 2020-2021.

STUDENTS AND ALUMNI

Another pride of the program is its performance in the Librarian Licensure Examination (LLE) for the

Table 1*List of Current Faculty Members as of School Year 2020-2021*

NAME	QUALIFICATION	SUBJECT AREAS/ DESIGNATION
Ramcis N. Vilchez	DIT MSIT BSCS	Dean, College of Computing Education
Brigida E. Bacani	Ed.D (DW) MAEd BSEd	Program Head, 2018 to present Introduction to LIS Organization of Information Resources Information Resources and Services Collection Management Library Practice
Garry L. Bastida	DBM MLIS BSEd-LS	Faculty (part-time), 2020 to present Educational Technology School/Academic Librarianship Information Processing and handling in LIC
Estela R. Dequito	DM MAEd MSLS BSEd	Faculty (part-time), 2010 to present Management of Libraries and Information Centers Web Technologies Preservation of Information Resources Introduction to Records Management and Archives Indexing and Abstracting Digital Libraries Library Materials for Children and Young Adults Information Literacy and Retrieval Indigenous Knowledge and Multi-culturalism Thesis/Research Writing
Ryan Ace O. Gamutan	MLIS (9units) BLIS	Faculty (part-time), 2019 to present Special/Public librarianship
Marife A. Ganas	MSIS	Faculty, 2006 to present Database Management in Libraries
Ryann F/ Pilapil	MIT BSIT	Faculty, 2009 to present Programming Fundamentals
Meljohn V. Aborde	DIT (DW) MIT BSCS	Faculty, 2010 to present System Analysis and Design
<i>Virginia I. Caintic</i>	<i>MLS AB-LS</i>	<i>Program Head 2005-2018 Retired</i>
<i>Rico B. Maghuyop</i>	<i>Ed.D MAEd BSEd</i>	<i>Thesis/Research Writing Collection Management Retired</i>

Table 2*Summary of Librarian Licensure Examination Results from November 2013 to September 2019*

DATE OF EXAM	NATIONAL PASSING	FIRST TIMER				
		PASSED	FAILED	COND	TOTAL	PASS%
September 2019	55.17%	6	0	0	6	100%
September 2018	49%	3	1	0	4	75%
September 2017	60.29	4	0	0	4	100%
September 2016	64.74%	7	0	0	7	100%
April 2015	47.04%	4	0	0	4	100%
April 2014	No Takers (first timers and repeaters)					
November 2013	45.80%	7	1	0	8	87.50%
AVERAGE	53.67%					93.75%

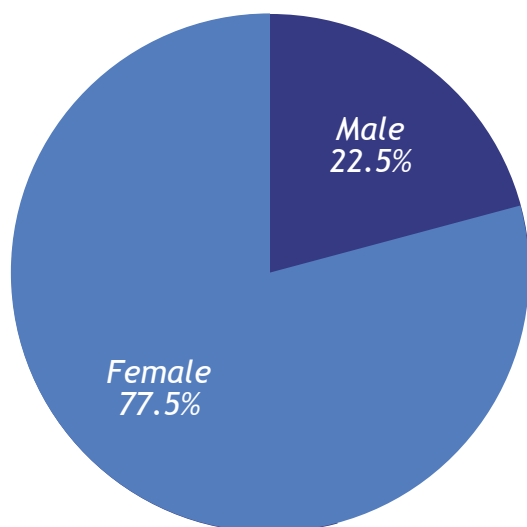
last seven years as shown in Table 2. UM posted a 100% passing rate for the September 2019 LLE. The university also had a topnotcher as Ryan Ace O. Gamutan placed Top 4 with a rating of 88.95% in the September 2019 LLE. UM has also been consistently posting a higher passing rate for first-time takers of the LLE compared to the national average, according to the Professional Regulation Commission (PRC).

A graduate tracer study for LIS graduates from 2000 to 2015 was conducted which aimed to develop a profile of LIS graduates, to trace their employability, and to determine how they have fared in the librarianship profession. The result of the tracer study of Bacani (2016) revealed that the LIS graduates of UM were employable with an employability rate of 85.36 percent. These graduates were employed in less than a month, one month to less than six months and some were already hired in a school and university libraries. Majority of the respondents have landed their job through the recommendation by someone, and 88% of them said that they had acquired work related to their careers. They also have

stayed in their work for quite some time due to salaries and benefits as well as career challenge, which showed that they wanted to explore, practice and enhance the competencies taught in college. Among the competencies found useful in their employment success were technical skills, multitasking skills, communication skills, human relations skills, instructional skills, technological skills, critical thinking, public relations skills, problem solving skills and leadership skills. The competencies as mentioned above and the right knowledge and values needed in their workplaces, the graduates signified and affirmed that the library science curriculum is relevant and useful in their assigned tasks.

Figure 1 shows the demographic profile of the BLIS graduates for the last 10 years (i.e., 2011 to 2020). There are 71 graduates, of which 16 or 22.5% are males, and 55 or 77.5% are females.

Furthermore, the UM Library and Information Science Alumni Association (UMLISAA) was established on July 25, 2019 with the first set of officers:

Figure 1*Demographic Profile of LIS Graduates*

President: Garry L. Bastida
 Vice President: Jeffrey Santiago
 Secretary: Khristine Brylle Mancao
 Treasurer: Angelita Bisares
 Auditor: Peter Cainglet
 PIO: Rodrigo Sumuob, Jr.

OTHER ACTIVITIES

In terms of research productivity, LIS teachers regularly contribute to the research goals of the college in terms of publication in refereed journals and paper presentations in local and international academic conferences. In addition, an attractive package of research incentives is provided by management to active researchers among the LIS faculty members.

Graduating students are required to produce and implement well-documented and research-based projects. Furthermore, BLIS students were also exposed to other libraries and other related institutions (museums, among others) through educational tours. The On-the-Job Training (OJT) Manual was published to guide the graduating students during their practicum internship, of which they yielded a Very High Satisfactory rating as evaluated by their practicum supervisors. A memorandum of agreement (MOA) for the practicum internships was signed by UM and the partner school.

Amid the current pandemic situation, the Research and Publication Center (RPC) of UM provides appropriate guidelines for faculty research. Research-from-home may be a form of work-from-

home arrangement, thus enhancing research productivity. Caution must be taken for residential experimentation (face-to-face), on-site field work and data-gathering activities, if ever these are allowed under quarantine conditions. Digital interviews, phone-in interviews and online surveys may be utilized during this time.

Furthermore, the community outreach of the BLIS program is dubbed as *Readers Development Advocacy Program (RDAP)*, which was started last January 2010 spearheaded by Prof. Virginia I. Caintic. This program intends to provide a functional library where students can freely access information resources, efficiently and effectively use information resources and create a reading culture within the school community. The objective is to catalog and classify the library resources and conduct an information literacy program for the students to help the students use the library and instill a love of reading and the importance of books. A MOA was signed with partner schools. Table 3 shows the summary of the beneficiaries of the extension program and the program's accomplishment.

Moreover, the Community Extension Center (CEC) is encouraged to explore ways to conduct community extension programs appropriate for the pandemic period, i.e., lesser or no residential extension services (face-to-face). Virtual or digital mode of extension services may be explored. More importantly, extension services for the frontliners such as food donations or relief operations must be prioritized during the pandemic period.

Co-curricular and extra-curricular activities are being practiced to provide purposeful experience to LIS students while enjoying their campus life. Activities such as echo-seminars, library tours to other schools, local seminar attendances, National Book Week involvements, book fair visits, quiz bees, and Christmas and acquaintance parties engage the students to be aware and updated of the new trends in the library science profession. Likewise, these activities aimed to develop their holistic experience as a student, thus motivate them to strive and give their best to achieve high academic performance. Moreover, for proper guidance and information, calendar of activities is posted and properly disseminated. These activities are also evaluated to determine their worth and relevance to the needs of the students and to the attainment of the objectives of the program.

As part of the co-curricular activities of the BLIS program, LIS lecture series was conceptualized to

Table 3

Summary of the Beneficiaries of the Readers Development Advocacy Program

PARTNER SCHOOLS	DURATION	ACCOMPLISHMENT
Rogationist Academy of Davao, St. Anthony's Boys Village-Davao Baracatan Road, Toril, Davao City	November 15, 2019 to present	• Conducted MOA signing • Donated materials use for cataloging of library resources • Cataloged and classified the library collections • Repaired and mended books • Donated books • Celebrated 85th National Book Week with the following activities: ▪ Story-Telling Contest ▪ Reader's Theater Competition
Welfare Action Foundation of Davao, Inc. (WAFDI) Boystown Davao, Ma-a Road, Davao City	October 2015- February 2017	• Conducted MOA Signing • Donated materials use for cataloging of library resources • Donated one computer set and one card catalog • Cataloged and classified the library collections • Printed complete set of catalog cards • Conducted Information Literacy Program ▪ How to use the library ▪ How to use the card catalog ▪ Parts of a Book ▪ Bibliography making ▪ Introduce different information resources • Repaired books • Library tour at UM Learning and Information Center
Magtuod Elementary School Magtuod, Maa, Davao City	August 2014- August 2015	• Donated the following: ▪ Materials use for cataloging of library resources ▪ Story books ▪ 1 Steel Card Catalog ▪ 4 Bookshelves • Cataloged and classified the library collections • Repaired books • Celebrated the 84th National Book Week with the following activities: ▪ Book parade ▪ Storytelling contest
• Gov. Duterte National High School • Maa National High School • Sta. Ana National High School • GSIS Heights Elementary School • Matina Aplaya Elementary School • Matina Pangi Elementary School	January 2010- March 2011	• Conducted seminar on "Reader's Development Advocacy Program in Organizing the Library Resources and Services" on January 28-29, 2010 • Donated school supplies for cataloging library resources • Cataloged and classified the library collections • Updated the card catalog • Repaired books • Celebrated National Book Week with the following activities: ▪ Book parade ▪ Poetry in motion ▪ Storytelling contest

Table 4
List of LIS Lecture Series

SERIES	THEME	OBJECTIVES
1ST	“Libraries Transforming Communities”	To explore strategies/tools on how libraries engage and transform communities and to gain understanding of the approaches of library engagement with communities.
2ND	Embracing diversity in the Library and Information Science world	To explore the library and information science world <i>and</i> to discuss how to diversify a library workforce and the challenges of LIS professionals face in the workplace
3RD	Innovating Service Delivery Amid Pandemic	To discuss strategies on how to innovate library service delivery during the pandemic. (Webinar via Google Meet)

provide an update to students on the new trends in the librarianship profession. Table 4 shows the list of LIS series conducted for the BLIS students.

PLANS FOR THE FUTURE

The University's quest for excellence and total quality education inspired the LIS faculty to keep LIS education viable, ensuring that the students are equipped with the necessary skills to build supportive and broad information services that will address the needs of the new learning environment. Specifically, the strategic objectives that are set for the future plans are as follows:

1. Continuously strengthen and enhance intervention programs and teaching-learning delivery;
2. Exceed the national passing rate in the LLE;
3. Sustain and upgrade the national accreditation and the ISO certification;
4. Improve outcomes assessment through the regular conduct of curriculum review and Program Advisory Council meetings;
5. Collaborate with other LIS schools nationally and abroad for future partnerships.

DECLARATION ON CONFLICTING INTERESTS

The author declared no potential conflicts of interest with respect to research, authorship, and/or publication of this article.

DECLARATION ON SOURCES OF FUNDING

The author received no financial support for the research, authorship, and/or publication of this article.

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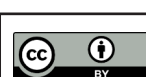
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The PhJLIS is published by the School of Library and Information Studies, University of the Philippines Diliman. ISSN 2719-0471 (Online)

UP School of Library and Information Studies (UP SLIS) on its 60th Year and Beyond: Challenging Traditions, Embracing Innovations

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Abstract

This paper presents the history and development of the University of the Philippines School of Library and Information Studies (UP SLIS). The UP SLIS operates within the core mandate and principles of UP, and is driven to carry out its responsibilities as an academic institution within the larger LIS community. The school recognizes and stays true to its role in nation-building by providing quality LIS education centered on honor, excellence, and service to the Filipino people.

Keywords: Bachelor of Library and Information Science, Master of Library and Information Science, LIS curriculum, Library and information science education, Library education and training, Philippines

ESTABLISHMENT OF THE FIRST LIBRARY SCHOOL

Education became the foremost influencing factor that Americans adopted to gain the trust of the native Filipinos after they took over the Philippines in 1898. Schools were established, and as such, libraries flourished to support the educational programs during the American regime in the country. However, unlike the different fields of learning, such as the sciences, humanities and arts, which have been taught even during the previous Spanish regime, no formal education or degree in library science was initially offered. Early librarians acquired their skills through hands-on or on-the-job trainings. Although this method sufficed for some time, it was not very long when Dr. James Alexander Robertson, then director of the Philippine Library (the forerunner of the National Library of the Philippines) realized the need for formally trained personnel to man the growing number of public libraries in the country. Thus, in 1910, he proposed to the University of the Philippines (UP), the establishment of a library school (Damaso, 1966). The request to establish a separate library school was not readily approved. It was in 1914, four years later, that a three-year program of study on librarianship under the College of Liberal Arts was

allowed to be offered. Nevertheless, this program paved the way for practicing librarians and would-be librarians to acquire formal training. In 1916, the program was expanded to four years upon the proposal of Mary Polk, librarian of the Bureau of Science, and one of the pioneering teachers of library science, who felt the need to provide more theoretical knowledge in the practice of the profession (Perez, 2004). With the offering of the practical courses and eventually the four-year program, UP became the first university in Asia to offer the degree prior to World War II (Miyahara, 2015).

The development of the program continued with the passing of Act No. 2746 or the Library Science Scholarship Act (also known as the Alonzo Act) on February 18, 1918. This law, which could be attributed largely to Mary Polk and Lois Osborn, paved the way for a number of government scholars to specialize in bibliography and library science from 1918 to 1923 prior to the repatriation of the American teachers back to the United States (Philippine Islands, 1918). This scholarship yielded seven graduates in the field, including Prof. Gabriel Bernardo, also known as the doyen of Philippine librarianship. Four of them became professional

librarians and part-time teachers at the Department of Library Science, which in 1922 was designated as the University Library of the UP Board of Regents (Damaso, 1966).

While several librarians were specializing further in the field, other universities started offering courses in library science or general librarianship. Among these include the Philippine Normal College (the present Philippine Normal University) which offered general elective courses on librarianship in 1919, and University of Santo Tomas in 1936 (Vallejo, 1990; David, 2015). By 1945, there were already 11 schools offering the program but were forced to close because of the Japanese colonization (David, 2015). After the war, all educational institutions reopened, including those 11 library schools and UP. In 1961, the UP Board of Regents approved the establishment of the Institute of Library Science (ILS) as a separate degree granting institution in UP (Vallejo, 1990, Faderon, 2011; Obille, 2017). With the establishment of ILS, it became the first and only library science school, independent of any other field of study, in the Philippines and in South East Asia that offer both degrees of Bachelor of Library Science and Master of Library Science before it was followed by Chulalongkorn University in 1965 (Miyahara, 2015).

UP ILS: AN INSTITUTION OF EXCELLENCE AND PUBLIC SERVICE

As one of the degree-granting units within the premier university in the country, the School of Library and Information Studies (SLIS; formerly ILS and the Institute of Library and Information Science [ILIS]) is driven to ensure the effective accomplishment of the purpose and functions of the University. This purpose and functions are enumerated in Republic Act No. 9500, also known as “The University of the Philippines Charter of 2008.” This law declares UP as the national university of the Philippines (Section 2) and as such, UP is the primary partner of the government in promoting, fostering, nurturing and protecting the right of all citizens to accessible quality education (Republic Act No. 9500, 2008). Among the purposes of UP as a national university are to: (1) Lead in setting academic standards and initiating innovations in teaching, research and faculty development in all fields of study and maintain centers of excellence in such disciplines and professions; (2) Serve as a graduate university by providing advanced studies and specialization for scholars, scientists, writers, artists and

professionals, especially those who serve on the faculty of state and private colleges and universities; (3) Serve as a research university in a various fields of expertise and specialization; and (4) Lead as a public service university by providing various forms of community, public, and volunteer service, as well as scholarly and technical assistance to the government, private sector, and civil society while maintaining its standards of excellence.

Likewise, it is also UP’s mandate to ensure that graduates from the University exemplifies the *Tatak UP* philosophy which is embodied in the UP Philosophy of Education and Graduate Attributes (2019) approved by the Board of Regents on November 28, 2019, which states that:

A UP education seeks to produce graduates imbued with an abiding sense of responsibility to their people and nation, the skills and mindsets to improve human life, and a commitment to the freedom and welfare of all.

Aside from mastery of knowledge in their specific disciplines, UP graduates must possess breadth of mind, strength of character, and generosity of spirit, fostered by a firm grounding in both the arts and sciences, and such specialist courses as their programs may require.

They must be prepared to inclusively engage with society and the world at large, mindful of their people’s needs and capabilities, and keen to the challenges and opportunities of national development in this century of rapid global change.

UP aims to achieve this through its General Education program, one that develops mind, body and spirit, which familiarizes all its students with their culture and history and fosters a sense of shared sense of identity, while equipping them with critical thinking, discernment and technical skills they will need to excel in their chosen professions. (para. 1–4)

Needless to say, the UP ILS then and UP SLIS now, like the rest of the constituents of UP, has been

mandated by this philosophy of excellence and public service and hence, required to be consistent and be in line with the state university's purposes. As such, it has to keep up with the high standards expected of UP. Thus, while other universities were content with offering courses in library science under another program of studies, e.g., education, arts, the then UP ILS continued to enjoy for several years, the stature of the only academic institution that offered the BLS degree independent of, and not subsumed under any field such as Education or Liberal Arts. Thus, it continued producing graduates who were highly trained in the LIS practices.

UP ILIS: CHALLENGING TRADITIONS

Expanding the Scope of LIS

Towards the end of the 20th century, the era of computers ushered a significant development in the field of librarianship. Fundamental reforms on the content of the LIS curriculum had to be undertaken to accommodate the expanding scope of the LIS profession (Picache, 1983). These reforms required graduates of library science to recalibrate existing practices and learn new skills to adopt to the demands of the digital society. Consequently, these developments in the library science profession necessitate changes in the curriculum which led to the institution of information science courses within the library science program. In UP ILS, the first information science course, LS 260 Introduction to Documentation (which later became Introduction to Information Science) was offered as early as 1971 (Faderon, 2011). This course introduced students to the foundational knowledge on information management. It also introduced them to the basics of automation. The following years saw more information and communications technology (ICT) courses included to the curriculum.

Moreover, with the advent of computers, the archetypal roles of librarians such as acquisition of print information resources based on expressed and perceived needs of clients, processing and packaging of information contained in these resources in the most accurate and accessible manner, maintaining their availability for library clientele, and preserving cultural and heritage materials had to be brought to a new level to accommodate the use of automated tools. From the collection centered perspective, the "library's new role as information center requires a re-commitment to an expanded mission, and a marketing program that promises meeting of customer needs" (Aguirre, 2011, p. 48). This recommitment entails challenging

traditional practices and enrolling the client's participation in enhancing and establishing responsive library services.

For the pioneers of the library profession in the Philippines, this shift presented more challenges because of the required retooling to keep the librarians and the profession relevant. It was even foretold that librarians would be soon replaced by computers. Instead of getting threatened, UP ILS accepted the challenges that automation and the digital world presented. True to its mandate as a public service institution, UP ILS started offering extension programs to help librarians update their skills, techniques and knowledge. The first of its kind was the Summer Institute on Information Science conducted in 1975 (Faderon, 2011). Since then, it became a tradition of public service for UP ILS to offer yearly Summer Institute programs aimed at upskilling librarians with the latest trends and practices in the field of librarianship. The first Summer Institute was later followed by several internationally funded training programs on information management, web searching, computer-aided instructions, integrated library systems, and other ICT-related raining courses. Among these include the UNESCO Regional Training Courses in Computerized Documentation System/Integrated Set of Information (CDS/ISIS) which were co-sponsored by UNESCO and UP ILS in the '70s up to the '80s which later led to the assignment of UP ILS as the Philippine Distribution Center of the Micro CDS/ISIS software package, a library management system adopted by several libraries in the country during the '80s. Trainings on ICT application in the library continued as more and more development occurred in the field. Towards the end of the '80s, specializations in medical and law librarianship were also introduced in the graduate program curriculum of UP ILS. Several years later, courses on archives administration were also included to the graduate curriculum as a response to the growing need for training in archives administration (Faderon, 2011; Faderon et al., 2016).

In 2002, the UP ILS was renamed UP ILIS to reflect the expanding field of library and information science. After five years, the request to change the name of the UP ILIS to UP SLIS was again approved by the Board of Regents. These changes in the name of the institution over the years, were intended to manifest the transformation of the library profession and the expanding scope of education that is required of LIS graduates of today ("2017 UP SLIS Strategic Plan"). Although traditional library practice requires librarians to

provide personalized library services to their varied clientele, embracing these challenges to the profession made the profession more relevant to the current information era.

Cultivating the Culture of Research in LIS

While the challenges of the expanding scope of the field kept LIS educators preoccupied with curriculum and organizational reforms, the faculty members of UP ILS also had to address the need for a medium to encourage and disseminate researches about Philippine materials and libraries. Thus, in 1968, the first issue of the *Journal of Philippine Librarianship (JPL)* was published by UP ILS. The JPL was a biannual journal publication which served as a venue for practitioners, faculty members and students in LIS and other related fields to disseminate significant research about Philippine materials, libraries, librarianship and its related fields (Obille, 2018). The first few issues of the JPL also feature articles written by professional outside of the LIS profession such as notable historians, literary writers and anthropologists (Obille, 2018). For the longest time, the issues of JPL were printed biannually until 2007 when UP SLIS decided to make the succeeding issues available electronically as open access.

UP SLIS: EMBRACING INNOVATIONS

Graduates of UP SLIS are highly sought after by different organizations not only within the field of librarianship but also in the allied fields such as archives and records management, information systems, knowledge management, data management and other related areas. A significant number of its graduates have excelled in the profession and have been recognized as trailblazers in the field of LIS in the country. Likewise, some of its alumni who chose to practice the profession outside of the country have also coped and thrived well. This only proves that UP SLIS has continued to embrace the developments in the library and information science field in the country, and remains in its commitment to equip graduates of the programs with the relevant skills and knowledge to prepare them to embark in the world outside the university. Another attestation to the quality of education and mentorship that UP SLIS offers is its being a consistent top performing school in the Librarian Licensure Examination (LLE) since it was instituted in 1991, with a 98% to 100% passing percentage every year. It is also the only LIS school in the Philippines awarded with a certification as a Center of Excellence in LIS education by the Commission on Higher Education (CHED).

These achievements may be attributed not only to the robust faculty compliment of 14 full-time faculty members, and 14 part-time senior lecturers (as of 2021), but also to the expanding curricula of both the undergraduate and graduate programs which led to increased enrollment to the programs. As expected, this expansion led to offering of new courses and specialization to accommodate the demand for highly trained LIS practitioners not only in general librarianship but also in areas such as ICT, law librarianship, health librarianship, archives and records management. Moreover, in the past ten years, UP SLIS faculty members were encouraged to pursue doctoral studies consistent with the call of UP for all faculty members to do doctoral studies. This call has received a stronger push when the Philippine educational system transitioned to K to 12 arrangement. During the first two years of its implementation, universities expected a dwindling enrollment as high school students had to complete two more years of studies in the secondary level. This anticipated event opened a window of opportunity for tenured faculty do their doctoral studies. At present, one senior faculty has completed her doctorate studies, while five others are completing their doctoral degrees, consistent with the faculty development plan that the UP SLIS has laid down in 2017. The faculty compliment of UP SLIS is further enhanced by visiting professors from universities abroad who are experts in the field of LIS, archival studies and LIS research to team teach, conduct mentorship programs and workshops among the faculty members and students, and assist in curricular development of the school.

On a related note, the curriculum of the Bachelor of Library and Information Science (BLIS) program being offered by UP SLIS has been periodically reviewed and revised to accommodate changes to the content, terminologies, and technologies used for LIS education and practice. The most recent revision to the BLIS curriculum was done in 2018 to reflect the gradual progression of the BLIS program to an IT-intensive curriculum where IT is integrated in the various aspects of library and information studies including archives and records management (i.e., use of relational databases in cataloging, digital archiving, metadata, ontology etc.), which balances the traditional aspects of information organization as well as the preservation aspects of information management. Likewise, the shifting roles of library professionals as information experts and vanguards of truth requires that BLIS graduates be trained to become information professionals who are well-rounded in the different facets and issues related to

the prevailing information activities in this era and their impact to the whole of humanity. Thus, the latest curricular revisions considered the most recent standards set by the International Federation of Library Associations and Institutions (IFLA), and also mapped out with the National Competency-Based Standards for Filipino Librarians, as well as the BLIS Graduate Outcomes as specified in CHED Memorandum Order No. 24, series of 2015 (Commission on Higher Education, 2015). More so, it is also worthy to note that the last curricular revision also included the institution of a general education (GE) course, LIS 10 Information and Society. LIS 10 is the first GE course in LIS which students from other program of studies can take. Now on its third year of offering, it has become a well subscribed GE course in UP.

Similarly, the Master of Library and Information Science (MLIS) program curriculum which was last revised in 2011, is currently being reviewed for revisions to include courses on critical librarianship, digital humanities, ethical considerations and practices, multiculturalism and other emerging issues that affect the LIS profession. Also, the current review is looking into the expansion of the Research Methodology courses to effectively equip the graduate students with the necessary fundamental knowledge and aptitude to conduct more in-depth and theoretically grounded research on LIS. Moreover, part of the strategic plan of UP SLIS that was laid down in 2017 includes the offering of new graduate programs. These include graduate degree programs in Archives and Records Management, Information Science and eventually, the much-awaited doctoral program in LIS in the immediate future.

With regards to the research and publication aspect of the School, as UP SLIS strives to keep up with the developments in the LIS field, it has also decided to push through with a long-conceived plan to rename the JPL to Philippine Journal of Librarianship and Information Studies (PhJLIS) to open the publication to contributors and contributions beyond the topic of Philippine librarianship (Obille, 2018). With the change of name came the establishment of an editorial board consisted of international experts in the field of LIS. To date, the PhJLIS publishes two issues per year but is gearing up to publishing four issues annually in the coming years. This is also part of the strategy to internationalize the Journal to encourage submissions from authors outside of the Philippines. As Buenrostro (2019) explained, “the change of name and scope of JPL to PhJLIS,.. is one

of the many steps that the UP SLIS is undertaking to strengthen its place as the premier library and information school in the region” (p.2).

Finally, the last 10 years also saw the move of UP SLIS to renew international linkages by becoming institutional members of different international associations such as the iSchools Consortium, the Asia-Pacific Library and Information Education and Practice (A-LIEP) and Southeast Asia-Pacific Audio-Visual Archives Association (SEAPAVAA). Faculty members have become more involved in presenting research papers in different conferences and seminars, thereby extending their networks by their involvement in the discussions of the latest trends and issues that affect the LIS profession.

LOOKING BEYOND 60 YEARS

The success of UP SLIS as a library school, and the quality of LIS education that UP SLIS offers to its students did not come easily. It is a fruit of hard work of all pioneering librarians and practitioners in the field of LIS since 1914 up to present. It is also an outcome of persistent and bold faculty members who continuously strive to improve the pedagogy to keep it in tune with the demands of the profession. It is also an outcome of the strong support from the UP SLIS library, administrative staff and the whole UP SLIS community.

As UP SLIS envisions to be one of the leading libraries and information schools in the region, it also continues to strive to produce more graduates who are well equipped with the needed knowledge and skills to prepare them to face the challenges of the information era through further curricular developments, adoption of latest pedagogical approaches, and conduct of more research activities.

Curricular Developments

Because of the rapidly developing technology-driven information landscape, the UP SLIS will continue to periodically evaluate its course offerings and institute new courses relevant to and based on the current and shifting demands of the LIS field. It will also aspire to institute new programs of studies, including the Master of Science in Information Science, which will include courses in data management, digital humanities and artificial intelligence as applicable to LIS, and the offering of a doctoral program in LIS. This plan follows the anticipated institution of the new Master of Archives and Records Management (MARM), which is being deliberated by the University curriculum

committees this year. Once approved, MARM will be the first formal program in this field in the country and in the ASEAN region.

Pedagogical Approaches

The COVID-19 pandemic has tested the resourcefulness and flexibility of UP SLIS faculty when the need to transition from face-to-face setup to remote teaching methodology had to be implemented without enough planning and preparation. Adjustments have to be made with regards to pedagogical strategies to meet the learning objectives and meet the needs of the students. This precarious event presented an opportunity for UP SLIS faculty members to maximize their familiarity with IT which helped them to navigate in synchronous and asynchronous teaching modality. More than ever, this event also proved the importance of having awareness on the different pedagogical strategies that can be adopted when there is a need to shift or adopt a different teaching approach. Thus, UP SLIS shall continue to aim for innovations to cultivate, resourcefulness, flexibility and commitment to the teach and mentor its students.

Robust Enrollment

It cannot be denied that even with the stature as the pioneer independent LIS school in the country, and even in the region, there were academic years when enrollment dwindled. With the offering of ICT courses, perception of the students to LIS programs somehow improved and eventually led to more students taking the programs. In 2019, BLIS was included by CHED as one of the priority programs that a CHED scholar may choose to take. Thus, with more ICT courses added to the curriculum, it is expected that enrollment will continue to increase as the information landscape becomes highly dependent on emerging technologies. Moreover, with the anticipated approval of the institution of the MARM program, it is also expected that more students from neighboring countries will be coming over to UP SLIS to take the program.

Research Agenda

The UP SLIS agenda for research will be regularly revisited and updated to include current trend in the practice and teaching of LIS. More research workshops will also be conducted to encourage the conduct of research among faculty and students.

Networks and Linkages

In order to be updated with the current trends and development, both in the teaching and practice of the LIS, international and national collaborations will be

maintained, and more linkages will be established to facilitate collaborative research and teaching.

Outreach and Community Services

Since the late '70s, the then-UP ILS has been organizing several trainings/workshops, with the objective of upskilling LIS practitioners, teachers and paraprofessionals working in libraries. It will also increase its offering of informal training which aims at retooling LIS teachers and LIS practitioners with the latest skills and knowledge that are critical to help them cope with the development in the practice of the profession. It will also continue to offer consultancy services for institutions, both public and private, in the establishment and organization of their digital libraries, as well as the management of their archives and records. These trainings and capacity building initiatives will form part of the community service and outreach activities that UP SLIS will continue to provide to the community.

Faculty and Personnel Compliment

Aside from the support that UP and the School provide to its faculty members with regards to the completion of their doctorate studies and/or other advanced education, the UP SLIS also plans to build up its faculty compliment by inviting full-time and part-time faculty with specializations or who could teach courses which are currently not being offered by UP SLIS. Likewise, the library and administrative personnel are also encouraged to attend training courses that would contribute to their professional development.

State-of -the-Art Facilities

And lastly, part of the immediate plan of the School is to move in to its very own home, the UP SLIS building. For several decades, UP SLIS has contented itself at the third floor of the Gonzalez Hall that the UP Main Library so generously shared. However, the growing student population and expanding programs of UP SLIS necessitates a bigger home to have a more conducive and appropriate venue for students to study and practice what they learned. Likewise, the growing faculty and staff complement also requires bigger working areas, research laboratories, and discussion rooms. For more than 20 years, the UP SLIS has waited for the approval of the request for its own building. This new building will have state-of-the-art facilities and laboratories that will support the laboratory requirements of the programs offered by UP SLIS. It will also showcase the UP SLIS Archives and Museum which will contain historical records

pertaining to the establishment and operation of UP SLIS through the years.

CONCLUSION

Atty. Vyva Aguirre, former dean of UP SLIS, used to say, “the LIS programs are the programs of the future.” This statement may have been said years ago but remains relevant and true until now and even in the coming years. As the information landscape continuous to be highly dependent on the technologies that produce, gather, process, manage and disseminate information, the LIS programs will also continue to be very relevant—and evolving—particularly in the context where information is considered as power. Thus, with the new technologies that continue to emerge, more new concepts and knowledge will have to be learned by current and future LIS professionals. Moreover, with UP SLIS being a part of the UP System, the School is operating within the core mandate and principles of UP, and UP SLIS is driven to ensure the effective accomplishment of the purpose and functions of the University. Both the relevance of the LIS programs and the important role of UP SLIS in nation building will continue to move UP SLIS to strive harder to offer an LIS education centered on the values of honor, excellence and service to the Filipino people.

DECLARATION ON CONFLICTING INTERESTS

The author declared no potential conflicts of interest with respect to research, authorship, and/or publication of this article.

DECLARATION ON SOURCES OF FUNDING

The author received no financial support for the research, authorship, and/or publication of this article.

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The PhJLIS is published by the
School of Library and Information Studies,
University of the Philippines Diliman.
ISSN 2719-0471 (Online)

The Bachelor of Library and Information Science Program of the University of San Agustin

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Abstract

The University of San Agustin (USA) is a Catholic Augustinian University located in Gen. Luna Street, Iloilo City. It is one of the universities in Iloilo City that offers Bachelor of Library and Information Science. The program offers BLIS since 2000 up to the present. It aims to provide quality education through updating of its curriculum and accreditation, enhancing its faculty competence, and promoting the BLIS program in fulfillment of the mission of Virtues et Scientia of the USA academic community to serve Western Visayas, the Philippines, and the world.

Keywords: Bachelor of Library and Information Science, LIS curriculum, Library and information science education, Library education and training, Philippines

HISTORY

In 1998, library science was offered as one of the major courses in the Bachelor of Secondary Education (BSED) program of the University of San Agustin (USA). With the implementation of Republic Act 6966 (also known as the “Philippine Librarianship Act”), the law regulating the practice of librarians, the University strongly recommended the conversion of the BSED major in Library Science program to Bachelor of Library and Information Science (BLIS) in 1999. The offering and conversion of the program was made possible through the initiative and hard work of Ms. Regina A. Maligad, RL, MSLS, who was then the former director of the University Learning Resource Center.

In July 2000, the Commission on Higher Education (CHED) authorized USA to open the BLIS program under Government Permit no. 43, series of 2000 and was granted to operate last April 9, 2003 with the Government Recognition no. 006, series of 2003.

The College of Education, now the College of Liberal Arts, Sciences, and Education (CLASE) produced the first batch of graduates in 2004. Since then, USA provided highly competitive Augustinian librarians who are currently employed in various libraries and information centers here and abroad. Moreover, two of the library science graduates, Mrs. Nora Padilla-Rose, third placer (2000), and Mrs. Prosamel Natividad-Salcedo, eighth placer (1999), were among the topnotchers in the Librarian Licensure Examination (LLE) of the Professional Regulation Commission (PRC). This proves that the University is soaring high and living its legacy through the years.

In 2012, under the administration of Fr. Frederick C. Comendador, O.S.A., the appointment of Dr. Reysa Alenzuela, RL, as the first BLIS academic coordinator was realized. From April 2014 up to the present, Mrs. Cozette C. Gregorios, RL, MSLIS succeeded the academic supervisor/

program coordinator position. Mrs. Gregorios has continued to promote the BLIS program in fulfillment of the mission of *Virtus et Scientia* of the USA academic community to serve Western Visayas, the Philippines, and the world.

CURRICULUM AND INSTRUCTION

USA aims to provide quality education through accreditation. The BLIS program undergone preliminary visit by the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) last February 5-7, 2018 and was granted candidate status last March 2018-2020. This was made possible through the support of the administration, CLASE, BLIS faculty, students and alumni. Despite the pandemic, the program pursues its application for level I accreditation this year.

PROFILE AND CONTRIBUTIONS OF FACULTY MEMBERS

In the pursuit of academic excellence, the program provides competent and qualified librarians to teach in the program. The BLIS program has a very good faculty profile since it was offered way back in 2004. Mostly of the faculty members are master's degree holders, and some are doctorate degree holders. It is noteworthy to mention some of the faculty members who are no longer connected with the University but has great contributions to the success of the program. They are:

- Ms. Regina A. Maligad, RL, MSLS, the former director of USA Learning Resource Center;
- Mrs. Prosamel S. Natividad, RL, MSLS, the former cataloger of the USA Learning Resource Center and now connected with the University of the Philippines Visayas-Iloilo as College Librarian III;
- Mrs. Cynthia Deza, RL, MSLS, the former head librarian at West Visayas State University;
- Mrs. Teresita A. Natividad, RL, MLIS, the former head librarian at Southeast Asian Fisheries Development Center Aquaculture

Department (SEAFDEC/AQD);

- Dr. Reysa Alenzuela, RL, the former BLIS academic coordinator, former director at Thomas Jefferson Information Center, former Expert Manager at Nazarbayev University Library and currently working at Oriental Institute of the Academy of Science in Czech Republic; and
- Mr. Stephen B. Alayon, RL, MLIS, the 2020 PRC Outstanding Professional of the Year Awardee (Librarian) and presently connected with SEAFDEC/AQD as Information Specialist II (head).

At present, most of the faculty members are alumni of BLIS, namely:

- Mrs. Cozette C. Gregorios, RL, MSLIS, BLIS Academic Supervisor and former Graduate School Librarian of the USA Learning Resource Center;
- Ms. Rhea L. Espina, RL, MSLIS, Director of USA Learning Resources Center;
- Mr. Edmar T. Labrador, RL, MLIS, the current Graduate School Librarian; and
- Mrs. Analiza Rosales, RL, MLIS, a part-time faculty member and also affiliated with West Visayas State University-Pototan Campus.

The BLIS faculty are also members of professional organizations such as the Philippine Librarians Association, Inc. (PLAI), Philippine Association of Teachers of Library and Information Science, Inc. (PATLS), and the Philippine Group of Law Librarians, Inc. (PGLL). The University is also a member of the Council of Deans and Heads of Library and Information Science Schools (CODHLIS).

Aside from being Academic Supervisor, Mrs. Gregorios is a member of the CHED Regional Quality Assessment Team (RQAT) Region VI, a member of the Internal Quality Audit Team of the University, and an officer of PLAI-Western Visayas Region Librarians Council (PLAI-WVRLC) as secretary. Likewise, Mr. Labrador is the vice-president of PLAI-WVRLC. Before

the pandemic, the faculty members were also active in outreach programs of the adopted communities of the University, such as the Ati-Cultural Literacy at Camanggahan Guimbal, Tilipunan Kiddie Center at Nabitasan, Leganes, and the Reading Program for the Non-Readers of Apolinario Mabini Elementary School (AMES) at Mabini Street, Iloilo City. Furthermore, 100% of the BLIS faculty members engage in scholarly work that includes research papers published in volume 1 (2018) and volume 2 (2019) of "TUON," the peer-reviewed science and technology journal of CLASE, and research presentations in academic and professional colloquia.

ALUMNI TRACER

According to the results of the BLIS tracer study (Cartagena et al., 2020), graduates are employed after graduation and they find the curriculum 100% relevant to their current profession. In terms of its performance in the LLE, the USA BLIS program has very good results for the past three years and its passing percentage is above the national passing rate. To further increase the passers in the LLE, Mrs. Gregorios recently initiated an enrichment program for Augustinian takers.

STUDENT ORGANIZATION

The BLIS program supports not only the academic endeavor of the students, but also the total well-being of the students by establishing the University of San Agustin-Library and Information Science Student Association (USA-LISSA). USA-LISSA is a recognized Campus Student Organization of USA under CLASE since August 14, 2015 up to the present. It was established last June 22, 2015 under the then-College of Education. The first USA-LISSA president was Ms. Lourigen Cabillon, now a licensed librarian and Assistant Archivist of the University. The present adviser is Mrs. Gregorios. The student organization provides curricular and extra-curricular activities that develop and shape students to become better and well-rounded Augustinians.

FUTURE PLANS

To increase the enrolment in the BLIS program, the University continues to promote the program using online and social media platforms. It is also committed to give quality education to its clients by continuously upgrading its curriculum and enhancing the faculty competence through graduate studies and attendance to seminars and trainings.

Thus, the BLIS program will collaborate with the LIS schools in the Philippines and in other countries, build partnership and linkages with various libraries and information centers, conduct research to contribute to the LIS profession, support outreach programs of the University and other professional organizations, and provide extension activities for the common good in fulfillment of the mission of *Virtus et Scientia* of the University.

DECLARATION ON CONFLICTING INTERESTS

The author declared no potential conflicts of interest with respect to research, authorship, and/or publication of this article.

DECLARATION ON SOURCES OF FUNDING

The author received no financial support for the research, authorship, and/or publication of this article.

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College of Liberal Arts, Sciences, and Education. She is a graduate of Bachelor of Secondary Education major in Library Science from the University of San Agustin, Iloilo City. She also graduated with a Master of Science in Library and Information Science at the University of San Carlos, Cebu City in last 2012. At present, she is pursuing her Ph.D. in Education (Curriculum Development) Program at the University. In addition, Mrs. Gregorios was a former librarian at the University of San Agustin Learning Resources Center. She is a licensed librarian and an active member of Philippine Association of Teachers of Library and Information Science (PATLS), Philippine Librarians Association, Inc. -Western Visayas Region Librarians Council (PLAI-WVRLC) and she is representing the University of San Agustin in the Council of Deans and Heads of Library and Information Science Schools (CODHLIS).



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The PhJLIS is published by the
School of Library and Information Studies,
University of the Philippines Diliman.
ISSN 2719-0471 (Online)

Educating Librarians and Information Professionals at the University of San Carlos

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Abstract

This paper shows the history and development of the LIS program of the University of San Carlos (USC). Started as a Library Science subject in the 1950's, the academic department is now a section in the Computer and Information Sciences. The LIS Section teaches future librarians and information professionals, monitors the licensure examinees, and continues to do outreach activities.

Keywords: Bachelor of Library and Information Science, Master of Science in Library and Information Science, Master in Library and Information Science, LIS curriculum, Library and information science education, Library education and training, Philippines, FAPE-USC Graduate Center for Library Science

HISTORY

The University of San Carlos (USC) opened Library Science as a minor subject in the curriculum of the Bachelor of Science in Education (BSE) program in the first semester of academic year 1950-1951. This must have been one of the benefits of the migration of the Society of the Divine Word (SVD) priest-scholars from Communist China in 1949. They saw the need for competent librarians, especially that they had their books, papers, and research work with them, in a former college-seminary that became a university

only a year before their arrival. The university administration took their observation for serious consideration in planning.

In 1952-1953, Library Science became one of the subjects of instruction in the College of Liberal Arts. In 1953-1954, the College of Education offered Library Science as a major or minor field of concentration in the revised BSE curriculum. Based on the revision of the Bachelor of Arts (AB) curriculum in 1957, Library Science became a major field of concentration in the first

semester of AY 1958-1959. The 1960s saw the courses BSE major or minor in Library Science and AB Library Science grow in enrollment and graduation of librarians-to-be. One of the 1964 graduates, Prudenciana Cruz née Comiling, became the sixteenth director of the National Library of the Philippines in 2001.

In 1966, the University created the Department of Library Science under the College of Liberal Arts to contribute to the upgrading of librarianship as a profession in the country. Mrs. Nenita Po Sy, holder of the degree of Master of Arts in Library Science, became the first chair. A USC graduate of AB Library Science, she had served the University as Associate Librarian for five years when she received a graduate scholarship grant to study in the United States.

In seminars attended by librarians from the Visayas and Mindanao, the clamor grew for graduate studies in library science. The Department of Library Science, with full recognition from the College of Liberal Arts and Sciences, offered the degree Master of Science in Library Science in June 1970. Buoyed with support from the University administrators and bolstered with resolutions from the librarians' seminars, Mrs. Sy as chairman, had applied for and was granted sponsorship of the graduate program. On July 1, 1970, the Fund for Assistance to Private Education (FAPE) formally established the Graduate Fellowship and Development Program for Library Science. The University president, Fr. Amante P. Castillo, SVD, appointed Mrs. Sy as the program coordinator, Chief Librarian Fr. Joseph Baumgartner, SVD and Library Science teacher, Miss Ernestina Nadela, as two members, and Mrs. Catalina Y. Diluvio as secretary. In 1974, FAPE converted and renamed the program into the Graduate Center for Library Science, a name it kept until 1983.

The 1980 survey conducted by FAPE on the first nine years (1970-1979) of the Graduate Center for Library Science revealed the positive impact of the program it had funded. There were 28 graduates of the degree, Master of Science in Library Science. Theses from Bukidnon, Davao, Cotabato, Misamis, and Sulu provinces dealt with evaluation of academic libraries, collection development, checklist of Filipiniana holdings, service for judicial agencies, student staff program, and library instruction. Theses

from Cebu, Negros Oriental, and Negros Occidental were on a literary index, subject guide, bio-bibliography, centralized processing, barrio high school libraries, history of a library, and library management. A thesis from Luzon was about library manpower in some Southern Tagalog provinces. These graduates were students of faculty members from the University of the Philippines (UP) Diliman, private universities, and public colleges from the Visayas and Mindanao. From UP, Prof. Consuelo M. Damaso taught *Literature of the Humanities* while Isagani R. Medina, PhD handled *Philippine Bibliography*. Fr. Joseph Baumgartner lectured on *The Book in the History of Civilization* while USC Graduate School Dean Alicia Tan, PhD served as professor of *Research Methods*. Clara Lucero, PhD, the dean of the USC College of Education, taught *Methods of Teaching Library Science*. Former USC Chief Librarian Nela D. Serrato, MALS, was the teacher in Advanced Cataloguing and Classification. Central Mindanao University Librarian Zenaida L. Caintic, a FAPE grantee herself, handled *Literature of the Humanities*. Ruth N. Foy, co-author of *The Science Book List for Children: An Acquisition Guide for Elementary School and Public Libraries*, was the visiting professor for the subjects, *School Libraries* and *Reading Materials for Children*.

The position of Coordinator changed hands in these years. Miss Nenita Navarro, the FAPE researcher, sat as coordinator in 1977-1978, and in the following year, USC Director of Libraries Marilou P. Tadlip took over. Upon finishing her master's degree, Library Science teacher and FAPE grantee Catalina Y. Diluvio served as coordinator from 1979 to 1983. When she qualified for a Fulbright doctorate scholarship in 1983, she relinquished the position to Atty. Emma M. Acosta, a Library Science teacher and also a FAPE grantee. There were 32 more grantees from 1980 to 1983; there were 8 theses produced in the three-year period. In 1987, Atty. Acosta worked to strengthen the AB major in Library Science curriculum with core areas in librarianship in anticipation of a professionalization law. In 1992, Dr. Catalina Y. Diluvio, the third Library Science doctorate in the country, came back as chairman of the department.

Atty. Acosta and Dr. Diluvio steered the Center's Summer Institute for Training and Upgrading of Librarians (SITUL) from 1984 to 1995. There

were 164 FAPE-SITUL grantees; 23 of them finished the degree Master of Science in Library Science (MSLS) by 1992. There were also nine original grantees who finished their master's degree. The rest of the 164 were either writing their theses, preparing their research proposal, finishing the academic course work, or dropping from the course.

The Department of Library Science had to prepare the graduates for the first licensure examination for librarianship in 1992. In 1994, the Department had its first graduate in the top 10 examinees; Cristita L. Lanticse earned the ninth place in the licensure examination.

The mid-nineties saw the Department lose Atty. Acosta and Dr. Diluvio to untimely death of natural causes. Marilou P. Tadlip, EdD, USC Director of Libraries filled the vacancy in the position of chairman. The Department and the USC Library System have always worked together. The Library Science students go to the library as their laboratory and the USC librarians serve as part-time teachers for the undergraduate and graduate levels.

When Mrs. Evelyn A. Sanson, a USC FAPE grantee, assumed the chair's office in 1997, she implemented the new Commission on Higher Education (CHED) mandated undergraduate curriculum, Bachelor of Arts major in Library and Information Science (AB-LIS). The students had to take Information Science and Information Technology subjects.

In 2005, the Department offered the CHED's standardized Library Science degree program, which is the, Bachelor of Library and Information Science (BLIS). Graduate students could enroll either in Master of Science in Library and Information Science (MS LIS) or the non-thesis Master in Library and Information Science (M LIS). The Department enlisted the expertise of Computer Science and Information Technology professionals to give lectures on their field as applied to Library and Information Science. The first BLIS graduates were conferred their degrees in March 2008, the first M LIS batch of five in October 2009, and the first MS LIS graduate in March 2013.

From 1995 to 2007, there was an output of 24 master's theses. With the May 2007 retirement of

Mrs. Sanson, Dr. Marilou P. Tadlip, Director of Libraries, became the concurrent chair on a part-time basis. In April 2009, she requested a new name for the Department due to the changes information and communication technologies have wrought upon librarianship. The endorsement of College of Arts and Sciences Dean Ramon S. del Fierro, PhD, and Vice-President for Academic Affairs, Fr. Felino B. Javines Jr., SVD, DM secured the approved change of name to the Department of Library and Information Science. In three years' time, 12 students graduated with MSLS degrees; several thesis topics were on librarians' ICT competencies, computer-aided retrieval systems, and computer-stored bibliography and indexes.

In June 2011, the librarian of the USC North Campus Basic Education Department and a former part-time teacher of the then Department of Library Science, Maria Luisa K. Burdeos, MSLS, was appointed as chair. When the building for the Learning Resource Center of the USC Library System was opened in 2012, the Department of Library and Information Science moved to the Talamban Campus. The new building housed its office, conference room, and classrooms as it also became a laboratory with digital libraries in addition to the print, non-print, electronic and multi-media resources in the unit libraries and audio-visual centers.

There was a major change when the Department became a section under the Department of Computer, Information Sciences, and Mathematics, (DCISM) in June 2015. The last chairman of the defunct department served as the first LIS Section head. The DCISM teachers who used to handle the ICT subjects for LIS students had the same teaching load. There was a move to encourage Information Technology students to take LIS subjects as electives. In 2017, 10 faculty members of the DCISM wrote a textbook for the senior high school students of the University. Three of them were teachers of the LIS Section.

From 2011 to 2017, out of the 22 who finished their master's degrees, six were MS LIS, and 16 were MSLS. The thesis topics were on information literacy, information services to special groups, cataloging of books and non-book materials, collection development, and library management. There were 24 who graduated with

the non-thesis degree of M LIS. Three of them finished with the closure of the program in March 2014. In October 2017, the MSLS program effectively ended with its last batch of graduates. All students, returnees or new, had to take up MS LIS, a thesis program.

The University was chosen as a feeder school for the MS LIS degree of the CHED K-12 Scholarship Program in 2016. Three of these scholars graduated in 2018 and two in 2020. There are 4 scholars still enrolled in the program as of May 2021. Prof. Cristita L. Lanticse, MSLS, the current Coordinator of the LIS Section under the DCISM, serves in various capacities in the scholarship program.

Mission and Vision of the Program

The *Library and Information Science Section* of the Department of Computer, Information Sciences, and Mathematics aims to produce graduates who:

- Qualify as professionals for positions of responsibility in the various areas of librarianship and information science in business, education, government, publishing, or where information is used in the local and global arenas;
- Demonstrate expertise, skills, and competence on information products, services, and management practices throughout their lives as information professionals;
- Manage information organizations, user-based information services, and information products with high-tech and high-touch skills;
- Sustain professional growth through skills on critical analysis, problem-solving, written communication, teaching, and research;
- Engage in research in the various areas of librarianship and information science as contribution to the development of the different memory institutions in the Philippines;
- Show the charism of San Carlos Borromeo and St. Arnold Janssen by sharing their time, talent and treasure to the community as living Witnesses to the Word;
- Demonstrate the Carolinian spirituality of being witnesses to the Word, professional attitudes, and interpersonal skills in dealing with information users, colleagues and peers; and
- Draw upon the personal and lived experience to reflect on and examine ethical and social implications of situations, actions, policies, and

proposals and uphold the ethics of their chosen profession.

Curriculum Development, Degrees/Courses Offered

Over the years, the curricula for the BLIS and MS LIS programs underwent revisions to provide the balance between core courses, technology application, and internship subjects. The subjects in the licensure examination and the standards on the LIS competencies in the global community were also considered in the revisions. The LIS curriculum is standardized based on CHED Memorandum Order no. 24, series of 2015 titled *Revised Policies, Standards and Guidelines for the Bachelor of Library and Information Science (BLIS) Program*. It has several subjects on technology applications. While the LIS Section follows this BLIS curriculum, it acts on its own to provide training on the specific needs of libraries and librarians in the Visayas and Mindanao provinces. The Section also adapts the unified syllabi developed by the Council of Deans and Heads of Library and Information Science Schools (CODHLIS).

The purpose of the thesis program, MS LIS, is to enhance the librarians' professional competence for various areas of responsibility in the field and to contribute, through research, to the upgrading of librarianship as a profession in the Philippines.

Profile/Contribution of Faculty Members

The LIS Section has produced graduates who now serve as LIS teachers, academic/school librarians, directors of libraries, learning resource coordinators, library systems analysts, database managers, bibliographers, documentalists, and multimedia librarians. They also work in business and industry, media, and government. Many of these librarians are volunteers in the accreditation work of the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU), Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA), and Association of Christian Schools, Colleges and Universities-Accrediting Council, Inc. (ACSCU-ACI) of the umbrella organization, Federation of Accrediting Agencies of the Philippines (FAAP). Catalina Y. Diluvio, MSLS, PhD is the first doctorate in Library Science from the Visayas and Mindanao. She finished her dissertation entitled *Science in the Philippines: A Bibliographic and Bibliometric Analysis of the Periodical Literature* at the

University of Illinois at Urbana-Champaign in 1989. Nora G. Agustero, MSLS, PhD is the first Philippine doctorate in Information Studies at the University of Sheffield, United Kingdom. Her dissertation is entitled *The Collaborative Behaviour of Academic Libraries: The Case of Library Consortia in the Philippines*. A good number has finished doctorate degrees in Education and Management, served as directors of their library, or taught Library and Information Science in their institutions. Due to the dedication of the librarians to the profession, several have been recognized by the librarians' organizations. One of these, the Philippine Association of Academic and Research Librarians, Inc. (PAARL), awarded its Lifetime Achievement Award to Annabelle P. Acedera (2020), Dr. Virginia I. Caintic (2019), Dr. Marilou P. Tadlip (2018), and Arabella M. Ananoria (2017). PAARL also bestowed the Outstanding Academic Librarian of the Year honors to nine Library Science alumnae. They are Maxie Doreen L. Cabarron (2017), Dr. Virginia P. Mollaneda (2016), Dr. Leticia A. Cansancio (2015), Rainera

C. Boholst (2014), Prudenciana C. Cruz and Virginia I. Caintic (2007), Arabella M. Ananoria (2002), Hinie S. Gonzales (2000), Annabelle P. Acedera (1999), and Marilou P. Tadlip (1998). The library system of USC was the Outstanding Library of the Year 2008. The faculty members of the LIS Section had themselves ranked in 2014. Except for the coordinator, all of them are part-time teachers, namely:

1. Fr. Alfonso A. Araceli, SVD, MAPM, MLIS, EdD (Assistant Instructor)
2. Cristita L. Lanticse, MSLS – Coordinator (Assistant Professor 1)
3. Maria Gloria A. Trinidad, MSLS (Assistant Instructor)

These are the advisers and panelists in the master's program:

4. Arlene Y. Bacayo
Assistant Instructor, LIB, MSLS)
5. Fidel E. Bendanillo, MS Biology
6. Angelita A. Bisares, MSLS

Table 1

Library and Information Science LLE Topnotchers

NAME	RANK	DATE OF EXAMINATIONS
Padin, Frances Riscel S.	3rd	September 19-19, 2018
Oyao, Seachel S.	2nd	April 22-23, 2015
Salve, Lorraine Claire K.	1st	November 23-24, 2011
Martinez, Kristine Y.	4th	November 11-12, 2008
Rose, Nora P.	3rd	November 21-22, 2000
Agustero, Nora G.	6th	November 21-22, 2000
Apale, Karina Immaculada B.	5th	December 2-3, 1999
Natividad, Prosamel	8th	December 2-3, 1999
Saronillo, Whagie G.	7th	December 2-3, 1998
Lanticse, Cristita L.	9th	December 7-8, 1994

7. Maria Luisa K. Burdeos, MSLS(Assistant Instructor)
8. Virginia P. Mollaneda, MSLS, EdD
9. Elmer S. Poliquit, MS Mathematics
10. Marilou P. Tadlip, EdD

Students and Alumni - Demographics and Performance in Licensure Examinations

In the Librarian Licensure Examination (LLE), USC has been consistently a top performing school in the country since 1992 when the first examination was given. In 1994, USC garnered the ninth place in the examination, seventh place in 1998, fifth and eighth places in 1999, third and sixth places in 2000, fourth place in 2008, first place in 2011, second place in 2015, and third place in 2018 (see Table 1).

In the November 2012 LLE, all seven fresh graduates and four re-takers passed, earning for the then Department a 100% passing rate. In November 2001, its passing rate was 90.48%, the second highest in its history. The LIS Section consistently scored above all the national passing averages, except in 2017, when it had 60% and the national passing average was 60.29%.

Research

There are 180 master's theses written from 1972 to 2020. The research findings became the basis for the institutions' improvement of library operations, installation of automated systems, collaboration in information literacy skills teaching, and intensified involvement in research. The institutions rightfully earned the returns on their investment in support of their FAPE scholars and their own study grantees.

These are the most recent research outputs of the Section:

- Boholst, R. C., Mollaneda, V. P., Oral, A. M. P., & Tadlip, M. P. (2012). *Information seeking strategies to digitized resources in Metro Cebu*. Cebu City: CHED USC Zonal Research Center.
- Burdeos, M. L. K., Lanticse, C. L., & Anud, M. (2017). *Utilization of the index to undergraduate theses at the Science and Technology Library of the University of San Carlos* [Paper presentation] 2nd University Research Conference, University of San Carlos, Cebu City.
- Burdeos, M. L. K., Sabellano, M. J. G., Cantara, A. D., Ceniza, A. M., Sarmiento, E. G. V.,

Mendoza, E. P., Polinar, S. B., Lanticse, C. L., Trinidad, M. G. A., & Capao, K. A. (2017). *Think, click & share: A comprehensive worktext in media and information literacy for senior high school*. Cebu City: University of San Carlos Press.

Outreach

Cataloging of books and storytelling were often the outreach activities of the faculty members and students. Some of these were short-term requests of public school libraries and barangay reading centers. In the aftermath of Typhoon Yolanda in November 2013, the beginnings of an outreach program arose. Sr. Perry Inso of the Congregation of Our Lady of the Retreat in the Cenacle enlisted the help of Outreach Head Engr. Philip Marcon of the USC College of Engineering for the organization of a library put up by her congregation in Tindog, Medellin, Cebu. Engr. Marcon, in turn, invited the LIS faculty members and students to plan an outreach program for the Tindog Children's Public Library. A memorandum of agreement was signed by the Barangay Tindog captain, Sr. Inso, and LIS head in the presence of three faculty members, Engr. Marcon, two sisters of the partner religious community, and two teachers from the nearby Tindog Elementary School on Sunday, August 3, 2014. The library stands on a one-room concrete building. All the books, maps, charts, posters, and VHS tapes were delivered that day.

From August 2014 to mid-2017, the LIS faculty members and students organized the books and print materials of the Tindog Public Children's Library. In their semestral visits, the librarians and students conducted storytelling sessions and library lessons for the pupils of Tindog Elementary School, prepared a card catalog, labelled the books with call numbers and readied them for borrowing. There will be visits to Tindog, Medellin, Cebu to continue what has been started in the library.

Plans for the Future

The LIS Section as part of the academic infrastructure of USC has had its share of ups and downs. Its downgrading from a department to a section in its college serves as an impetus to live up to the pride of being the top LIS school in the Visayas and Mindanao. The decline in enrollment is attributable to many factors, but the Section has always had a population of not more than 10 but not less than four

enrollees in the BLIS program every year. This was reason enough for the University to suspend the offering of the program for over a year now.

The Section has embarked on a publicity campaign to attract enrollees. There is an intensive joint program promotion of the School of Arts and Sciences, such as career talks to HUMSS and STEM senior high school students of the University. The Section has an online poster and a brochure in its posts in social media. There are announcements, through print and online media, about a scholarship from an alumna and the Department of Science and Technology priority area scholarship.

When the University administration re-opens the BLIS program, the Section will implement all the promotional activities. If ever there is an increase in enrollees, the Section plans to apply for the Center for Development status with CHED. The Section has been working on it when the decision to close the undergraduate program came down. Meanwhile, the faculty members do their tasks, teaching, advising, editing, and assisting the master's students as they write their thesis. Serving in an academic section with the storied history of USC, one goes about the tasks inspired by the motto of *Scientia, Virtus, Devotio*.

DECLARATION ON CONFLICTING INTERESTS

The authors declared no potential conflicts of interest with respect to research, authorship, and/or publication of this article.

DECLARATION ON SOURCES OF FUNDING

The authors received no financial support for the research, authorship, and/or publication of this article.

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AUTHOR BIOGRAPHIES

Maria Luisa K. Burdeos started as a public school teacher, became a librarian, and ended as a full-time teacher of Library and Information Science. While at the University of San Carlos Boys' High School for three decades, she taught Library Science part-time, contributed to the library newsletter, and edited *Info Gateways* of the University of San Carlos Library System, from 1996 - 2010. She edited the short-lived *CLAI Journal* from 1994 -1998 and headed the Cebu Librarians Association, Inc. from 1996-1998. She has an Elementary Education degree from Mindanao State University in Marawi City and a master's in Library Science from USC. Known by her baptismal name, Nelia, in her work with the Philippine Accrediting Association of Schools, Colleges, and Universities, she received, in November 2017, the James J. Meany, S.J. Award for 100 survey visits and consultancies, the first for a PAASCU accreditor from the University of San Carlos.

Cristita L. Lanticse is an Assistant Professor 1 and the Coordinator of the Library and Information Science (LIS) Section of the Department of Computer, Information Sciences, and Mathematics (DCISM) of the School of Arts and Sciences of the University of San Carlos (USC), Cebu City. She is a graduate of the Bachelor of Science in Education degree from USC where she also finished the Master's degree in Library Science under a FAPE scholarship grant. She placed ninth in the 3rd Librarians Licensure Examination in 1994. She is a recipient of the TICER International Summer School on the Digital Library, Tilburg University, The Netherlands, 15-27 August 1999. She also visits college libraries as a member of survey teams of the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU). She is a former full-time librarian of the USC Library System for 29 years prior to becoming full-time teacher of the Section.



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The PhJLIS is published by the School of Library and Information Studies, University of the Philippines Diliman. ISSN 2719-0471 (Online)

The University of Santo Tomas Bachelor of Library and Information Science Program

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Abstract

The Bachelor of Library and Information Science (BLIS) program of the University of Santo Tomas (UST) is a four-year program that prepares students to develop, deploy and manage information resources in print, non-print, electronic, and digital formats. It trains students to apply information technology to basic library operations and functions; to systematically organize, conserve, and preserve information objects, historical and cultural documents, and other intellectual properties; and to harness bibliographical and online tools to support teaching, research, and other services. The program is fortunate to have made significant leaps in the last 12 years. But as new challenges arrive, it commits itself to continuous quality improvement. The program will strive to remain at par with local and international standards. It shall continue supporting the strategic directions and advocacies of the University and produce world-class competent, committed, and compassionate information professionals who make significant contributions to society.

Keywords: Bachelor of Library and Information Science, LIS curriculum, Library and information science education, Library education and training, Philippines

INTRODUCTION

The evolving demands from information professionals and the field itself brought about by constant technology innovations necessitate library and information science (LIS) schools to continually assess the adequacy of the learning opportunities provided for students. With the integration of information and communications technology (ICT) in library services, prospective information professionals are expected to possess the necessary competencies for effective and efficient knowledge management. According to Derakhshan et al. (2014), the foundations for these competencies are laid in LIS education programs. The quality of education and training they received will help develop skills to meet the challenges of the information society. Attainment of these skills and competencies is crucial to prepare them for employment in various institutions after graduation.

The Bachelor of Library and Information Science (BLIS) program of the University of Santo Tomas (UST) is a four-year program that prepares students to develop, deploy and manage information resources in print, non-print, electronic, and digital formats. The program trains students to apply information technology to basic library operations and functions; to systematically organize, conserve, and preserve

information objects, historical and cultural documents, and other intellectual properties; and to harness bibliographical and online tools to support teaching, research, and other services. It culminates with a one-year practicum/on-the-job training (OJT) at the University of Santo Tomas Miguel de Benavides Library, and in libraries and information centers in public and private sectors outside the University (University of Santo Tomas, 2021). The BLIS program endeavors to produce librarians and information professionals imbued with the Thomasian core values of competence, commitment, and compassion. All curricular and co-curricular activities are aimed to imbibe the SEAL of Thomasian Education (Servant Leader, Effective Communicator and Collaborator, Analytical and Creative Thinker, and Lifelong Learner) and are geared towards the achievement of the Thomasian Graduate Attributes (ThoGAs).

This paper will provide an overview of the UST BLIS program. It will focus on curriculum development and the significant milestones in the past 16 years (2005–2021) since its offshoot from the Bachelor of Secondary Education (BSE) program. Data on BLIS course offerings, the Librarian Licensure Examination (LLE) results from 2009 to 2019, and alumni's

Table 1
Library Science Curriculum (1947-1948)

Library Science (Minor: 12 Units)
Library Science 1 Orientation: a. Library methods b. Library economy c. Library practice
Library Science 3 Book Selections: a. Book review b. Book evaluation
Library Science 4 Elem. Classification
Library Science 5 Elem. Cataloging

perceptions about the LIS curriculum will be presented.

BRIEF HISTORY OF LIBRARY SCIENCE EDUCATION

Library science education in UST started when library science courses were first offered as electives in 1934 (Damaso, 1966). Library science was offered as a minor specialization under the BSE program beginning school year 1947-1948 (Paradera, 1948). It was later developed as a full course on library education at the undergraduate level (Cabañero & Tann, 1980). Students were required to finish 12 units of courses on library methods, economy and practice, book selections, elementary classification, and elementary cataloging. Table 1 shows the required units and the course descriptions.

Since its inception, the library science curriculum underwent revisions influenced by the provisions of Republic Act (RA) 6966 or otherwise known as the "Philippine Librarianship Act." Approved on September 19, 1990, the Act regulated the practice of librarianship and prescribed the qualifications of librarians. It stipulated that no person shall practice librarianship in the Philippines without a certificate of registration issued by the Professional Regulatory Board for Librarians (PRBFL) obtained through a written licensure examination (Republic Act No. 6966, 1990). RA 6966 was later repealed by RA 9246 known as "The Philippine Librarianship Act of 2003," which was approved on February 19, 2004

(Professional Regulation Commission Board for Librarians, 2004).

The scope of librarianship practice and licensure examination specified in RA 6966 and RA 9246 served as the basis for the library science curriculum. The scope of the licensure examination for librarianship was covered in the curricular offerings, specifically, selection and acquisition of multi-media sources of information; cataloging and classification; indexing and abstracting; reference, bibliography and information services; organization, management, and development of multimedia-based library or information service, laws, trends and practices affecting the profession; and information technology.

As a field of specialization under the BSE program, students were required to take up 79 units of General Education courses (including institutional courses, such as Theology), 39 units of Professional Education courses, and 30 units of Library Science specialization courses (including 6 units of electives). During their second year, the students will start taking up Library Science specialization courses. The curriculum required them to take up courses on theories, methods, and strategies on education such as Facilitating Learning, Principles of Teaching, Social Dimensions of Education, Assessment of Student Learning, Curriculum Development, Educational Technology, and Field Study courses. Library practicum is undertaken during the senior student's final year, both in-campus and off-campus. The number of practicum hours required per semester was 150.

Table 2 shows the professional Library Science courses offered in the BSE-LS program.

CURRICULUM REVISIONS

The BLIS curriculum ensures quality instructional delivery by complying with the Commission on Higher Education's (CHED) prescribed curricula. In revising the curriculum, the recommendations and feedback from library practitioners, partner institutions, and alumni are integrated. For the past 16 years, the BLIS program made significant curriculum revisions based on two memorandum orders issued by the Commission, specifically, CHED Memorandum Order (CMO) no. 08, series of 2005, and CMO no. 24, series of 2015.

CMO No. 08, Series of 2005

In 2005, CHED released CMO no. 8, series of 2005 entitled "Policies and Standards for Bachelor of Library and Information Science (BLIS) Program," which mandated the offering of BSE major in Library

Table 2

Library Science Courses in the Bachelor of Secondary Education-Library Science Program

LIS Courses	
Course Title	Units
Introduction to Library and Information Science	3
Building Library Collections	3
Organization of Information Sources and Services I	3
Organization of Information Sources and Services II	3
Information Sources and Services I	3
Library and Information Management I	3
Abstracting and Indexing	3
Information Technology I	3
Electives (6 units only)	
Course Title	Units
Information Sources and Services II	3
Information Technology II	3
Research Methods in Library and Information Science	3
Special Materials	3
Literature for Children and Young Adults	3
School Library Media Center	3
Academic Libraries	3
Special Libraries	3
Public Libraries	3
Archives Management	3
Records Management	3
Library Practicum	
Course Title	Units
Library Practicum 1	3
Library Practicum 2	3

Science as a separate degree program. In compliance, the library science major of the Bachelor of Secondary Education program became the BLIS program in 2006. Among the salient features of the curriculum stated in the said CMO are the provision for the mastery of the basic subjects such as Library and Information Organization and Management; the addition of topics in vital information and communication technologies crucial in the LIS program; enriched specialization component such as law, health and medical, academic, special, school and public librarianship; and the provision for community exposure through field-based experiences (Commission on Higher Education, 2005).

The BLIS program carried out the CMO's stated objectives: to provide prospective information professionals with the necessary competencies essential for effective provision and delivery of library and information services (Commission on Higher

Education, 2005). It equipped students with competencies and skills for better organization of library resources using an outcomes-based approach to teaching and learning. Further, the program aimed to mold information professionals who are compassionate and responsive to the needs of the less-privileged, and committed to the service of the Church.

In this curriculum, students enrolled started taking up LIS professional courses in their second year. They were required to take up 92 units of General Education courses (including institutional courses, such as Theology), 9 units of Professional Education or core courses, and 78 units of Library and Information Science courses. In addition, the Library Practicum hours required from a senior BLIS student increased from 150 to 200 hours. Table 3 shows the curriculum implemented from academic year (AY) 2006 to 2019.

Table 3

*Library and Information Science Courses
(Effective: AY 2006–2007 to AY 2018–2019)*

Course Title	Units
Introduction to Library and Information Science	3
Collection Development	3
Organization of Information Sources I	3
Organization of Information Sources II	3
Information Sources and Services I	3
Library and Information Management I	3
Indexing and Abstracting I	3
Information Technology I	3
Information Sources and Services II	3
Information Technology II	3
Research Methods in Library and Information Science	3
Special Materials	3
Literature for Children and Young Adults	3
School Libraries and Media Center	3
Academic Libraries	3
Special Libraries	3
Public Libraries	3
Archives and Records Management	3
Collection Management	3
Information Sources and Services III	3
Indexing and Abstracting II	3
Information Technology III	3
Organization and Information Sources III	3
Library and Information Management II	3
Library Practicum 1	3
Library Practicum 2	3

CMO No. 24, Series of 2015

In 2015, CHED released CMO no. 24, series of 2015, which revised the policies, standards, and guidelines (PSG) for the BLIS program. Among the salient features identified in the CMO is the implementation of competency-based standards or outcomes-based education, which puts a premium on learning outcomes. The CMO stated that the guidelines for the professional library/information education program of the International Federation of the Library Associations and Institutions (IFLA) and the curricula of library schools abroad were the basis of the revisions made on the 2015 BLIS curriculum (Commission on Higher Education, 2015a).

The BLIS curriculum was revised in compliance with CHED. It was crafted with the help of the BLIS faculty members, university administrators, other stakeholders, and alumni. In the 2019 graduate tracer study (Tinipunan et al., 2019), BLIS alumni respondents suggested having more hands-on activities on specific LIS courses (i.e., IT, Archives, Indexing and Abstracting, and Cataloging), more exposure to the actual library environment and professional organizations activities, and the inclusion of specialization courses in the curriculum. Recommendations were integrated into the curriculum which was finalized in AY 2018-2019 and implemented in AY 2019-2020.

The CMO prescribed additional 18 units of Information Technology courses and 21 units of Special Topics. In this curriculum, students enrolled shall start taking up professional LIS courses in their first year. They are required to take up 65 units of General Education (including electives and institutional courses, such as Theology), 45 units of LIS Core courses, 18 units of ICT courses, 21 units of Special Topics, and 18 units Cognates. Further, CMO no. 20 series of 2013 prescribing the General Education Curriculum was followed in the selection of General Education courses.

The competency standards and program outcomes identified in the PSG were selected as the BLIS program's intended learning outcomes (ILO) and are constructively aligned to the Institutional Outcomes (Competence, Commitment, and Compassion), SEAL of Thomasian Education (Servant Leader, Effective Communicator and Collaborator, Analytical and Creative Thinker, and Lifelong Learner), and Thomasian Graduate Attributes (ThoGAs).

Table 4 shows the LIS curricular offerings, as prescribed by CMO no. 24, series of 2015.

Table 4

*Library and Information Science Courses
(Effective AY 2018)*

LIS Courses	
Course Title	Units
Introduction to Library and Information Science	3
Collection Management of Information Resources	3
Information Resources and Services I	3
Information Resources and Services II	3
Organization of Information Resources I	3
Organization of Information Resources II	3
Indexing and Abstracting	3
Management of Libraries and Information Centers	3
Information Literacy	3
Library Materials for Children and Young Adults	3
Introduction to Records Management and Archives	3
Research Methods in Library and Information Science	3
Thesis/Research Writing	3
Library Practice I	3
Library Practice II	3
School/Academic Librarianship	3
Special/Public Librarianship	3
Preservation of Information Resources	3
Philosophies and Principles of Teaching	3
Educational Technology	3
Indigenous Knowledge and Multi-Culturalism	3
Foreign Language	3
Statistical Methods in Library and Information Science	3
Educational Technology 2	3
Technology in Libraries and Information Centers	3
Philosophies and Principles of Teaching 2	3
Collection Management of Information Resources II	3
ICT Courses	
Course Title	Units
Information Processing and Handling in Libraries and Information Centers	3
Web Technologies in Libraries and Information Centers (Lecture and Laboratory)	3
Digital Libraries and Resources	3
Programming Fundamentals (Lecture and Laboratory)	3
Systems Analysis and Design in Libraries and Information Centers	3
Database Design for Libraries (Lecture and Laboratory)	3

LIS FACULTY PROFILE

There is only one section for the BLIS program across year levels, a highly competent academic staff mentors them. The current BLIS academic staff is composed of one full-time tenured faculty member and three part-time faculty members. One faculty member has a doctoral degree in education, while three faculty members have attained their master's degree in library science. In terms of their bachelor's degree, three out of four faculty members are holders of a bachelor's degree in secondary education major in library science. On the other hand, one faculty member holds a bachelor's degree in banking and finance.

The academic staff are active members of professional organizations and engage in continuing professional education locally and internationally. Aside from their teaching experience, they have extensive library work experiences and are seasoned top-level administrators. They are also known trainers/resource speakers in their areas of expertise.

COMPETENCIES AND SKILLS DEVELOPED AMONG THE STUDENTS

In 2019, a graduate tracer study (Tinipunan et al., 2019) was conducted to determine the employability of the BLIS graduates, to assess the relevance of their educational attainment to their present careers, and to examine their perceptions about the LIS curriculum. The descriptive study is premised on the National Competency-based Standards for Filipino Librarians (Professional Regulatory Board for Librarians, 2015), which enumerates the professional and personal competencies required for Filipino librarians in terms of managing information resources, services and organizations, information tools and techniques. The study aims to determine the employability of the BLIS graduates of the UST College of Education, to assess the relevance of their educational attainment to their present careers, and to examine their perceptions about the LIS curriculum. Findings reveal that 82.1% of the respondents were hired immediately after graduation. Majority of the respondents work in the private sector (85.5%) and indicated a university library (29%) as their area of employment. The majority of the respondents identified values and ethics (76) and communication skills (71) as the personal competencies/skills learned in college that is perceived as "very useful" in their employment. On the other hand, professional competencies ranked as "very useful" are reference or information skills, followed by technical skills (i.e., cataloging, selection and acquisition), and information literacy and policy formulation. Majority of the respondents reported that they have received "excellent" quality education from

the college, particularly through the BLIS program, in preparing them for workforce. Further, 57.7% (45) of the respondents ranked "excellent" as their satisfaction for the overall quality education they received from the College of Education and the University. Respondents also identified activities in their library management and collection development courses as "very helpful" in preparing them for the workforce.

GRADUATES' PERFORMANCE IN THE LIBRARIAN LICENSURE EXAMINATION

The results of the LLE administered by the PRBFL is one of the quality measurements used to gauge the adequacy of the BLIS program's instructional delivery. Results of the LLE were analyzed to determine the level of achievement of its intended learning outcomes.

Table 5 shows UST's passing rate for the last 12 years, specifically the years that the BLIS was offered separately from the BSE program.

Data shows that UST's passing rate is consistently above the national passing rate (NPR). It also indicates that the program has produced LLE topnotchers for the last years. Analysis of data imply high efficacy of teaching strategies employed by the academic staff and good practices in instructional delivery which could have contributed to the graduates' chances of passing the LLE. Due to enrollment gaps, it is projected that the next batch of BLIS graduates who will take the LLE will be on the year 2023.

Table 5

UST's Performance in the Librarian Licensure Examination from 2009 to 2019

Year	UST's Passing Rate	National Passing Rate	Top Performing School Rank	No. of Board Topnotcher/s
2009	61.00%	29.98%		1
2010	53.85%	27.32%		1
2011	38.78%	27.61%		
2012	81.58%	46.67%	Rank 3	
2013	81.82%	45.80%	Rank 2	1
2014	42.86%	27.95%		
2015	87.88%	47.03%	Rank 2	
2016	94.44%	64.73%	Rank 2	1
2017	90.00%	60.28%	Rank 2	3
2018	97.37%	49.00%		2
2019	90.32%	55.17%	Rank 3	1

Note. Data from the PRC website (<https://www.prc.gov.ph>).

ACTIVITIES AND MILESTONES (2005 TO 2021)

Being declared a Center of Development in Library and Information Science in 2015 (Commission on Higher Education, 2015b) is one of the BLIS program's milestones. Additionally, the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) granted Level II First Reaccredited status in 2019. Gaining accreditation ensured quality and gave assurance that the program met the levels of quality set by the accrediting agencies.

Internationalization became one of the major thrusts of the University. Librarians abroad and with international working experience were invited to share their wisdom and best practices with students. Mr. John Hickok, a faculty librarian/instructor at California State University, Fullerton, USA, became a visiting lecturer in 2016. Using a team-teaching approach, he handled the course "Reference Source and Services" for three months. Other foreign speakers who have visited the University are Prof. Brendan Luyt of Nanyang Technological University, Singapore, and Prof. Yuen-Hsien Tseng, Ph.D. of National Taiwan Normal University. They were invited as resource speakers during the "LIS Colloquies" in 2017 and 2018, respectively. In AY 2020-2021, Filipino librarians practicing abroad were also invited as resource speakers in department-sponsored webinars. Among them are Ms. Regine Mamburam-Choresca of SAE Institute, Dubai; Mr. Joseph M. Yap of Nazarbayev Library, Kazakhstan; and Mr. Darrel Manuel O. Marco, an Erasmus Mundus International Master's Program of University of Glasgow, Aarhus University, and Tilburg University. They generously shared their experiences as Filipino librarians working/studying abroad to undergraduate students and professional librarians who attended the webinars.

Local linkages with institutions are forged for students' off-campus OJT. Partnerships in public and private sectors are established via memoranda of agreement, providing a venue for senior students to practice theoretical knowledge learned in the classroom to the actual field. Among the BLIS program's partner institutions as of AY 2018-2020 are the following: Asian Institute of Management, Makati; Far Eastern University Diliman, Quezon City; Lyceum of the Philippines University, Manila; Saint Jude Catholic School, Manila; Saint Theresa's College of Quezon City; Southeast Asian Ministers of Education Organization (SEAMEO) Innotech, Quezon City; and UST Angelicum College, Quezon City.

With the addition of ICT courses in the curriculum, the BLIS program enhances students' IT skills through

close collaboration with IT experts from the UST Institute of Information and Computing Sciences (IICS). Further, the IICS faculty members handle IT courses in the BLIS program. In 2019, the "IT Skills Development Workshop" series was first organized. Workshop topics are Java programming, database management systems, Web applications development, and digital library software and resources.

The BLIS program supports the advocacies of the University by extending its assistance to the less fortunate through community development activities. These activities are spearheaded by the Library and Information Science Students' Association (LISSA), the official student organization of the BLIS program. The student leaders closely coordinate with UST-SIMBAHAYAN Community Development Office in identifying the actual needs of target communities. LIS courses employ a service-learning approach to support outreach projects through course requirements to benefit the partner communities. The following are some activities LISSA has conducted for the past 12 years: organizing community libraries; conduct storytelling sessions; conducting literacy and numeracy lessons; school supplies and book donation drives; classroom renovation; and participating in tree planting activities. Sustainability of efforts is measured through post-evaluation of community activities.

CONCLUSION

The BLIS program is fortunate to have made significant leaps in the last 12 years. But as new challenges arrive, it commits itself to continuous quality improvement. The program will strive to remain at par with local and international standards. It shall continue supporting the strategic directions and advocacies of the University and produce world-class competent, committed, and compassionate information professionals who make significant contributions to society.

DECLARATION ON CONFLICTING INTERESTS

The author declared no potential conflicts of interest with respect to research, authorship, and/or publication of this article.

DECLARATION ON SOURCES OF FUNDING

The author received no financial support for the research, authorship, and/or publication of this article.

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The PhJLIS is published by the School of Library and Information Studies, University of the Philippines Diliman. ISSN 2719-0471 (Online)