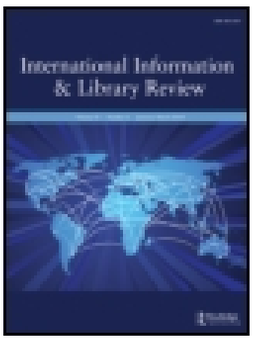

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Creating a needs-responsive LIS curriculum in a developing country: A case study from Kenya

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Summary The Department of Library Studies at Kenyatta University in Nairobi, Kenya has for some time now been reviewing its curriculum, for the purposes of meeting the requirements and needs of a twenty-first century global, networked society and to meet the country's information needs. To achieve this, the University has been working on approximately 10 different programs from certificate to masters in both library and information science and archives administration/records management. This paper analyzes the process involved in this undertaking and critically examines the underlying assumptions embedded in the exercise. It discusses problems encountered, solutions devised, and the products derived from the curriculum review. The paper is a collaborative effort between a faculty member based in Kenya and one based in the United States.

Background

Kenya has over 600 different types of information institutions, including libraries, archives, and record centres. The country is gradually recognizing the value of information for development, and has been steadily investing in educational structures to develop human resources required to manage this essential resource. Prior to 1984, for example, a Kenyan who desired to acquire any postgraduate education in library and information science had to go outside the country to do so. Now there are two public universities that offer such postgraduate education: Moi University[1] and Kenyatta University.[2] In this paper, we will examine Kenyatta University as a case study of the rise of education in library and information science. We will examine its revamped curricula as it struggles to bring it in line with the changing economic environment and information needs.

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[1]See http://www.mu.ac.ke/. Moi University in Eldoret, about 200 miles from the country's capital, Nairobi, has a School of Information Sciences with Departments in Archives and Records Management; Information Media and Technology; Library and Information Studies; and Publishing and Book Trade.
[2]See http://www.ku.ac.ke/.

Kenyatta University is one of two public universities located in Nairobi, Kenya.[3] Although established as a constituent college of the University of Nairobi in 1970, library and information science were not part of the curriculum until the 1984/1985 academic year, when the Department of Library and Information Science[4] was created within the School of Education, the same year the college became a full-fledged university. The new department was created with the mandate to be a leader in library and information science education, research and consultancy in East Africa. It has been instrumental in producing information professionals at both the undergraduate and graduate levels, who have gone on to serve in various positions within the private sector, universities, United Nations organizations, and non-governmental organizations, both in Kenya and internationally.

Identifying a need

Kenyatta University has, through surveys and stakeholder feedback, long identified a growing need for information professionals across many different levels. This has been coupled with a growing interest in the field from incoming undergraduate students, as well as established professionals seeking to update their skills and education.

A cursory look at the present department curriculum reflects the educational needs of the early 1980s and mirrors the curricula to which early instructors in the department had been exposed during their graduate studies. However, the increasing move towards an information economy has prompted market needs that have steadily put demands on the department, in terms of the kind of information professional required in the changing economy. These demands have led the department's faculty to review the curriculum, to bring it in line with its mission to "develop all-round and high level human resources in the field of library and information science who can function effectively in the challenging, continuously changing and diverse working environment," and to meet opportunities "brought about by the rapidly changing user needs in the current information society.[5]"

Pathway to curricula structural changes

In examining the process that led to the current proposed changes, the authors asked the department[6] to provide answers to the following questions: (1) what prompted a review of the curriculum, (2) who was involved in the exercise and what were their roles, (3) how did the Department arrive at a strategy for the review and what was the strategy, (4) what specific Program Review Tools were used to identify areas to change, (5) were curricula from other universities used for comparative or benchmark activities, and (6) what were the underlying assumptions as the revisions to the curricula were proposed?

From the department's viewpoint, the prompt for a review of the curriculum came about for three major reasons. The first was that there was dissatisfaction expressed by students taking the courses in the current curriculum. At the same time, there was a realization by the department lecturers that there was need to review some parts of the curriculum due to developments in technology and how these developments affected such courses as Library Automation. Lastly, it also so happened that the University has recently adopted a policy which requires a review of all programmes at the university.

The curriculum review involved various stakeholders, and was therefore a group effort. All the teaching staff in the department was asked to participate in the exercise. They were requested to review their courses, do some background research, and suggest changes to these courses. Former students played a role as well: they would point out glaring inadequacies of the course they had gone through and suggest improvements. Finally, a Departmental Curriculum Review Seminar was established with the task of examining drafts of course changes submitted by faculty teaching the courses.

The prompt for review followed discussion within the Department, responding to pressure for beating the deadline for review, given that such a review had been included in a Performance Contract signed between the department and the University Vice Chancellor. As a strategy for moving forward, the faculty agreed that the mandate would be that within approximately 6 weeks, each member would review at least two programmes within their area of specialization and present draft changes to the Department. The Departmental Curriculum Review Seminar would then discuss the drafts and produce

[3]The other is the University of Nairobi, of which it was once a constituent college known as Kenyatta College.

[4]See http://www.ku.ac.ke/schools/departments.asp?Dcode=ELS.

[5]From the department's mission statement.

[6]A questionnaire consisting of six questions was sent to the Department Chair, with a request to get feedback from faculty.

a final draft for submission to the Academic Board of the School of Education, under which the Library Studies Department falls. This would then be followed by a three-day university-facilitated seminar at Utalii College (a conference hotel),[7] where the drafts were thoroughly discussed. A follow-up meeting was organized after two weeks to discuss the revised drafts produced at the earlier seminar.

An early challenge was deciding on the specific tools that would be used to identify areas to change for the program review. The faculty decided on multiple sources: examining current reference and textbooks in the field; searching for Internet sources; suggestions from various stakeholders; and a comparison with curricula from other institutions. In the event, curricula from local (Moi University), regional (Makerere University[8] in Uganda), and international (various British universities) were used. Because of perceived differences in the education system, curricula from US schools were not considered.

Throughout the curricula revision exercise, the faculty worked under the following assumptions: (1) the curricula were outdated, (2) the revised curricula would be an improvement over the existing curricula, (3) changes or developments in technology and other professional areas were significant enough to justify the proposed review, (4) staff and other stakeholders used in the review exercise were sufficiently competent to undertake the exercise, and that (5) the sources used to obtain information for the review were adequate to justify the review of the curricula.

Analysis of the changes

Undergraduate

The current Bachelor of Education (B.Ed) in Library Science degree is composed of four levels, corresponding to each year of the undergraduate education: levels 100, 200, 300, and 400. Two new degrees are proposed to replace the current one: a Bachelor of Library and Information Science (BLIS) and a Bachelor of Information Science (BIS). The two proposed degrees will also have four-level courses, and while they appear identical, there are subtle differences in some of the courses offered. For example, Information Repackaging, Information Bureau and Documentation, Community Information service are offered in the BLIS but not in the BIS. Likewise, Information Software Systems Centres is offered in the BIS, but not in the BLIS (see Appendix A).

The extent of the change from the old degree to the proposed degrees is dramatized by the size of the expansion of courses at each level: a 66% increase in course offerings at level 100 for both BLIS and BIS over B.Ed, a 150% increase for BLIS and 125% of BIS at level 200, a 200% increase for both BLIS BIS at level 300, and 175% increase for BLIS and 150% of BIS at the 400 level (see Appendix A). A completely new program in records and archives management is also introduced with the new Bachelor of Information Science—Records Management and Archives Administration (BIS-RMAA) (see Appendix C).

Besides the increase in the number of course offerings, the other notable indicators of change are the types of courses added. Overlaying the old curriculum is a series of new proposed courses remarkable for their emphasis on information technology and industry-specific focus on provision of information services, a trend that is quickly spreading in Sub-Saharan Africa (Minishi-Majanja & Ocholla, 2004). For example, the old degree offered but a single computer-related course (ELS 403: automation in libraries), which was essentially less about information technology than administrative management of library functions. In the proposed curricula, the authors counted at least eight such courses (see Appendix A). Furthermore, while to meet the university's original mission of training educators the old curriculum concentrated on practice in school libraries and service to children and young adults, the new curriculum looks at the larger economy, targeting such sectors of national interest as tourism, business, health and welfare, geographic information systems, the legal system, community development, culture and creative enterprises (see Appendix A). It also introduces office records and registry management as a subject matter, in keeping with the needs of the government at all levels in that area. To encourage critical thinking and investigative learning, the new curriculum introduces a course in research methods for both proposed bachelors degrees.

Also, unlike the current curricula which emphasizes employment in an educational institution (the degree is earned in the School of Education), the proposed curricula encourages free enterprise with courses on entrepreneurship, desktop publishing and technical writing, information repackaging, and tourism information service. There is a concern with the practical application of information across the various sectors of the country's

[7]The faculty felt that it was necessary to do this as a sort of retreat, away from the university.

[8]See http://www.makerere.ac.ug/.

economy, as opposed to general theoretical knowledge of information service. An example of this is the renaming of the first-level course from ELS 101 Library and Society to BLIS 100 Information, Communities and Development. There is a conscious effort here to look at the impact of information on the economy by tying it to the notion that it would lead to community development.

The faculty has also proposed a 2-year diploma program to mirror the BLIS; the Diploma in Library and Information Science (DLIS). Diploma students take many of the same core courses that the degree students take, the main difference being that while there are 38 courses available in the degree course, only 22 are available for the diploma (see Appendix B). Students take 18 core units,[9] two electives, the university common units, a practicum, and a project.

The new records management and archives administration undergraduate degree (BIS-RMAA) is a response to a need for trained persons who are capable of handling records in various government, non-governmental agencies, and private sector settings. The degree program is designed to examine the relationships between archives, museums, and other keepers of cultural heritage. It not only addresses records and registry management, but also has units dealing with the legal aspects of this context, such as copyright and censorship (see Appendix C). This degree, like its counter-part BLIS, also has a diploma version attached: the Diploma in Records Management and Archives Administration (DRMAA) (see Appendix C).

The faculty has also proposed two certificate courses: a Certificate in Library and Information Science (CLIS), and a Certificate in Archives and Records Management (CARM). Each certificate is two-semesters long, consisting of nine core units and one elective. CLIS students choose from 12 courses, which are taken from the bachelor and diploma course listing, with the exception of a new course on Internet Technologies. Likewise, the 12 CARM courses are taken from the bachelor and diploma courses on records and archives management.

Graduate

The most notable changes in the new graduate programs over the existing Master of Education in Library Science (M.Ed) are (a) the decrease in the number of course offerings, (b) the introduction of two new masters degrees: the Master of Information Science (MIS) to replace the M.Ed, and the brand new Master of Information Science–Records Management and Archives Administration (MIS-RMAA) (see Appendix D).

With regard to the MIS degree, it appears the reduction in the number of courses has been achieved by shifting some of the sector-specific service courses to the undergraduate degree. The faculty decided to do away with stand-alone courses on school, academic, law, community, business, map, music, medical, special, public, comparative, and children/young adults librarianship. It is also remarkable that the undergraduate programs have a much heavier emphasis on information technology than the MIS degree. The new records and archives graduate degree (MIS-RMAA), on the other hand, has a substantial focus on information technologies. Again, as in the undergraduate programs, entrepreneurship and marketing of services are included in the curriculum.

A closer look at the course content illustrates the granularity of the needs-responsive approach. In the Information Communities and Development course, for example, in addition to discussing the social foundations of libraries and information centres, the course specifically examines the development of libraries and information centres in Africa, with an emphasis on Kenya. It also looks at issues of copyright, censorship, and legislation in general. Also, because health and tourism are very important in the Kenyan economy, the curriculum includes courses to cover those areas.

A service-learning component is also introduced in the curriculum, in the form of an eight-week attachment to a library or other information centre, where the students learn the practical aspects of the profession, and are visited and assessed twice during this period by faculty members. In addition, the students have to demonstrate their critical analytical skills by completing a research project in their final year on a topic of their choice, under the supervision of a faculty advisor.

Conclusion

While traditional courses such as cataloguing and classification still enjoy prominence in the undergraduate program, the subjects have been combined and renamed Information Organisation in the graduate program. This is a departure from some

[9] A unit is equivalent to 35 1 h lectures, where 1 h lecture consists of 2 h of tutorial and 3 h of practical.

other countries such as Egypt (Hady & Shaker, 2006), Mexico (Arellano, 2006), and China (Si, 2005; Zhanghua, 2005) where, while increasingly focusing on automation in cataloguing, nevertheless continue to stress the fundamentals. But it is in keeping with countries such as the USA, where fewer and fewer programs are teaching cataloguing and classification (Hsieh-Yee, 2004), leading to what one concerned professional has termed a "crisis" in US library and information science education (Berry, 2004, p.10).

One of the problems encountered is the apparent lack of a benchmark, such as the proposed American Library Association Competencies[10] to manifest the "knowledge, skills, and experience" needed by information professionals, even though not all American programs offer all of the eight core competencies (McKinney, 2006). The Kenya Library Association does not have similar competencies, and this might be the sort of endeavour that could benefit from an East African approach.[11] However, the question of what constitutes a core in library and information science remains hotly contested (Raju, 2003). There is hardly much agreement either regarding the content of even acknowledged core courses (Park, 2003) in Kenya and elsewhere.

Given the importance of information literacy in library and information science curricula (Lampert, 2005), it is noted that it is not explicitly included in the revised curricula. However, Kenya is not alone in this under emphasis. A 2005 study of LIS schools around the world revealed a similar omission (Julien, 2005). Since there are already too many course offerings to be taught by the existing faculty, perhaps a unit on teaching information literacy could be worked into the course on information dissemination.

Indeed, as the faculty had assumed, an analysis of the old curriculum reveals that it was woefully outdated at both the undergraduate and graduate levels. The restructuring of the bachelors and masters degrees, as well as the introduction of the two diploma courses, represent a significant departure from the staid offerings of the past, and the attempt to address the economy and market needs are a noteworthy improvement over the existing curricula. Even without the input from past students, it is clear that changes and developments in technology and other professional areas are momentous enough to justify the proposed review. The staff and other stakeholders participating in the review exercise were sufficiently competent to undertake the exercise, but they also could have used a wider-ranging input from experts not directly connected with the department, to better enhance objectivity. This was somehow ameliorated by the use of curricula from other institutions to inform the revision exercise, particularly since these sources demonstrated the need for reviewing the curricula to both address the market needs as well as infuse an information technology perspective into the curriculum.

We recommend that since many of the same courses are found across the various degrees, there should be a common numbering protocol to make it easier for students taking electives. This would also facilitate teaching, as one instructor would be able to teach a course that could be simultaneously taken, for example, by students in BLIS, BIS, and BIS-RMAA. Also, these courses need to have their descriptive content harmonized, again to make teaching across the areas more manageable. In fact, it might be best to integrate the BLIS and BIS, and indicate the pertinent concentration on the award. We commend the paring down of the masters in library and information studies, but suggest a re-examination of the decision to also pare down the information technology aspect at that level, contrary to what happened with the undergraduate curriculum.

The inclusion of such courses as marketing in the Kenyatta University curriculum is very commendable, given that a 2003 survey of US LIS schools found few programs that included the subject, leaving students to seek the course in other departments on campus (Winston & Hazlin, 2003). In summary, the revised curriculum makes a valiant effort in breaking out of the confines of LIS curricula from the Western world and the inherent difficulty in responding to the African environment (Aina, 2005; Mambo, 2000), and the Kenyan economy in particular.

Appendix A

Comparative chart of existing versus proposed undergraduate programs are shown in Table A1

[10]See http://www.ala.org/ala/accreditationb/Draft_Core_-Competencies_07_05.pdf. There are eight competencies, which include: knowledge dissemination: service, professional ethics, knowledge organization, technological knowledge, knowledge accumulation: education and lifelong learning, institutional management, resource building, and knowledge inquiry: research.

[11]IFLA also has its Guidelines for Professional Library/Information Educational Programs which were revised and approved in 2000 by IFLA's Professional Board.

Table A1

Bachelor of education in library science	Bachelor of library and information science (proposed)	Bachelor of information science (proposed)
Level 100 Courses		
ELS 101: Library and Society	BLIS 100: Information, Communities and Development	BIS 100: Information, Communities and Development
ELS 102: Cataloguing 1	BLIS 102: Cataloguing I	BIS 102: Cataloguing I
ELS 103: Classification I	BLIS 103: Classification I	BIS 103: Classification I
	BLIS 101: Information Technology: Basics	BIS 101: Information Communication Technology I
	BLIS 104: Information and Collection development	BIS 104: Information and Collection development
Level 200 Courses		
ELS 201: Cataloguing II	BLIS 202: Cataloguing II	BIS 202: Cataloguing II
ELS 204: Classification II	BLIS 203: Classification II	BIS 203: Classification II
ELS 202: Collection Development		
ELS 203: School Librarianship	BLIS 200: Information Sources and system I	BIS 200: Information Sources and system I
	BLIS 201: Information Technology II	BIS 201: Information Technology II
	BLIS 207: Electronic Information Sources	BIS 204: Electronic Information Sources
	BLIS 205: Media Studies	BIS 205: Media Studies
	BLIS 206: Publishing and Book Trade	BIS 206: Publishing and Book Trade
	BIS 209: Marketing & Public Relations	BIS 207: Marketing & Public Relations
	BLIS 208: Information and its users	BIS 208: Information and its users
	BLIS 204: Information Repackaging	
Level 300		
ELS 302: Practical cataloguing and classification	BLIS 301: Practical Cataloguing	BIS 301: Practical Cataloguing
	BLIS 302: Practical Classification	BIS 302: Practical Classification
ELS 303: Organization and management of libraries		
ELS 304: Reference and information services		
ELS 301: Sources of bibliographic information	BLIS 303: Information system and Sources II	BIS 303: Information system and Sources II
	BLIS 300: Research methods	BIS 300: Research methods
	BLIS 304: Practicum	BIS 304: Practicum—1 unit
	BLIS 305: Global Information Communication	BIS 204: Electronic Information Sources
	BLIS 306: Information technology applications in Library & Information Centres	BIS 205: Media Studies
	BLIS 307: Office Records and Registry Management	BIS 306: Office Records and Registry Management
	BLIS 308: Tourism Information service	BIS 307: Tourism Information service
	BLIS 309: Entrepreneurship in Library—in Information work	BIS 308: Entrepreneurship in Library—in Information work
	BLIS 310: Design and Care of Library and information Centre buildings	BIS 309: Design and Care of Library and information Centre buildings
	BLIS 311: Information Bureau & Documentation	
		BIS 305: Information software systems Centres

Table A1 (*continued*)

Bachelor of education in library science	Bachelor of library and information science (proposed)	Bachelor of information science (proposed)
Level 400		
ELS 401: Librarianship for children and young adults		
ELS 402: Non-book media		
ELS 403: Automation in Libraries		
ELS 404: Publishing and Book Trade	BLIS 402: Desktop Publishing and technical writings	BIS 402: Desktop Publishing and technical writings
	BLIS 400: Project	BIS 400: Project—2 units
	BLIS 401: Management of Library & Information Centres	BIS 401: Management of Library & Information Centres
	BLIS 403: Legal information services	BIS 403: Legal information services
	BLIS 404: Community Information service	
	BLIS 405: Business information service	BIS 404: Business information service
	BLIS 406: Geographic information work	BIS 405: Geographic information systems
	BLIS 407: Culture & Creative Information	BIS 406: Culture & Creative Information
	BLIS 408: Health and Welfare Information Services	BIS 407: Health and Welfare Information Services
	BLIS 409: Dissemination of information	BIS 408: Dissemination of information
	BLIS 410: Subject indexing and information retrieval.	BIS 409: Subject indexing and information retrieval.

Appendix B

Relationship between BLIS and proposed diploma are shown in Table B1

Table B1

Bachelor of Library and Information Science (proposed)	Diploma in Library and Information Science (proposed)
BLIS 100: Information, Communities and Development	DLIS 100: Information, Communication and Development
BLIS 102: Cataloguing I	DLIS 102: Cataloguing I
BLIS 103: Classification I	DLIS 103: Classification I
BLIS 101: Information Technology: Basics	DLIS 105: Information Communication Technology
BLIS 104: Information and Collection development	DLIS 101: Management of Information Resources and Services
BLIS 202: Cataloguing II	DLIS 108: Cataloguing II
BLIS 203: Classification II	DLIS 109: Classification II
BLIS 200: Information Sources and system I	DLIS 107: Reference and Information Resources
BLIS 201: Information Technology II	
BLIS 207: Electronic Information Sources	DLIS 209: Management of Electronic Resources
BLIS 205: Media Studies	DLIS 106: Multimedia Resources
BLIS 206: Publishing and Book Trade	DLIS 200: Publishing and Book Trade
BIS 209: Marketing & Public Relations	DLIS 205: Marketing and Public Relations
BLIS 208: Information and its users	
BLIS 204: Information Repackaging	
BLIS 301: Practical Cataloguing	DLIS 201: Cataloguing and Classification Practices
BLIS 302: Practical Classification	
BLIS 303: Information system and Sources II	DLIS 207: Reference and Information Services
BLIS 300: Research methods	DLIS 202: Research Methods

Table B1 (*continued*)

Bachelor of Library and Information Science (proposed)	Diploma in Library and Information Science (proposed)
BLIS 304: Practicum	
BLIS 305: Global Information Communication	DLIS 203: International and comparative Librarianship
BLIS 306: Information technology applications in Library & Information Centres	DLIS 206: Automation in Libraries and Information Centres
BLIS 307: Office Records and Registry Management	DLIS 208: Records Management and Archives Administration
BLIS 308: Tourism Information service	
BLIS 309: Entrepreneurship in Library—in Information work	DLIS 204: Entrepreneurship
BLIS 310: Design and Care of Library and information Centre buildings	
BLIS 311: Information Bureau & Documentation	
BLIS 402: Desktop Publishing and technical writings	
BLIS 400: Project	
BLIS 401: Management of Library & Information Centres	
BLIS 403: Legal information services	
BLIS 404: Community Information service	
BLIS 405: Business information service	DLIS 210: Organization and Management of Business Information
BLIS 406: Geographic information work	
BLIS 407: Culture & Creative Information	
BLIS 408: Health and Welfare Information Services	
BLIS 409: Dissemination of information	
BLIS 410: Subject indexing and information retrieval.	
	DLIS 104: Internet Resources
	DLIS 211: Educational Information Resources and Services.

Appendix C

Relationship between BLIS (RMAA) and proposed diploma are shown in Table C1

Table C1

Bachelor of information science- records management and archives administration (Proposed)	Diploma in records management and archives administration (Proposed)
Organisation and Retrieval of Archival Records	DRMAA XXX: Description and Arrangement of Archival Records
Information Technology I: Basics	DRMAA XXX: ICT I: Introduction to Computers
Building Records Appraisal Systems	DRMAA XXX: Records Appraisal and Disposal
	DRMAA XXX: Management of Resources
Information Technology II	DRMAA XXX: ICT II: Software Management Systems
Automation and Management of Electronic Records	DRMAA XXX: Management of electronic Records
Media Studies	
Marketing and Public Relations	DRMAA XXX: Marketing, public Relations and User Services
Information and its users	
Information and Collection Development in Archives and Records Management	DRMAA XXX: Selection and Acquisition of Archival Records
Strategic Planning for Records and Archives Services	DRMAA XXX: User Services
Research methods	DRMAA XXX: Research Methods
Practicum	
	DRMAA XXX: Comparative Study of Librarianship and Records Management and Archives Administration

Table C1 (*continued*)

Bachelor of information science- records management and archives administration (Proposed)	Diploma in records management and archives administration (Proposed)
	DRMAA XXX: Automation in Records Management and Archives Administration
Office Records Management	DRMAA XXX: Filing and Registry Systems
Entrepreneurship in Information Services	DRMAA XXX: Entrepreneurship in Records Management and Archives Administration
Design and Care of Record Centres and Archives Buildings	
Desktop Publishing and technical writings	DRMAA XXX: Communication Skills and Report Writing
Advanced Communications and Report Writing Project	
Management of Records and Archives Centres	DRMAA XXX: Management of Record Centres
Legal information services	DRMAA XXX: Legal and Ethical Issues in Records Management and Archives Administration
Business information services	DRMAA XXX: Management of Business Records
Culture and Creative Information	DRMAA XXX: Management of Museum and Archival Records
Dissemination of information	
	DRMAA XXX: Records Creation, Maintenance and Use
	DRMAA XXX: Preservation and Conservation of Records
	DRMAA XXX: Administrative History of Archives
	DRMAA XXX: Management of Oral Traditional Records
Registry Management	
Management of Public Sector Records: Principles and Content	
Electronic Information Sources and Internet	

Appendix D

Comparative chart of existing versus proposed masters programs are shown in Table D1

Table D1

Master of Education in Library Science	Master of Information Science (Proposed)	Master of Information Science (Records Management and Archives Administration) (Proposed)* no correspondence
Core I		
LIB 408: Introduction to Library and information Science		MRMA 500: Introduction to Records Management and Archives Administration
LIB 409: Principles of Management in Library and Information Systems		MRMA 503: Archives Management Principles and Practices I
LIB 410: Collection Development and Management	MIS 510: Collection Development	MRMA 504: Archives Management Principles and Practices II
LIB 411: Information Organization I	MIS 500: Information Organisation 1: Cataloguing and Indexing.	MRMA 501: Organisation and Control of Current Records I
LIB 412: Sources of Bibliographic Information I	MIS 508: Electronic Information Sources	
LIB 416: Sources of Bibliographic Information II		
LIB 413: Information Organization II	MIS 501: Information Organisation II: Classification and Indexing	MRMA 502: Organisation and Control of Current Records II

Table D1 (*continued*)

Master of Education in Library Science	Master of Information Science (Proposed)	Master of Information Science (Records Management and Archives Administration) (Proposed)* no correspondence
LIB 414: Research Methods	MIS 503: Research Methods	MRMA 507: Research Methods
LIB 415: Automation in Libraries I	MIS 507: ICT Application in Libraries	MRMA 506: Information Communication Technology
LIB 417: Context and Background Studies		
Core II		
LIB 513: Information Retrieval	MIS 509: Information Retrieval	
LIB 514: Automation in Libraries II		
LIB 515: Non-Book Media		MRMA 609: Multi-media resources
LIB 516: Project (three units)		MRMA 602: Project—4 units
	MIS 502: Practices of Indexing, Cataloguing and Classification	
	MIS 505: Strategic management	MRMA 505: Strategic Management
Electives		
LIB 519: Outreach Librarianship	MIS 511: Marketing and Public Relations	MRMA 600: Marketing and Public Relations
LIB 540: Dissemination of Information	MIS 512: Dissemination of Information	MRMA 608: Dissemination of Information
LIB 530: Records Management and Archives Administration	MIS 514: Records Management	
	MIS 513: Entrepreneurship in Information Science	MRMA 605: Entrepreneurship in information services
	MIS 515: Consultancy in Library and Information Science	MRMA 601: Consultancy in Information Services
	MIS 516: Management information Systems	
	MIS XXX: The Information Society	
LIB 517: School Librarianship		
LIB 518: Academic Librarianship		
LIB 520: Law Librarianship		
LIB 521: Community Librarianship		
LIB 522: Business Information		
LIB 523: Map Librarianship		
LIB 524: Music Librarianship		
LIB 525: Medical Librarianship		
LIB 526: Special Librarianship		
LIB 527: Public Librarianship		
LIB 528: Modern Book Production		
LIB 529: Comparative and International Librarianship		
LIB 531: Planning and Design of Library Buildings		
LIB 532: Librarianship for children and young adults		
LIB 533: Serials Librarianship		
LIB 534: Publishing and Book Trade		

Table D1 (*continued*)

Master of Education in Library Science	Master of Information Science (Proposed)	Master of Information Science (Records Management and Archives Administration) (Proposed)* no correspondence
LIB 535: The Role of the Library in Education LIB 536: Advanced Information Organization and Retrieval LIB 537: Information Sources in Science and Technology LIB 538: Information Sources in Social Science LIB 539: Information Sources in the Humanities LIB 541: Library Education		
		MRMA 603: Preservation and Conservation of Information Resources MRMA 604: Monitoring and evaluation of information services MRMA 606: Management of health information records MRMA 607: Management of Museum and Archaeological information

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