**BAYERO UNIVERSITY, KANO (BUK)**

**FACULTY OF EDUCATION**

**DEPARTMENT OF LIBRARY AND INFORMATION SCIENCES**

**BA/BSc LIBRARY AND INFORMATION SCIENCE**

**30% ADDITION TO CCMAS**

**Summary table**

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| **S/N** | **Course Code** | **Course Title** | **Units** | **Status** | **LH** | **PH** |
| 1 | BUK**-**LIS102 | Introduction to Information Work | 2 | C | 30 |  |
| 2 | BUK**-**LIS105 | Introduction to Information Resources and Services | 2 | C | 30 |  |
| 3 | BUK**-**LIS106 | Introduction to Indigenous Knowledge | 2 | C | 30 |  |
| 4 | BUK**-**LIS107 | Introduction to Public Relations and Publicity in Libraries | 2 | C | 30 |  |
| 5 | BUK**-**LIS110 | Introduction to Information Literacy | 2 | C | 30 |  |
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| 7 | BUK**-**LIS204 | Principles of Information Management | 2 | C | 30 |  |
| 8 | BUK**-**LIS208 | Indexing and Abstracting 1 | 2 | C | 24 | 8 |
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| 12 | BUK**-**LIS302 | Information Science | 2 | C | 30 |  |
| 13 | BUK**-**LIS307 | Bibliography and Citation Techniques | 2 | C | 30 |  |
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| 17 | BUK**-**LIS415 | Introduction to Knowledge Management | 2 | C | 30 |  |
| 18 | BUK**-**LIS416 | Management of Change in Information Institution | 2 | C | 30 |  |
|  | **Total** | | **36** | | | |

**LEVEL 100**

**BUK-LIS102: Introduction to Information Work**

**Senate approved relevance**

Introduction to information work bring to the fore the roles of an information worker in information processing and transfer aimed at servicing the information need of its users. Training of high-quality graduates who are highly skilled and knowledgeable information professionals who can create, troubleshoot and maintain information systems that perform basic service function is in agreement with BUK’s mission to address African developmental challenges in producing library and information science graduates, who could practice the tenants of the profession in any type of library or information center, in particular and generally in any type of information industry.

**Overview**

The course has been designed to introduce the students of Library and Information Sciences to the origin and background of information work and information worker. Through the various ages of intellectual development, the course attempts to bring to the fore the roles of an information worker in information processing and transfer aimed at servicing the information need of its users.

With so much information that have come to characterised the digital era, the course aims to achieve the objective of ensuring the safe access and use of information through information institutions and organizations.

**Objectives**

The objectives of the course are to:

1. Identify the various ages of information and intellectual development across time
2. Discuss the contributions of the various information ages to various segments of our society
3. Differentiate between an information worker and other knowledge workers
4. Mention the professional qualities of an information worker
5. Explain the attitude of library and information professionals to new technologies

Identify the challenges faced by information worker in the digital age

**Learning Outcomes:**

At the end of the course, the students should be able to:

1. Define information worker;
2. State characteristics of an information worker
3. Clarify some basic concepts in the foundation and development of information transfer across the following period:
   * Ancient Period
   * Middle Ages
   * The Renaissance
   * Enlightenment and age of reason
   * The Information Age;
4. Identify social issues at least 5 in library and information work; and
5. Outline the importance of information institutions and organizations to library operations.

**Course Contents:** Origin and Background; Intellectual History; Foundation and Development of Information Transfer in Ancient Period, The Middle Ages, The Renaissance, The Enlightenment and Age of Reason; The Information Age; The Information Worker; Social Issues Relating to Libraries & Information Centres; Information Institutions and Organizations; Professional Qualities and Advancement.

**BUK-LIS105: Introduction to Information Resources and Services**

**Senate approved relevance**

The importance of this course lies with the acquisition of knowledge on how information resources and services could be used and how to develop the resources for future use among student in the LIS profession. As such, training of high-quality students who are highly skilled and knowledgeable information professionals who can access, retrieve and disseminate information resources and services is in agreement with BUK’s mission to address African developmental challenges in producing library and information science graduates, who could practice in any type of library or information center and information industry.

**Overview:**

Information resources and Services are the information bearing materials that serves the information needs of users. This course highlights the concept, purpose and various types of information resources provided for students. These include; the print, non print and electronic types of resources which are available to serve the information needs of the students.

It explores the various sources of information, introduces students to the various principles and practices of accessing, retrieving and dissemination of information resources and services as well as exposes students to the different ways of evaluating, selecting and acquiring information resources.

**Objectives**

The objectives of the course are to:

1. Describe the concept of information resources and services.
2. Determine the significance and functions of information resources and services.
3. Examine the different types of information resources and services provided
4. Differentiate between the different types of Information resources available
5. Identify the various categories of information sources.
6. Identify the various criterion for evaluation and selection of items.
7. Explains how ICTs can be applied to information services.
8. Determine the various ways in which Information resources could be developed.

**Learning Outcomes**

At the end of the course, the students should be able to:

1. define the key concepts related to information resources and services;
2. explain the significance and functions of information resources and services.
3. explain the various types of information resources and the nature of information they contain:
4. identify the different types of Information resources available
5. Identify the various categories of information sources.
6. Identify the various criterion for evaluation and selection of items.
7. Explains how ICTs can be applied to information services.
8. Determine the various ways in which Information resources could be developed.

**Course contents:**  Definition of Concepts: Information Resources and Services; Types of Information Resources and Services; Evaluation of Information Resources; Information Sources, Access, Storage and Usage; User Education; Factors Responsible for Information Resources Development in Nigeria.

**BUK-LIS106: Introduction to Indigenous Knowledge**

**Senate approved relevance**

Introduction to indigenous knowledge produce highly skilled library professionals and knowledge managers who could design collection development policies for indigenous knowledge in collaboration with ethnographers, anthropologists, botanists, zoologists, oral historians and other related professionals to collect, organize, document and disseminate indigenous knowledge. This is in line with BUK’s mission to address African developmental challenges in producing library and information science graduates, who could practice in any type of library or information center and information industry.

**Overview**

Long before the development of modern science, indigenous people have developed their ways of knowing how to survive and also of ideas about meanings, purposes and values. Individual communities gather knowledge basically for two purposes: survival and development. The course will provide students with brief awareness on the importance of indigenous knowledge in the world and Nigeria in particular. Learning from indigenous knowledge, by investigating what local communities know and have, can improve understanding of agriculture, healthcare, food security education and natural-resource management issues.

Indigenous knowledge is very wide and it encompasses a number of fields. Some indigenous knowledge systems could easily be accessed and some cannot be. Library professionals and knowledge managers should design collection development policies for indigenous knowledge in collaboration with ethnographers, anthropologists, botanists, zoologists, oral historians and other related professionals to collect, organize, document and disseminate indigenous knowledge.

**Objectives**

The objectives of the course are to:

1. define the concept of Indigenous Knowledge;
2. explain the rationale for the provision of indigenous knowledge;
3. explain the various sources and policies of indigenous knowledge vis-à-vis the intellectual property rights;
4. describe the typology and features of indigenous knowledge;
5. explain the methods Indigenous Knowledge Management (IKM), such as indigenous knowledge generation, acquisition, organisation, documentation, dissemination, sharing and transfer;
6. identify the role of ICT in indigenous knowledge management
7. explain the role of libraries and information centres in development and management of indigenous knowledge;
8. explain the potentials and challenges of indigenous knowledge management in Nigerian society.

**Learning Outcomes**

At the end of the course, students should be able to:

1. define the concept of Indigenous Knowledge;
2. explain the rationale for provide indigenous knowledge;
3. expose students to various sources and policies of indigenous knowledge vis-à-vis the intellectual property rights;
4. describe the typology and features of indigenous knowledge;
5. be acquainted with the methods of Indigenous Knowledge Management (IKM), such as indigenous knowledge generation, acquisition, organisation, documentation, dissemination, sharing and transfer;
6. identify the vital role of ICT in indigenous knowledge management
7. identify the role of libraries and information centres in development and management of indigenous knowledge;
8. explain the potentials and challenges of indigenous knowledge management in Nigerian society.

**Course contents:** Definition of Key Concepts Related to Indigenous Knowledge; Rationale for Indigenous Knowledge; Indigenous Knowledge Policies and Intellectual Property Rights; Role of ICTs in Indigenous knowledge; Typology and Features of Indigenous Knowledge; Networks for the Exchange of Indigenous Knowledge; Sharing Indigenous Knowledge; Traditional and Modern Transfer of Indigenous Knowledge; Potentials and Challenges of Indigenous Knowledge in Nigeria Society.

**BUK-LIS107: Introduction to Public Relations and Publicity in Libraries**

**Senate approved relevance**

Introduction to Public Relations and Publicity in libraries is important especially in the libraries and information centres because it highlights and exposes the LIS graduates with all the necessary knowledge and skills required for effective customer relations in the libraries. Training of high-quality students who are highly skilled and knowledgeable information professionals who identify, develop good customer relations and strategies for effective public relation and publicity in the library and information centers is in agreement with BUK’s mission to address African developmental challenges in producing library and information science graduates, who could practice in any type of library or information center and information industry.

**Overview**

This course highlights the concepts of public relation and publicity in libraries as well the nature and characteristics of public relation and publicity. It also exposes the students in identifying the qualities of the Public Relation Practitioner; and develop good customer relations and strategies for effective public relation and publicity in the library and information centers.

The course exposes students to identify electronic advertising, publicity and marketing of library and information services. It also allows them to identify problems associated with public relation and publicity.

**Objectives**

The objectives of the course are to:

1. define the key concepts related to public relation and publicity;
2. identify the nature and characteristics of public relation and publicity
3. identify the qualities of public relation practitioner
4. explain customer relation in library and information centres;
5. identify electronic advertising, publicity and marketing of library and information products;
6. identify the strategies and tools for effective public relation and publicity in library and information centres;
7. explain the current media and technologies used for publicity and public relation in Nigeria;
8. identify the problems associated with public relation and publicity;
9. explain the trends in public relations and publicity**.**

**Learning outcomes**

At the end of the course, students should be able to:

1. define the key concepts related to Public Relations and Publicity;
2. identify the nature and characteristics of public relation and publicity
3. identify the qualities of public relation practitioner
4. explain customer relation in library and information centres;
5. identify electronic advertising, publicity and marketing of library and information products;
6. identify the strategies and tools for effective public relation and publicity in library and information centres;
7. explain the current media and technologies used for publicity and public relation in Nigeria;
8. identify the problems associated with public relation and publicity;
9. explain the trends in public relations and publicity**.**

**Course contents:** Definition of key Concepts Related to Public Relations and Publicity;; Public Relation and Publicity in Libraries; Nature and Characteristics of Public Relation and Publicity; Publicity Instruments; Qualities of Public Relation Practitioner; Customer Relation in Library and Information Centers; Electronic Advertising, Publicity and Marketing of Library and Information Products; Strategies for Effective Public Relation and Publicity in Library and Information Centres; Current Media and Technologies Used for Publicity and Public Relation in Nigeria; Problems Associated with Public Relation and Publicity; Trends in Public Relations and Publicity.

**BUK-LIS110: Introduction to Information Literacy**

**Senate approved relevance**

Introduction to information literacy is highly important in preparing grandaunts of library and information science with the requisite knowledge and skills on how to find, analyse and use relevant information that could satisfy the information needs of users in any type of library. This is in line with the vision and mission of BUK to build the capacity of students in the area of development of literacy programs in libraries and other related institutions.

**Overview**

Information literacy is a set of skills required by a information professionals to find, retrieve, analyse and use information. Information literacy is directly linked with lifelong learning and critical thinking. This highlights the importance of preparing students of library and information science with the knowledge and skills on how to find, analyse and use relevant information that could satisfy the information needs of library users.

This course is designed to expose students to the theories, models and practices of information literacy. Also, to build the capacity of students in the area of development of literacy programs in libraries and other related institutions. The importance of information literacy lies in problem solving, critical thinking and ability of students to become independent lifelong learners.

**Objectives**

The objectives of the course are to:

1. Define and explain the meaning of information literacy;

2. Enumerate and discuss the functions and fundamentals of information literacy;

3. Explain the theories of information literacy;

4. Highlight the models and practices of information literacy;

5. Discuss the development of information literacy programmes for libraries, community agencies, business, education and other institutions;

6. Identify the relationship between technology and information literacy;

7. Explain information literacy application in library and information centres;

8. Describe the methodology of information literacy; and

9. Explain the global trends in information literacy.

**Learning Outcomes**

At the end of the course, students should be able to:

1. define the key concepts of the course;
2. enumerate the functions and fundamentals of information literacy;
3. understand the theories of information literacy;
4. explain the models and practices of information literacy;
5. discuss the development of information literacy programmes for libraries, community agencies, business, education and other institutions;
6. identify the relationship between technology and information literacy;
7. explain information literacy application in library and information centres;
8. describe the methodology of information literacy; and
9. explain the trends in information literacy.

**Course contents:** Definitions of Concepts related to information literacy; Functions and Fundamentals of Information Literacy; Theories, Models and Practice; Development of Information Literacy Programs for Libraries, Community Agencies, Business, Education and Other Information Institutions; Relationship Between Technology and Information Literacy; Application of Information Literacy in Library and Information Centres; Methodology of Information Literacy; Trends in Information Literacy.

**LEVEL 200**

**BUK- LIS 202: Information Retrieval I**

**Senate approved relevance**

Information retrieval is a very significant course that trains students on how to organize information in libraries and information centers so that they could be easily accessible. As such they organize available information resources through classifying, cataloguing indexing, abstracting and use any other technical way that could enhance retrieval of information for research, learning and other purposes. This is in agreement with BUKs mission to address African developmental challenges in producing graduates who could practice the profession in any library and information settings they find themselves in.

**Overview**

Documents in libraries and other information centres are provided for use. For these information resources to be used, they have to be accessible. Accessibility presupposes careful and efficient organization of the resources. Organization of information resources involves the services classification, cataloguing, indexing and other technical services that are necessary for the accessibility of the information resources.

Information Retrieval I, as a course of study in the department of Library and Information Sciences, Bayero University, to retain high quality graduates on the concept and approaches to classification, cataloging and indexing of document or information resources. This training is needed if library information resources would be made easily accessible for use.

**Objectives**

The objectives of the course are to:

1. define and briefly explain the concepts of information retrieval.
2. explain the significance of information retrieval as an integral part of information system;
3. identify different types of approaches to information retrieval
4. expose the students to the relevance of each of the approaches to information retrieval to accessibility to the library document.
5. distinguish the relationship among the cardinal approaches to information retrieval system; classification, cataloging and indexing.

expose the students the necessary practical knowledge to the approaches to information retrieval system.

1. describe various format of information retrieval tools such as the library catalogue, OPAC, AACR2, RDA, FRBR;
2. explain the roles of ICTS in Information Retrieval systems.

**Learning outcomes**

At the end of the course lectures, students should be able to:

1. define the key concepts in information retrieval;
2. explain the significance of information retrieval as an integral part of information system;
3. identify the types of information retrieval systems;
4. explain the functions of the different types of information retrieval systems;
5. create appropriate information retrieval strategies for an information centre;
6. describe various format of information retrieval tools such as the library catalogue, OPAC, AACR2, RDA, FRBR;
7. explain the roles of ICTS in Information Retrieval systems.

**Course contents:** Definition of Concepts Related to Information Retrieval I; Purpose and Foundation of Cataloguing; Types, Function and Forms of Catalogues; Normative Principle of Cataloguing; History and Development of Library Catalogue Codes; Theories of Information Resources Description; Common Tools Used in Cataloguing; Format and Arrangement of Catalogue Entries; Cataloguing Standards; Elements of Resource Description; The Concept of OPACS; Practicum: Introduction To FRBR, RDA, AACR2 and Subject Indexes.

**BUK-LIS204: Principles of Information Management**

**Senate approved relevance**

Principles of information management lies with the management of libraries and information centers. The course is significant as it enables students in the field to be well skilled and trained in managing libraries and information centers as well as in providing effective and efficient services in libraries and information centers through the application of different managerial principles. This is in line with BUKs vision to lead in research and on its mission of being committed to addressing the developmental challenges through cutting edge research and training of high quality library and information science graduates.

**Overview**

The course Principles of Information Management is designed to introduce students to the various management strategies that can be applied towards the effective management of libraries and information centres. Through the various components of management such as Planning, Organizing, Directing, Staffing, Coordination and Budgeting, the course seeks to take student through an in-depth theoretical study where they will be shown how library as an organization can achieve its objective if the various management principles are properly applied.

The student will be carried through the various principles of management as advanced by several management scholars in relation to the management of libraries and information centres. Finally, the course highlights several but uniform challenges facing the effective management of libraries and information centres while proffering measures to the identified challenges.

**Objectives**

The objectives of the course are as follows:

1. define the concept related to Information Management;
2. explain the theories behind Information Management;
3. identify the general principles of Information Management;
4. explain how the principles can be applied to the management of libraries and information centres;
5. explain and discuss on the personnel needs of libraries and Information centres;
6. understand and enumerate logically budget preparation procedures for libraries and Information centres.
7. identify the challenges facing library and information centres in the application of components and principles of management.

**Learning Outcomes:**

At the end of the course, students should be able to:

1. define the concept related to Information Management;
2. explain the theories behind Information Management;
3. identify the general principles of Information Management;
4. explain how the principles can be applied to the management of libraries and information centres;
5. contributes intelligently to the discussion on the personnel needs of libraries and Information centres;
6. understand and enumerate logically budget preparation procedures for libraries and Information centres.
7. identify the challenges facing library and information centres in the application of components and principles of management.

**Course Contents**

Definition of Concepts; Theories of Management; General Principles and Their Application to Library and Information Centres; Library Organisation; Structure and Governance; Library Planning: Needs, Objectives and Procedure; Basics of Total Quality Management in Library and Information Centres; Human Resource Management in Library and Information Centres; Financial Management.

**BUK-LIS208: Indexing and Abstracting 1**

**Senate approved relevance**

Indexing and abstracting 1 is highly important in preparing grandaunts of library and information science with the skill of describing, identifying and sorting information items for easy use in library and information centers, this is in line with the vision and mission of BUK to address African developmental challenges in producing competent and well skilled library professional who could practice in any type of library and information center in regards to providing easy access to knowledge.

**Overview**

Indexing and abstracting are critical processes that ensure the information stored on the documents can be found and access quickly. This highlights the importance of preparing students of library and information science with the knowledge and skills on how to create/construct indexes and abstracts. This course is designed to expose students on designing and updating thesaurus.

The understanding of indexing and abstracting processes is essential for the design and implementation of effective retrieval systems, and the building of thesauri both supports and enhances this understanding. The knowledge on indexing and abstracting will help students to manage databases used for the storage and retrieval of information. It also equips students to evaluate different types of indexes and abstracts.

**Objectives:**

The objectives of the course are to:

1. Explain what indexing and abstracting are
2. Describe methods of creating indexes and abstracts
3. Enumerate and explain types of indexes and abstracts
4. Highlight on indexing and abstracting services including electronic databases
5. Discuss on the methods of evaluation of indexes and abstracts
6. Put in practice knowledge acquired on indexing and abstracting

**Learning Outcomes:**

At the end of the course, students should be able to:

1. define the concept of indexing and abstracting;
2. clearly distinguish between indexing and abstracting;
3. identify the various indexing and abstracting types;
4. explain the basic functions of indexing and abstracting in information services;
5. use RDA or AACR2 to construct Author/Title indexes;
6. Practically index and abstract any document, irrespective of vita format.

**Course contents:** Concepts and methods of indexing and abstracting. Design and updating of thesaurus. Types of indexes and abstracts. Indexing and abstracting services including electronic data bases. Evaluation of indexes and abstracts. Practice application.

**BUK-LIS209: Introduction to Internet and Information Searching**

**Senate approved relevance**

Introduction to Internet and information searching as a course is significant, as it introduces students to the use of Internet in searching for information. It lies with the training of library and information science students on how to search, evaluate and retrieve relevant information. It also exposes students on the knowledge of applying different strategies that will enhance effective and ease retrieval of information. This is in line with BUKs vision to lead in research and on its mission of being committed to addressing African developmental challenges through cutting edge research and training of high-quality library and information science graduates.

**Overview**

The Internet has a wide range of useful information materials on different formats that students can access from any part of the world. This highlights the importance of preparing students of library and information science on the knowledge and skills on how to search and retrieve most relevant information that will satisfy the information needs of library users.

This course is designed to expose students to the uses and importance of Internet on information retrieval. Also, to guide students on how create and utilize E-mail. The course is also designed to expose students on different search strategies/techniques that are used to search information on the Internet. Also, to provide to students’ ability to choose search engine that will yield relevant information.

**Objectives**

The objectives of the course are to:

1. Define the terms Internet and information searching
2. Trace the history and Development of the Internet
3. Highlight on the uses and Significance of the Internet
4. Justify on the Internet as medium for Information access, Learning, research and Communication
5. Explain on the development of awareness and understanding of the Internet from the Perspective of Technology
6. Demonstrate how to create an E-mail account
7. Discuss the Concept of WWW, Web Technologies; Web Page and Utilities
8. Discuss Information Search, Search Strategies and Techniques
9. Explain Search Engines, Meta-Search Engines, Interface and Navigation.

**Learning outcomes**

At the end of the course, students should be able to:

1. define the basic concepts related to internet and information searching;
2. explain the history and development of internet;
3. discuss the uses and significance of internet;
4. describe Internet as a medium for information access, learning, research and communication;
5. develop the awareness and understanding of the internet from the perspective of technology;
6. create an email account;
7. distinguish between the internet and World Wide Web;
8. identify various Internet search strategies;
9. describe search engines and meta-search engines and how they work.

**Course contents:**  Definition of Concepts; History and Development of The Internet; Uses and Significance of The Internet; The Internet as Medium for Information Access, Learning, Research and Communication; Development of Awareness and Understanding of the Internet from the Perspective of Technology; Creation of Email Account; The Concept of WWW, Web Technologies; Web Page and Utilities; Information Search, Search Strategies and Techniques; Search Engines and Meta-Search Engines, Interface, Navigation.

**BUK-LIS214: Management of Libraries in Nigeria**

**Senate approved relevance**

Management of Libraries in Nigeria exposes students to the various Management strategies that can be applied towards effective management of Libraries and information centers. LIS students will be exposed to training on how to effectively manage libraries. They will know how to handle people and build relationships that will foster a conducive environment that can motivate subordinates to attaining organizational goals. This is in agreement with BUK’s vision and mission to address African developmental challenges in producing LIS graduates who could practice the profession in any type of library and information center.

**Overview**

The course is designed to introduce students to the various management strategies that can be applied towards the effective management of libraries and information centres in Nigeria through the various components of management such as Planning, Organizing, Directing, Staffing, Coordination and Budgeting. The course highlights the roles and functions of academic, public, national and school libraries including digital libraries, as well as their structure and objectives.

The course provides students with knowledge on the trends in the management of these libraries and the application of ICTs to their various services. Finally, the course highlights the challenges facing the effective management of libraries and information centres while proffering measures to the identified challenges.

**Objectives**

The objectives of the course are to:

1. define the key concepts related to management of libraries;
2. explain the role, functions and services of academic, National, Public and Special libraries (including Digital libraries);
3. explain the structure and objectives of the libraries and information centres;
4. discuss the principles of management: planning, organizing, budgeting, staffing and funding of libraries and information centres;
5. explain libraries as literacy and learning centres;
6. discuss the ICT application in the library and information centres;
7. identify the problems of libraries and information centres.

**Learning outcomes**

At the end of the course, the students should be able to:

1. define the key concepts;
2. explain the role, functions and services of academic, National, Public and Special libraries (including Digital libraries);
3. explain the structure and objectives of the libraries and information centres;
4. discuss the principles of management: planning, organizing, budgeting, staffing and funding of libraries and information centres;
5. explain libraries as literacy and learning centres;
6. discuss the ICT application in the library and information centres;
7. identify the problems of libraries and information centres.

**Course contents:** Definition of Concepts; Role, Functions and Services of Academic, School, National, Public and Special Libraries (Including Digital Libraries); Structure and Objectives of The Libraries and Information Centers; Principles of Management: Planning, Organizing, Budgeting, Staffing and Funding of Libraries and Information Centers; Libraries and Information Centres; Libraries as Literacy and Learning Centres; Trends in the Management of Libraries and Information Centres; ICT Application in the Libraries and Information Centres; Problems of Libraries and Information Centres in Nigeria.

**LEVEL 300**

**BUK- LIS 301: Information Retrieval II**

**Senate approved relevance**

The idea of information retrieval 11 is predicated on the premise that library is a growing organism characterized by exponential growth in information resources of diverse formats requiring a mechanism that ensures corresponding rate of accessibility and searchability to forestall underutilization and user frustration. The coursehighlights and exposes students to the kernels of information retrieval, which is a requisite skill for professional practice as library and information experts. This is in line with the vision and mission of BUK to address African developmental challenges in producing library and information science graduates that would be able to practice in any type of library and information center.

**Overview**

This is a continuation of Information Retrieval I, the essence is to expose students to the advanced aspects of the discussions that the students had in level I. At this stage students are exposed to special classification schemes, electronic information retrieval techniques and the management of technical services department of any kind of library.

**Objectives**

The objectives of the course are to:

1. define the concepts of Cataloguing, Bibliography Description, control and other Authority Records;
2. explain the relationship among the retrieval tools listed in learning outcome 1;
3. expose the students to construct subject indexes using the relevant controlled vocabulary such as library of congress Descriptors, Sears List of Subject Headings and other thesauri;
4. explain and describe the procedure to manage cataloguing Department;
5. explain the current trends in Information Retrieval System;
6. describe all categories of documents Retrieval irrespective of their formats, using either RDA or AACR2;
7. supervise accurate typing of document representative entries.

**Learning Outcomes:**

At the end of the course, students should be able to:

1. effortlessly and clearly defined the concepts of Cataloguing, Bibliography Description, control and other Authority Records;
2. indicate the relationship among the retrieval tools listed in learning outcome 1;
3. construct subject indexes using the relevant controlled vocabulary such as library of congress Descriptors, Sears List of Subject Headings and other thesauri;
4. manage cataloguing Department;
5. explain the current trends in Information Retrieval System;
6. bibliographically described all categories of documents Retrieval irrespective of their formats, using either RDA or AACR2;
7. supervise accurate typing of document representative entries.

**Course contents:** Concept of Cataloging; Bibliographic Descriptions, Control and Other Authority Records; Construction of Subject Indexes; Management of Cataloguing Department; Cataloguing of Electronic Resources; Current Trends in Cataloging of Library Resources; MARC Encoding of Bibliographic Descriptions; Practicum: on Functional Requirements to Bibliographic Record (FRBR); Resource Description Access (RDA); AACR2 Revised Edition.

**BUK-LIS302: Information Science**

**Senate approved relevance**

This course is important in preparing students of library and information science with the requisite knowledge and skills on how to effectively collect, store, retrieve and use information. The course borders around how raw data can be transformed to information and then managed. This would help students to understand and appreciate the role of information in modern society, which would further enhance personal development and social status of the graduates of library and information science. This is in line with the vision and mission of BUK to move forward the frontiers of human knowledge by providing excellent undergraduate programme to produce high quality human resources required for the promotion of the development of the nation, Africa and beyond.

**Overview**

The scope of information science is very wide, it neither have beginning nor an end. Information science is the study of information; and information itself has no beginning and no end. But like any other field of study, information science is supposed to be structured in to *theory* and *practice.* The theoretical part involves the determination of the origin of information science as well as its claim to scienticism. While the practice of information science involves the generation, management and transfer of information. Information management involves data collection and processing in to information; the storage and retrieval of such processed data; the dissemination of such stored information to people who would use it for decision making. Information science focuses on understanding [problems](https://en.wikipedia.org/wiki/Problem_solving) from the perspective of the stakeholders involved and then applying information and other technologies as needed. In other words, it tackles systemic problems first rather than individual pieces of [technology](https://en.wikipedia.org/wiki/Technology) within that system. In this respect, one can see information science as a response to [technological determinism](https://en.wikipedia.org/wiki/Technological_determinism), the belief that technology "develops by its own laws, that it realizes its own potential, limited only by the material resources available and the creativity of its developers. It must therefore be regarded as an autonomous system controlling and ultimately permeating all other subsystems of society.

Information science is a field of study that investigates the properties and behaviour of information, the forces governing the flow of information, and the means for processing information for optimal accessibility and usability. It is concerned with the body of knowledge relating to the origination, collection, organisation, storage, retrieval, interpretation, transmission, transformation and utilization. This includes the investigation of information representation in both natural and artificial systems, the use of codes for efficient message transmission and the study of information processing devices and techniques, such as computers and their programming systems. It is based on the following three components: Information and Communication Technology (ICT); Information Society; Multidisciplinary-based.

**Objectives**

The objectives of the course are;

1. define key concepts related to information science;
2. trace theoretical foundation of the course;
3. discuss linguistic and biological approaches to information;
4. explain the information need and seeking behavior of different individuals;
5. critically examine the information generation, transfer and security;
6. examine the information storage and retrieval in organizations;
7. understand information policy, regulation and control;
8. explain the relationship between information technology and information disciplines

**Learning Outcomes**

At the end of the course, students should be able to:

1. define key concepts related to information science;
2. trace the theoretical foundation of the course;
3. discuss linguistic and biological approaches to information;
4. explain the information need and seeking behavior of different individuals;
5. critically examine the information generation, transfer and security;
6. examine the information storage and retrieval in organizations;
7. understand information policy, regulation and control;
8. explain the relationship between information technology and information disciplines

**Course contents:** Definition of Concepts, Theories of Information; Information Science: Emergence and Scope; Social Approach to Information; Content and Context of Information Transfer; Nature and Characteristics Of Information Explosion and Overload; Information Life Cycle; Information Security; Information Storage And Dissemination; Intermediaries and Interfaces; Information System and Evaluation; Information Representation, Organisation and Control; Measurement And Evaluation Of Information Sources and Need; Internet and Information Science; The Role of Information in Modern Society.

**BUK-LIS307: Bibliography and Citation Techniques**

**Senate approved relevance**

This course prepares students towards application of Bibliography and Citation Techniques in library and information science. This would make students to appreciate how Information is gotten by using appropriate search engine. It also highlights and exposes LIS graduates with all the necessary research skills required for effective writing, which can help them make informed decisions. This is in line with the vision and mission of BUK to address African developmental challenges in producing library and information science graduates that would be able to practice in any type of library and information center.

**Overview:**

Bibliography and citation techniques are vital aspects that needs to be taken into consideration. It is a systematic list of works written on a subject or by an author, used or consulted in a research work. It provides the list of all sources that have been used in the process of research. This course highlights the purpose and types of bibliography in Library and information science, it gives light on how literature can be searched for easily as well as shows the criteria used in evaluating the selected items.

The course also exposes students to the different types of citation techniques and reference styles used. This shows a proof that researches are based on facts, as it shows the theoretical foundation of the research and also helps students in the area in the arrangement of bibliography and indexes. The importance of this course lies with the avoidance of plagiarism among students in the field of Librarianship.

**Objectives**

Objectives are to:

1. Define bibliography and citation techniques
2. Identify and trace the history of bibliography
3. Determine the purpose and functions of bibliography
4. Examine the different types of citation techniques and reference styles used.
5. Differentiate between bibliography and references.
6. Describe bibliographic entries and indexes.
7. Identify bibliographic details needed to construct a bibliography.
8. Identify the various criterion for evaluation and selection of item.
9. Examine the use of ICTs in constructing bibliography and citation technique.

**Learning Outcomes**

At the end of the course, the students should be able to:

1. define the key concepts related to bibliographic and citation techniques;
2. provide an outline history of bibliography;
3. explain the purpose and functions of bibliography
4. Examine the different types of citation techniques and reference styles used.
5. Differentiate between bibliography and references.
6. Describe bibliographic entries and indexes.
7. Identify bibliographic details needed to construct a bibliography.
8. Identify the various criterion for evaluation and selection of item.
9. Examine the use of ICTs in constructing bibliography and citation technique.

**Course contents**: Definition and history of Bibliography, the purpose and types of bibliographies; construction of bibliographies; selection of topics, literature search, Criteria for evaluation and selection of items, annotation, arrangement of entries; forms of final presentation of bibliographies, introduction, entries, indexes; Types of citation; role of modern technology in bibliography.

**LEVEL 400**

**BUK-LIS402: Information Behaviour**

**Senate approved relevance**

Information behaviour is a globally recognized coursefor its importance in equipping students with requisite knowledge and skills to effectively navigate into the ocean of information in any form or format. The students of information behaviour are trusted information handlers with enormous capacity to search, process, select and efficiently use information for social, educational or other purposes in a timely manner, irrespective of the nature or type of information environment. In line with vision and philosophy of BUK, graduates are required everywhere provided they have the required information behaviour competencies which this course can impart into them.

**Overview**

Information behavior is the currently preferred term used to describe the many ways in which human beings interact with information, in particular, the ways in which people seek and utilize information. Information behavior is also the term of art used in library and information science to refer to a sub-discipline that engages in a wide range of types of research conducted in order to understand the human relationship to information.

The course enables the students to examine information behavior theories and models as well as the information seeking theories and models relevant to library and information science. This would enable the students to examine the information behavior of the library users in order to serve them effectively.

**Objectives**

The objectives of the course are to:

1. define related concepts
2. identify information need, information seeking and information use
3. identify the information user
4. explore information user studies
5. examine Information behaviour theories and models
6. examine some information-seeking theories and models relevant to library and information science
7. examine the information behaviour of users in various contexts

**Learning Outcome:**

At the close of the course lectures, students should be able to:

1. define the general concepts of Information Behaviour;
2. identify the components of Information Behaviour: Information Needs Information Seeking and Information use;
3. explain the relationship among Information Needs, Information Seeking and Information Use Behaviour;
4. determine the factors responsible for their existence;
5. discuss the theories and Models of Information Behaviour;
6. determine the barriers to Information behaviour;
7. identify and suggests ways by which Information Behaviour, especially Information Need, can be satisfied.

**Course contents:** Definition ofConcepts; Information Need; Information Seeking; Information Use; Foundations of Information Behaviors Information Need, Gathering, Seeking, Evaluating and Utilization; Theories and Models of Information Seeking Behaviour; Barriers to Information Seeking Behaviour; Introduction to the User-Centered Approach to Information Behavior; User Studies: Construction of User Profiles, Gap Analysis, and Application of The Results of User Studies to Improve Services and System Design.

**BUK-LIS 404 Information Systems Design and Analysis**

**Senate approved relevance**

Training of high-quality graduates who are highly skilled and knowledgeable information professionals who can create, troubleshoot and maintain information systems that perform basic service function is in agreement with BUK’s mission to address African developmental challenges in producing library and information science graduates, who could practice the tenants of the profession in any type of library or information center, in particular and generally in any type of information industry.

**Overview**

Information systems analysis and design is a method used by organizations to create, troubleshoot and maintain information systems that perform basic service functions. In libraries and information centers, Information systems analysis and design is used to improve the services rendered to patrons.

The course is designed to expose students to problem solving techniques, by exposing the students on how to breaks down a system into its constituent parts in order to study how well each component of the system interact with each other to achieve the overall objectives of providing information to the organization, typically through the application of a software to help employees accomplish key operational tasks more easily and efficiently.

**Objectives**

The objectives of the course are to:

1. define the basic concepts related to information systems analysis and design;

2. identify the types and characteristics of information system

3. explain the System Development Life Cycle;

4. identify the roles of System Analyst;

5. describe Information Organisation as a System

6. outline the Components of Information System;

7. describe the planning and design of information system;

8. identify the need assessments: Analysis, Specification and Designs;

9. apply Structured Systems Modelling and Analysis Tools;

10. describe the Object-Oriented Analysis and Design;

11. evaluate and Design of Information Systems and Services;

12. identify the Current Trend in Information System Analysis;

**Learning outcomes**

On successful completion of the course students will be able to:

1. describe the key concepts related to information systems analysis and design;

2. identify the types and characteristics of Information systems

3. identify the System Development Life Cycle (SDLC) and all the tasks performed by each phase of the SDLC

4. identify and enumerate the roles of a system analyst

5 describe how Information is organized considered as a system

6. describe the components of an information system

7. describe how to plan and design information system

8. identify the need assessments: Analysis, Specification and Designs;

9. apply Structured Systems Modelling and Analysis Tools;

10. describe the Object-Oriented Analysis and Design;

11. evaluate and Design of Information Systems and Services;

12. identify the Current Trend in Information System Analysis;

**Course contents:** Fundamental Concepts of Information System and Analysis; System Development Life Cycle; Role of System Analyst; User Requirement Analysis, Information Structure Analysis, Components of Information System; Planning and Design of Information System; Need Assessments: Analysis, Specification and Designs; Application of Structured Systems Modelling and Analysis Tools; Introduction to Object Oriented Analysis and Design; Evaluation and Design of Information Systems and Services; Current Trend in Information System Analysis.

**BUK-LIS412: Information Policy Analysis**

**Senate approved relevance**

Equipping students with knowledge and skills on rudiment of information policy is necessary particularly in the era of digital information because for information policy, the process of formulation and implementation is complex as information issues pervade nearly all other policy areas. Hence, the information policy formulation and implementation is diffused throughout multiple governmental, intergovernmental and non-governmental entities, which students of LIS need to know. This is consistent with vision of BUK in training versatile and skilled manpower that would serve as knowledgeable policy actors and implementers in all types of information-based organisations.

**Overview:**

Considering the exponential growth of information especially in a digital environment, it is important for student to understand the concept of information policy analysis. A course that deals with the formulation, implementation and review of an information policy; rules and regulations guiding the access and use information resources and the rights of users in accessing information from all sources.

It is a compulsory course for all final year students in the Department of Library and Information Science designed to prepare students in the safe access and use of an information policy through the component of the Intellectual property law (Copyright & Censorship)

**Objectives:**

The objectives of the course are to:

1. identify the concept and components of information policy
2. ascertain the place of library in implementing information policy
3. Identify the practical application of information policy
4. Apply strategies to ensure freedom of information and expression within the academic programme and beyond.
5. identify the challenges facing information policy

**Learning outcomes:**

At the end of the course the students will be able to:

1. identify the concept and components of information policy
2. ascertain the place of library in implementing information policy
3. Identify the practical application of information policy
4. Apply strategies to ensure freedom of information and expression within the academic programme and beyond.
5. identify the challenges facing information policy

**course contents:** Definition of concept, Origin of Information Policy, Policy Conception and Formulation; Global, Regional, Rural/Urban Information Policy; Policy Implementation; Policy Review and Amendment Concerns; Policy Logistics and Constraints; Issues and Challenges Faced in Developing and Implementing Information Policy in Nigeria; Protection and Use of Intellectual Property; Access to Public Information in Nigeria, Security; Information Infrastructure; Information Gap and Imbalance; Protection of Privacy of Identifiable Information; Freedom of Access to Information; Privacy, Copyright, Censorship.

**BUK-LIS 415: Introduction to Knowledge Management**

**Senate approved relevance**

The 21st century is characterised by the so-called ‘New Economy’, the ‘Digital Economy’, the ‘Knowledge Economy’ and the ‘Post Industrial Economy’ in which national economies around the world have shifted towards a knowledge base whereby wealth creation is associated with the ability to develop and manage knowledge resources. Hence, students of KM are trained not only to be good knowledge workers, but also possess the capacity to galvanise and create synergistic orchestration work environment in which every employee contribute to the organisational knowledge base. This is in tandem with mission and vision of BUK in providing required manpower to catapult the national economy for sustainable development.

**Overview**

Knowledge management is about applying the collective knowledge of the entire workforce to achieve specific organisational goals. The aim of knowledge management is not necessarily to manage all knowledge, just the knowledge that is most important to the organisation. It is about ensuring that people have the knowledge they need, where they need it, when they need it – the right knowledge, in the right place, at the right time. A key feature of the 21st century, characterised by the so-called ‘New Economy’, the ‘Digital Economy’, the ‘Knowledge Economy’ and thea ‘Post Industrial Economy’ is intellectual capital (IC). National economies around the world have shifted towards a knowledge base, in which wealth creation is associated with the ability to develop and manage knowledge resources.

Knowledge management involves efficiently connecting those who know with those who need to know and converting personal knowledge into organisational knowledge, which is essentially about facilitating the processes by which knowledge is created, shared and used in organisations. It is not about setting up a new department or getting in a new computer system. It is about making small changes to the way everyone in the organisation works. There are many ways of looking at knowledge management and different organisations will take different approaches. Generally speaking, creating a knowledge environment usually requires changing organisational values and culture, changing people’s behaviours and work patterns, and providing people with easy access to each other and to relevant information resources. The main thrust of KM practices include: knowledge production, generation, creation, identification or discovery: in this process new knowledge is created or existing knowledge is identified as having potential value; knowledge processing, filtering or adaptation: after knowledge is obtained, it is transformed or converted according to the recipient's need for it; knowledge utilization or application: for knowledge to be of any value it must be used; knowledge storage or retention: when knowledge is applied it becomes part of the user's knowledge base and expertise.

**Objectives**

The objectives of the course are to:

1. define key concepts in knowledge management;
2. identify the knowledge management practices;
3. identify types of knowledge in organizations;
4. assess knowledge creation and production approaches in organizations;
5. identify knowledge management systems and tools used in organizations;
6. examine strategies for organizational knowledge management;
7. identify the effect of knowledge management in organizations;
8. describe innovation and product development processes.

**Learning Outcomes**

At the end of the course, students should be able to:

1. define basic concepts in knowledge management;
2. identify and explain the knowledge management practices;
3. identify different types of knowledge in organizations;
4. assess knowledge creation and production approaches in organizations;
5. identify knowledge management systems and tools used in organizations;
6. examine strategies for organizational knowledge management;
7. identify the effect of knowledge management in organizations;
8. describe the innovation and product development processes.

**Course contents:** Definition of Concepts related to Knowledge Management, Need, Purpose; Significance of Knowledge Management; Types of Knowledge; Knowledge Creation and Use in Organizations; Knowledge Transfer: Organizational Knowledge Management Practice, and Knowledge Management Systems; Models of Knowledge Management and their Application in Organizations; Managing Measuring Knowledge–Based Intellectual and Capital Assets; Development of Culture, Systems and Technologies for Knowledge Management; Knowledge Sharing in Computer Supported Environment.

**BUK-LIS416: Management of Change in Information Institutions**

**Senate approved relevance**

Management of Change in Information Institutions course can provide students with the necessary tools and leadership skills to develop and execute the best strategy and operations management for a company in a rapidly evolving market place. This is in line with BUĶ’s vision and mission to always provide global perspective to enable LIS graduates identify new opportunities.

**Overview**

The pace of change has increased drastically during the past few decades almost in every walk of human life. The reasons for this are technological developments, globalization and competition. In today’s world uncertainties have made the manager’s job very difficult and challenging. Most of the organisations find it difficult to manage change well so people are afraid of change, they thought of losing something because they have incomplete information on how the change processes will affect their personal situation, in relation to their workload or responsibilities.

The process of change management needs thoughtful planning and implementation as well as involvement of each and every one who are going to be affected by these changes. For this purpose effective change management is needed. This course discusses issues related with change management and how it can be implemented in managing libraries and information institutions.

**Objectives**

The objectives of the course are to:

1. define the concept of Change management;
2. explain the forces of change;
3. identify the main types of change;
4. identify process of change
5. identify strategies for change management;
6. describe reasons for resistance to Change;
7. explain the role of ICT in organisation’s management of change;
8. discuss the need and steps to be followed while implementing the Change in Libraries and information institutions.

**Learning Outcomes:**

At the end of the course, students should be able to

1. explain the concept of Change management;
2. identify the two (2) forces, such as external and internal forces
3. identify at least main six (6) types of Changes;
4. identify the five (5) process of change
5. identify the five (5) strategies for Change;
6. describe at least nine (9) reasons for resistance to Change;
7. explain the vital role of ICT in organisation’s management of change; and
8. discuss the necessity of change management in library and information centres.

**Course contents:** Concept of Change and Change Management; Forces of Change, External Forces, Internal Forces; Types of Change; Change Management Process; Strategies for Change Management, Directive Strategy, Expert Strategy, Negotiative Strategy, Educative Strategy, Participative Strategy; Resistance to Change; Role of ICT in management of change; Change Management in Libraries and Information Centres.