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The practicum in the library and information science curriculum: a Latin American overview

Mónica Arakaki
and
Aurora de la Vega
Pontificia Universidad Católica del Perú
Peru

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Abstract:

This study presents an overview of the practicum in library and information science (LIS) programs in Latin America. The curricula at 37 schools in twelve countries were analyzed (Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, Ecuador, Mexico, Paraguay, Peru, Uruguay, and Venezuela). In some cases, the information on the Web was completed by data provided by the heads of schools who could be contacted by email. It was found that the practicum may be carried out once, twice, three or four times or never be done; the practicum is often done after completing half the curriculum; it could take up to 880 hours; it is one of several possible curricular activities; it may involve traditional library work or managerial activities; and it could be integrated into the curriculum to different degrees. This study also discusses some academic and administrative issues regarding the practicum.

INTRODUCTION

The article 7 of the World Declaration of Higher Education in the 21st century (1998) states that "in economies characterized by changes and the emergence of new production paradigms based on knowledge and its application, and on the handling of information, the links between higher education, the world of work and other parts of society should be strengthened and renewed". In this regard, the practicum acquires a special significance, as a link between the academic world and the job market.

Despite its importance very few works about practicums have been published in Latin Americain, in comparison with other topics on professional education. This study seeks to provide an overview of the practicum, as framed in the LIS curriculum and based on seven comparative criteria.

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LITERATURE REVIEW

The practicum can be seen as short-term supervised work experience, offered as part of the curriculum and carried out during an academic program (Coleman 1989). It provides the student with "the chance to investigate, apply and complete acquired theoretical knowledge and learn from the professional world, sometimes becoming the first opportunity of integration into the workplace as well as a guiding element for the students to plan their professional future" (Villaseñor 2003: 20). Supervised by tutors the practicum gives the student the chance to articulate theory and practice; observe facts, mistakes in certain procedures and decisions; and make sense of thousands of pieces of information delivered by course subjects (Espelt et al. 2005).

The advantages of the practicum can be extended not only to students. Fernández (1998:142) points out that, regarding universities, the practicum may open new lines of research, reorient the curriculum and facilitate the dialogue between society and the university; regarding teachers the practicum may get them closer to students, keep their field knowledge up-to-date, and promote networks of contacts; regarding organizations the practicum gives them the chance to benefit from enthusiast generous qualified workers, to select and recruit new human resources, and to promote a positive corporate image. Fernández also considers that it is essential to grant the practicum a leading role in the curriculum.

Although largely insufficient, the practicum has been analyzed taking into account several aspects. The assessment by students is one of them, with several studies reporting a high valuation (de la Vega 1983; Gascon et al. 2009; Jara and Talavera 2009; Mendo et al. 2001; Tejada 2001, 2002). It has also been written about the organization of the practicum. In this regard, Osuna (2008) proposes three stages in the implementation of the practicum: first, selection of the practicum site; second, academic and professional tutorship; and finally, practicum assessment which includes reports written by students and tutors. The relationship with the job market has also been studied. In this regard, Chain et al. (2009, 2002) report two conclusions: (1) the best way to "sell" a profession is to show its roles and possibilities, which can be achieved by the practicum; and (2) despite the new professions the information society has fostered, the offers from practicum sites are almost null. In that sense, De la Vega and Arakaki (2011) point out the need to make practicum sites aware of the whole spectrum of skills and abilities developed by students and to induce a demand for these information professionals. Recognizing that the work of Spanish librarians in companies has had little success or no success at all, Muñoz (2007: 272) points out that "organizations need a professional profile that must adapt to the environment and not viceversa".

A recent symposium about practicums[1] notes that all aspects of university activities have been assessed and developed, but the practicum barely counts in that context. This problem is reflected by the scarcity of literature on the subject. In comparing the number of published works in Spain[2] or in the United States (Ball 2008), the difference is noticeable to the detriment of Latin America. The search for specific literature on the practicum in the region did not give results; studies about its organization, development or impact on professional

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[1] XI Symposium Internacional sobre el Practicum y las prácticas en empresas en la Formación Universitaria. Evaluación y supervisión del practicum: el compromiso con la calidad de las prácticas (Pontevedra, June 27-29 2011). http://redaberta.usc.es/poio/

[2] Although it does not exceed the number of articles on job market in LIS, with which it is associated, the practicum in Spain has been specifically addressed in several articles; detailed guides and other guidance documents for students and teachers have also been written.

education could not be found; published papers discussing professional education, job market or professional profiles in LIS did not address practicum issues in particular.

METHODOLOGY

The data for this research were collected in two ways:

a. **By visiting LIS schools Websites**

Directories in publications related to LIS education (Martínez and Calva 2005) were taken into account to prepare a preliminary list. Countries with at least one higher education center offering a LIS program were identified[3]. Brazil is the exception to this approach. Since Brazil has a significant number of schools in comparison with other countries in the region, only the most prominent Brazilian schools were included on the list.

LIS schools Websites in each country were visited in search for general information about the academic program (presentation, objectives, professional profile, etc.), its curriculum[4] and specifically, academic, administrative and regulatory aspects of the practicum. Those schools that did not have basic information about their academic programs were excluded from the initial list.

b. **By contacting the heads of LIS schools**

In a second moment, the heads of LIS schools were approached by email in order to get information and/or clarification on the characteristics of the practicum, so that the information on the Web could be completed. Several heads graciously sent by email the practicum regulations or pointed out their location on the Web location.

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[3] Or its equivalent, i.e. at least a four-year study program.
[4] Set of subjects, organized in periods (typically semesters or years) that a student must take in order to get an academic degree or professional certification. It is also known as pensum.

Table 1 shows the final list of the 37 schools considered in this study:

	Country	Schools/Universities	Number of schools
1	Argentina	Universidad de Buenos Aires (UBA) Universidad Nacional de Córdoba (UNC) Universidad Nacional del Cuyo (UNCU) Universidad Nacional de La Plata (UNLP) Universidad Nacional del Mar del Plata (UNMDP) Universidad Nacional del Nordeste (UNNE)	6
2	Brazil	Pontifícia Universidade Católica de Campinas (PUC) Universidade de Brasília (UNB) Universidade de São Paulo (USP) Universidade Estadual de Londrina (UEL) Universidade Estadual Paulista (UNESP) Universidade Federal da Bahía (UFBA) Universidade Federal de Pernambuco (UFPE) Universidade Federal do Rio Grande do Sul (UFRGS) Universidade Federal de Santa Catarina (UFSC) Universidade Federal de São Carlos (UFSCar)	10
3	Chile	Universidad Católica de la Santísima Concepción (UCSC) Universidad de Playa Ancha (UPLA) Universidad Tecnológica Metropolitana del Estado de Chile (UTEM)	3
4	Colombia	Pontificia Universidad Javeriana (PUJ) Universidad de Antioquia (UDEA) Universidad de La Salle (ULSalle)	3
5	Costa Rica	Universidad de Costa Rica (UCR) Universidad Nacional (UNACR)	2
6	Cuba	Universidad de La Habana (UH)	1
7	Ecuador	Universidad Técnica del Norte (UTN)	1
8	Mexico	Universidad Autónoma de Chiapas (UNACH) Universidad Autónoma de Chihuahua (UACH) Universidad Autónoma del Estado de México (UAEMex) Universidad Autónoma de Nuevo León (UANL) Universidad Autónoma de San Luis de Potosí (UASLP) Universidad Nacional Autónoma de México (UNAM)	6
9	Paraguay	Universidad Nacional de Asunción (UNA)	1
10	Peru	Pontificia Universidad Católica del Perú (PUCP) Universidad Nacional Mayor de San Marcos (UNMSM)	2
11	Uruguay	Universidad de la República (UR)	1
12	Venezuela	Universidad del Zulia (LUZ)	1
	Total		**37**

Table 1: LIS schools by country

Appendix 1 presents a detailed list of the 37 LIS schools indicating the university, faculty or department to which they belong, the academic program and their Web addresses.

DISCUSSION OF RESULTS

This section seeks to describe how practicums are conceived and carried out at Latin American LIS schools by taking into account academic, administrative and normative aspects. A preliminary analysis of the characteristics of practicums made it possible to identify seven criteria: what they are called, how many times they are carried out, which academic requirements should be fulfilled, how many practicum hours should be performed, whether practicums are mandatory or not, which organizations are considered adequate practicum sites, and how integrated practicums are with the curriculum.

It is important to bear in mind that the results being discussed in this section are based on information that was actually gathered, whether because it was available on the Web or it was provided by the heads of schools. It was not always possible to determine values for all parameters for every school.

1. Designation

The most common designation was found to be *professional practicum*, which refers to the out-of-class period of time that students must spend within a real world work environment in order to apply the knowledge they had ac   quired.   Other names were: *stage*, *field work*, *guided practicum*, *integrated academic practicum*, *supervised professional practicum*, *pre-professional practicum*, *curricular practicum*, *internship*. The Portuguese terms are *estágio supervisionado, estágio curricular* or simply *estágio*. Interestingly, most of the designations stress the professional character of the practicums, while only a few emphasize their academic nature.

2. Number of practicums

This parameter refers to the number of times practicums are present in the curriculum. This value was found to range from zero to four, with one being the most common.

At Mexican schools, with the exception of UASLP, practicums are not mentioned in the curriculum. At UNLP, UNMDP, UNC (Argentina); USP, UNESP, UFBA, UFRGS, UFSC, UFSCar (Brazil); UPLA, UCSC, UTEM (Chile); PUJ, ULSalle (Colombia); UNACR (Costa Rica); UR (Uruguay); PUCP, UNMSM (Peru); and LUZ (Venezuela) students carry out practicums once. UBA, UNCU, UNNE (Argentina); UNB, PUC (Brazil); UDEA (Colombia); UCR (Costa Rica); and UNA (Paraguay) require students to carry out practicums twice. Finally, whereas at UEL and UFPE (Brazil) students perform practicum work on three occasions, at UH (Cuba) they carry out practicum four times (one practicum for each study year).

3. Academic requirements

This parameter indicates the stages in which practicums take place. Given that students need to have acquired certain knowledge, it would be reasonable to expect that practicums take place in the later stages of education. This is the case of UNLP (Argentina); UTEM, UPLA,

USCS (Chile); PUJ, ULSalle (Colombia); UCR (Costa Rica); UASLP (Mexico); UNA (Paraguay); PUCP, UNMSM (Peru); UR (Uruguay); and LUZ (Venezuela).

However, it was found that practicums are not always carried out towards the end of the studies. In Brazil where students complete their studies in eight semesters, they are allowed to start practicums after completing half the curriculum. For instance, at PUC practicums take place during the fifth and sixth semesters, at UFPE and UEL during the fifth, sixth and seventh; at USP and UFRGS during the seventh; and at UFSC during the eighth. At UNESP, practicums may take place anytime between the fourth and the eighth semester. In contrast, at most Argentinian schools - that deliver education at two progressive levels (vocational certification and bachelor's degree) students undertake practicums either at the end of the first level (UNC, UNNE) or during the last year of each level (UNCU). Now, while students at UNACR (Costa Rica) carry out practicums in the middle of their course of studies (i.e., during their third year), those at UH (Cuba) undertake their four practicums at the end of each study year.

4. Amount of practicum hours

This criterion refers to the minimum amount of work hours that students should spend at a given practicum site. This quantitative value was found to vary between ten and 880 hours.

In a first group, there are UNACR (Costa Rica) with ten hours and UNMDP (Argentina) with 30. Next there are UNC (100), UNA (120, two practicums), UR (128), PUC (136, two practicums), UEL (187^5, three practicums), PUCP (200), UFRGS (210^6), UTN (230), UFSC (270), UDEA (270, two practicums), UFPE (270, three practicums), and UNESP (276). Finally in the range of 300 hours or more, there are USP and UFSCar (300), UNMSM (306), UFBA (315), PUJ (360), UPLA (396), UASLP (480), UTEM (600^7) y UH (880^8).

5. Mandatory condition

It was found that most Latin American schools consider practicums as mandatory components of their curriculums - the exception being Mexican schools. On the other hand, at some schools practicums could be waived if students demonstrate relevant work experience. This is the case of PUJ (Colombia); UNA (Paraguay) where students may be excused from doing the first practicum if they are already working for an information unit; and UNC (Argentina) where 40 out of the 100 required practicum hours could be waived with 250 accredited internship hours.

Other schools offer a much broader set of graduation options, with practicums being just one of them. For instance, at UNLP (Argentina) students may choose between doing the practicum or writing a thesis; at UCR (Costa Rica) students are given the choice of doing research under supervision, taking a graduation seminar or carrying out the practicum; at PUJ

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[5] If *Laboratório de Práticas Integradas* (68 hours) is considered, this number goes up to 255 hours.
[6] If *Seminário de Prática de Estágio* (60 hours) is considered, this number goes up to 270 hours.
[7] If *Taller de Aplicación de Especialidad* (150 hours) is considered, this number goes up to 750 hours.
[8] Distributed as follows: 160 in year 1, 240 in year 2, 240 in year 3, and 240 in year 4.

(Colombia) practicums may be done within a professional or social context; and at UDEA (Colombia) practicums can take place by delivering a social, learning, professional or research concentration.

6. Practicum sites

This criterion aims to characterize the organizations deemed adequate to host practicum placements according to the standards given by each school. As can be seen, this choice also determines the activities performed by students.

Some schools have a very focused accent. For instance, UNC (Argentina) and UTN (Ecuador) only mention libraries as potential practicum sites. UNMPD (Argentina) states that practicums should take place "at one of the libraries that the Department [of Documentation...] will establish [by performing activities related to] cataloging, reference and user services". In a similar fashion, students at UNB (Brazil) should carry out their first practicum at the university main library (in acquisitions, cataloging, special collections, rare works and circulation), and their second practicum at three different types of information units in the federal district of Brasilia (school library, public library and special library) and at a reference desk. A similar case is found at UNESP (Brazil).

In other cases a broader spectrum of practicum agencies is allowed. UNLP (Argentina) and UR (Uruguay) use the more generic term "information unit" to designate a practicum setting. UNA (Paraguay) and UFSC (Brazil) use libraries, documentation centers, archives and firms in the broadcasting business. At UTEM (Chile) practicums can be done at any kind of information unit, not only at libraries or documentation centers, but also newspaper or multimedia archives in television networks. UPLA (Chile) adopts a more inclusive approach by allowing practicums to take place in any organization, be it public or private, in the mining or energy sectors.

Apart from traditional library activities, another group of activities can be accepted as valid practicum work, which is the case of UDEA (Colombia) and UH (Cuba) where students are allowed to take part in research projects and consultancy conducted by faculty members. It is also worth mentioning the character of the practicum at some Brazilian schools which encourage students to undertake managerial activities: UFBA[9], UFPE[10], UEL[11] and UFRGS[12].

7. Integration with the curriculum

This criterion refers to the degree to which the practicum is interrelated with other subjects in the school curriculum. In some cases, students are only required to have earned a certain

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[9] *«Estágio em bibliotecas, centros de documentação e serviços de informação para a prática de **atividades gerenciais**, de processamento técnico, de disseminação da informação e de atendimento ao usuário».*

[10] *«Visao global e percepcao critica do funcionamento de uma biblioteca ou centro/servico de documentacao/informacao desempenho de praticas bibliotecarias, nos seus **aspectos tecnicos e administrativos** vivencias de integracao das diversas atividades e servicos e interacao entre os membros da instituicao e da comunidade que serve».*

[11] *«Desenvolvimento de atividades, fora da grade curricular, relacionadas à **administração de unidades e serviços** de informação especializada e informação pública».*

[12] *«Prática profissional supervisionada em sistemas de informação com ênfase na **gestão de recursos e de serviços**, na organização e tratamento da informação e no atendimento ao usuário da informação».*

amount of credits in any subject; on the other hand, there are specific subject requirements in order to do the practicums. The latter is the case of UNLP[13] (Argentina), UNACR[14] (Costa Rica) and UNMSM[15] (Peru).

In Brazil students are introduced into the professional world by the practicums and these usually take place immediately before commencing the final program project (TCC in portuguese) which is more academic-centered. In fact, at PUC practicums are carried out during the fifth and the sixth semesters, given that students should complete their TCC during the seventh and the eighth semesters. The same practicum-TCC sequence is found at USP[16], UFPE[17] and UFRGS[18].

Some schools offer preparatory courses for the practicums, such as *Taller de Aplicación de la Especialidad* (fifth semester[19]) at UTEM (Chile) and *Laboratório de Práticas Integradas* (fourth semester[20]) at UEL (Brazil). UFRGS (Brazil) adopts an interesting approach by delivering a post-practicum seminar, in which students are given the chance to reflect upon their experiences in the light of a theoretical framework.

UH (Cuba) presents a greater degree of integration; each of the four practicums has a specific objetive in accordance with the courses delivered during each of the four study years.

BEST PRACTICES

UFSC (Brazil) seems to be one of the institutions that has dedicated greater efforts to manage the practicums, as can be learned from their Practicum Coordination Office Website[21] (Figure 1). This online resource not only publishes useful information for students (e.g., forms, contacts, faculty advisors, practicum opportunities, regulations, etc.) but also for organizations that wish to host practicum placements (e.g., legislation, contracts, requirements, etc.). It is also possible to search a database for reports of practicums conducted between 1990 and 2010.

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[13] *Investigación Bibliotecológica* and *Seminario General* are prerequisites.
[14] *El Usuario y sus Necesidades de Información* is a co-requisite (licenciatura of Bibliotecología Pedagógica). *Estudios Métricos* is a co-requisite (licenciatura of Bibliotecología y Documentación).
[15] *Seminario de Realidad Bibliotecológica* is a prerequisite.
[16] Practicums in semester 7 and TCC in semester 8.
[17] Practicums in semesters 5, 6, and 7 and TCC in semester 8.
[18] The practicum in semester 7 and TCC in semester 8.
[19] The practicum at UTEM takes place in semester 10.
[20] The practicum at UEL takes place in semester 5.
[21] http://cinestagio.ufsc.br/

Figure 1: Practicum Coordination Office Website at UFSC

The Information Science Department Website at UFSCar[22] (Brazil) also publishes relevant information about practicums (e.g., regulations, general guidance, related legislation, final report model, etc.). Practicum opportunities for all academic programs are posted on Twitter (@estagios_ufscar). See Figure 2.

Figure 2: UFSCar on Twitter

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22 http://www.dci.ufscar.br/biblioteconomia-e-ciencia-da-informacao/documentos

CONCLUSIONS AND RECOMMENDATIONS

Taking into consideration what was mentioned in the previous sections, it can be concluded that in Latin America, the practicum can be carried out one, two, three or four times or never done; it is carried out mostly after completing half the curriculum; it may take from 10 to 880 hours; it is an alternative among a set of curricular activities; it may involve various tasks, from very traditional library activities to managerial ones; and it has varying degrees of integration into the curriculum. These differences might be explained by the differing visions and academic projects proposed by each school.

At the administrative level, it would be useful to build stronger relationships with current practicum sites and to reach potential sites, as well as to use technological tools (specifically those from the Web 2.0) in order to make public practicum opportunities and to publish relevant documents (guides, procedures, regulations, formats, contracts, etc.) for all parts involved.

Academically speaking, it would be very helpful to link the practicum to other subjects or curricular activities (pre practicum workshops, assessment seminars, etc.); to demand attractive training plans in accordance with the curriculum so that sites become effective learning spaces; and finally to establish agreements between Latin American schools to promote student mobility and regional integration.

A closer look at practicums in Latin America, as well as studies about their organization and management could contribute to open new work places, which will make more visible the LIS profession and its contribution to society.

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APPENDIX 1: LIS SCHOOLS

Argentina

	University	School	Academic Program	Web
1	Universidad de Buenos Aires (UBA)	Facultad de Filosofía y Letras, Departamento de Bibliotecología y Ciencia de la Información	Bibliotecología y Ciencia de la Información (5 years), con orientación en: *Procesamiento de la información *Recursos y servicios de información *Tecnología de la información *Gestión de unidades de información *Archivología *Preservación y conservación	http://www.filo.uba.ar/contenidos/carreras/biblio/
2	Universidad Nacional de Córdoba (UNC)	Facultad de Filosofía y Humanidades, Escuela de Bibliotecología	Bibliotecología y Documentación (5 years)	http://www.ffyh.unc.edu.ar/carreras-de-grado/escuela-de-bibliotecologia
3	Universidad Nacional de Cuyo (UNCU)	Facultad de Educación Elemental y Especial	Documentación y Gestión de la Información (4.5 years)	http://www.educacion.uncu.edu.ar/paginas/index/documentacion-y-gestion-de-la-informacion
4	Universidad Nacional de La Plata (UNLP)	Facultad de Humanidades y Ciencias de la Educación, Departamento de Bibliotecología	Bibliotecología y Ciencia de la Información (5 years)	http://www.fahce.unlp.edu.ar/academica/Areas/bibliotecologia/Carreras/licenciaturaenbibliotecologaycienciasdelainformacin
5	Universidad Nacional de Mar del Plata (UNMDP)	Facultad de Humanidades, Departamento de Documentación	Bibliotecología y Documentación (5 years)	http://www.mdp.edu.ar/humanidades/documentacion/index.htm
6	Universidad Nacional del Nordeste (UNNE)	Facultad de Humanidades, Departamento de Ciencias de la Información	Ciencias de la Información (5 years), con orientación en: *Archivología *Bibliotecología	http://hum.unne.edu.ar/academica/departamentos/informac/index.htm

Brazil

	University	School	Academic Program	Web
1	Pontifícia Universidade Católica de Campinas (PUC)	Centro de Ciências Humanas e Sociais Aplicadas	Biblioteconomia (8 semesters)	http://www.puc-campinas.edu.br/graduacao/cursos/curso.aspx?curs=46
2	Universidade de Brasília (UNB)	Faculdade de Ciência da Informação	Biblioteconomia (8 semesters)	http://www.serverweb.unb.br/matriculaweb/graduacao/curriculo.aspx?cod=8222
3	Universidade de São Paulo (USP)	Faculdade de Filosofia, Ciências e Letras de Ribeirão Preto	Ciências da Informação e Documentação (8 semesters)	http://www.ffclrp.usp.br/graduacoes/fisicaematematica/bachareladoemcienciasdainformacaoedocumentacao.php
4	Universidade Estadual de Londrina (UEL)	Centro de Educação, Comunicação e Artes; Departamento de Ciência da Informação	Biblioteconomia (8 semesters)	http://www.uel.br/ceca/cin/
5	Universidade Estadual Paulista (UNESP)	Faculdade de Filosofia e Ciências, Departamento de Ciência da Informação	Biblioteconomia (8 semesters)	http://www.marilia.unesp.br/index.php?CodigoMenu=58&CodigoOpcao=59
6	Universidade Federal da Bahía (UFBA)	Instituto de Ciência da Informação	Biblioteconomia e Documentação (8 semesters)	http://www.twiki.ufba.br/twiki/bin/view/ICI/WebHome
7	Universidade Federal de Pernambuco (UFPE)	Centro de Artes e Comunicação, Departamento de Ciência da Informação	Biblioteconomia (8 semesters)	http://www.ufpe.br/proacad/index.php?option=com_content&view=article&id=108&Itemid=138
8	Universidade Federal do Rio Grande do Sul (UFRGS)	Faculdade de Biblioteconomia e Comunicação	Biblioteconomia (8 semesters)	http://www.ufrgs.br/fabico/biblioteconomia.htm
9	Universidade Federal de Santa Catarina (UFSC)	Centro de Ciências da Educação, Departamento de Ciência da Informação	Biblioteconomia (8 semesters)	http://dptcin.paginas.ufsc.br/curso-de-graduacao-em-biblioteconomia/
10	Universidade Federal de	Centro de Educação e Ciências	Biblioteconomia e Ciência da	http://www.dci.ufscar.br/biblioteconomi

			Informação (8 semesters), ênfase em: *Informação Tecnológica e Emppresarial *Cultura e Discurso, Ciência e Sociedade	a-e-ciencia-da-informacao
	São Carlos (UFSCar)	Humanas, Departamento de Ciência da Informação		

Chile

	University	School	Academic Program	Web
1	Universidad Católica de la Santísima Concepción (UCSC)	Facultad de Comunicación, Historia y Ciencias Sociales	Biblioteconomía y Documentación (9 semesters)	http://www.ucsc.cl/facultades-y-carreras/facultad-de-comunicacion-historia-y-ciencias-sociales/biblioteconomia-y-documentacion/
2	Universidad de Playa Ancha (UPLA)	Facultad de Ciencias Sociales, Departamento de Ciencias de la Documentación	Ciencias de la Documentación (10 semesters)	http://sitios.upla.cl/carreras/carrera.php?carr=11
3	Universidad Tecnológica Metropolitana (UTEM)	Facultad de Administración y Economía; Departamento de Gestión de Información, Escuela de Bibliotecología	Bibliotecología y Gestión de Información (10 semesters)	http://www.utem.cl/carreras_psu/bibliotecologia/

Colombia

	University	School	Academic Program	Web
1	Pontificia Universidad Javeriana (PUJ)	Facultad de Comunicación y Lenguaje, Departamento de Ciencia de la Información	Ciencia de la Información (10 semesters)	http://puj-portal.javeriana.edu.co/portal/page/portal/Facultad%20de%20Comunicacion/pre_car3_presentacion
2	Universidad de Antioquia (UDEA)	Escuela Interamericana de Bibliotecología	Bibliotecología (8 semesters)	http://www.udea.edu.co/portal/page/portal/SedesDependencias/Bibliotecologia
3	Universidad de La Salle (ULSalle)	Facultad de Ciencias Económicas y Sociales	Sistemas de Información, Bibliotecología y Archivística (10 semesters)	http://ceys.lasalle.edu.co/index.php?option=com_content&view=article&id=112&Itemid=22

Costa Rica

	University	School	Academic Program	Web
1	Universidad de Costa Rica (UCR)	Facultad de Educación, Escuela de Bibliotecología y Ciencias de la Información	Bibliotecología y Ciencias de la Información (6 years)	http://www.ebci.ucr.ac.cr/
2	Universidad Nacional (UNACR)	Facultad de Filosofía y Letras; Escuela de Bibliotecología, Documentación e Información	Bibliotecología y Documentación (6 years), con énfasis en: *Gestión de la información *Tecnología de la información y de la comunicación Bibliotecología Pedagógica (6 years)	http://www.una.ac.cr/bibliotecologia/

Cuba

	University	School	Academic Program	Web
1	Universidad de La Habana (UH)	Facultad de Comunicación, Departamento de Bibliotecología y Ciencia de la Información	Bibliotecología y Ciencia de la Información (4 years)	http://www.fcom.uh.cu/index.php?option=com_content&view=article&id=5&Itemid=14

Ecuador

	University	School	Academic Program	Web
1	Universidad Técnica del Norte (UTN)	Facultad de Educación Ciencia y Tecnología, Escuela de Pedagogía	Bibliotecología (8 semesters)	http://www.utn.edu.ec/index.php?option=com_content&task=blogcategory&id=26&Itemid=60

Mexico

	University	School	Academic Program	Web
1	Universidad Autónoma de Chiapas (UNACH)	Facultad de Humanidades	Bibliotecología y Gestión de Información (9 semesters)	http://secacad.unach.mx/images/stories/humanidades/bibliotecologia.pdf
2	Universidad Autónoma de Chihuahua (UACH)	Facultad de Filosofía y Letras	Ciencias de la Información (9 semesters)	http://www.uach.mx/academica_y_escolar/carreras/planes/2008/11/04/facultad_de_ciencias_de_la_informacion/
3	Universidad Autónoma del Estado de México (UAEMex)	Facultad de Humanidades	Ciencias de la Información Documental (10 semesters)	http://www.uaemex.mx/fhumanidades/cid/index.html
4	Universidad Autónoma de Nuevo León (UANL)	Facultad de Filosofía y Letras	Bibliotecología y Ciencia de la Información (10 semesters)	http://www.uanl.mx/oferta/licenciatura-en-bibliotecologia-y-ciencia-de-la-informacion.html
5	Universidad Autónoma de San Luis Potosí (UASLP)	Escuela de Ciencias de la Información	Bibliotecología y Estudios de Información (8 semesters)	http://www.uaslp.mx/Spanish/Academicas/ECI/OFE/Paginas/default.aspx
6	Universidad Nacional Autónoma de México (UNAM)	Facultad de Filosofía y Letras	Bibliotecología y Estudios de la Información (8 semesters)	http://www.filos.unam.mx/LICENCIATURA/bibliotecologia/licenciatura_biblio.html

Paraguay

	University	School	Academic Program	Web
1	Universidad Nacional de Asunción (UNA)	Facultad Politécnica	Ciencias de la Información (9 semesters)	http://www.pol.una.py/carreras/lic-en-ciencias-de-la-informacion.html

Peru

	University	School	Academic Program	Web
1	Pontificia Universidad Católica del Perú (PUCP)	Facultad de Letras y Ciencias Humanas	Ciencias de la Información (10 semesters)	http://facultad.pucp.edu.pe/letras-ciencias-humanas/index.php?option=com_detalle&task=view&secc=14&cat=28&cont=50&Itemid=57
2	Universidad Nacional Mayor de San Marcos (UNMSM)	Facultad de Letras y Ciencias Humanas, Escuela de Bibliotecología y Ciencias de la Información	Bibliotecología y Ciencias de la Información (10 semesters)	http://letras.unmsm.edu.pe/index.php?option=com_content&view=article&id=67&Itemid=51

Uruguay

	University	School	Academic Program	Web
1	Universidad de la República (UR)	Escuela Universitaria de Bibliotecologia y Ciencias Afines	Bibliotecología (4 years)	http://www.universidadur.edu.uy/ensenanza/carreras_de_grado_eubca.php

Venezuela

	University	School	Academic Program	Web
1	Universidad del Zulia (LUZ)	Facultad de Humanidades y Educación, Escuela de Bibliotecología y Archivología	Bibliotecología y Archivología (10 semesters)	http://www.pregrado.luz.edu.ve/index.php?option=com_content&task=view&id=174&Itemid=200