

**FROM THE MINIMUM CURRICULUM TO THE PPC: THE TRAJECTORY OF
THE LIBRARY SCIENCE COURSE AT UNB**

**DO CURRÍCULO MÍNIMO AO PPC: A TRAJETÓRIA DO CURSO DE
BIBLIOTECONOMIA DA UNB**

**DEL CURRÍCULO MÍNIMO AL PPC: LA TRAYECTORIA DEL CURSO DE
BIBLIOTECOLOGÍA DE LA UNB**

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ABSTRACT

This article presents a historical analysis of the development process of the Pedagogical Course Project (PPC) for the Library Science program at the Faculty of Information Science (FCI) of the University of Brasília (UnB). Based on a qualitative and descriptive approach, documentary sources such as legislation, resolutions, and specialized literature were examined. The study highlights that, despite the mandatory implementation of the PPC since the 1996 National Education Guidelines and Framework Law (LDB) and the curricular guidelines established in 2002, the Library Science program at UnB only began its formulation process in 2019. Periods of innovation and stagnation were identified throughout the curriculum's evolution, emphasizing challenges in preserving institutional memory and systematizing historical course information. It is concluded that the historical documentation of this process is essential for future curriculum reforms and for consolidating the academic identity of the program.

Keywords: Library Science. Pedagogical Course Project. Curriculum. University of Brasília. Higher Education.

RESUMO

Este artigo apresenta uma análise histórica do processo de elaboração do Projeto Pedagógico do Curso (PPC) de Biblioteconomia da Faculdade de Ciência da Informação (FCI) da Universidade de Brasília (UnB). Com base em uma abordagem qualitativa e descritiva, foram examinadas fontes documentais, incluindo legislação, resoluções e literatura especializada. O estudo evidencia que, apesar da obrigatoriedade do PPC desde a Lei de Diretrizes e Bases da Educação (LDB) de 1996 e das diretrizes curriculares estabelecidas em 2002, o curso de Biblioteconomia da UnB somente iniciou seu processo de formulação em 2019. Foram identificados momentos de inovação e estagnação ao longo da evolução curricular, destacando-se desafios na preservação da memória institucional e na sistematização das informações históricas do curso. Conclui-se que o registro histórico desse processo é essencial para futuras reformulações curriculares e para a consolidação da identidade acadêmica do curso.

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Palavras-chave: Biblioteconomia. Projeto Pedagógico do Curso. Currículo. Universidade de Brasília. Educação Superior.

RESUMEN

Este artículo presenta un análisis histórico del proceso de elaboración del Proyecto Pedagógico del Curso (PPC) de Bibliotecología de la Facultad de Ciencia de la Información (FCI) de la Universidad de Brasilia (UnB). Basado en un enfoque cualitativo y descriptivo, se examinaron fuentes documentales como legislación, resoluciones y literatura especializada. El estudio evidencia que, a pesar de la obligatoriedad del PPC desde la Ley de Directrices y Bases de la Educación (LDB) de 1996 y las directrices curriculares establecidas en 2002, el curso de Bibliotecología de la UnB solo inició su proceso de formulación en 2019. Se identificaron períodos de innovación y estancamiento a lo largo de la evolución curricular, destacando desafíos en la preservación de la memoria institucional y la sistematización de la información histórica del curso. Se concluye que el registro histórico de este proceso es esencial para futuras reformas curriculares y para la consolidación de la identidad académica del curso.

Palabras clave: Bibliotecología. Proyecto Pedagógico del Curso. Currículo. Universidad de Brasilia. Educación Superior.

1 INTRODUCTION

In line with the guidelines established by the University of Brasília (UnB) for the updating and re-accreditation of courses with the Ministry of Education (MEC), a systematic process of studies and debates began in 2019 aimed at the formulation of the new Course Pedagogical Project (PPC) of the Library Science course of the Faculty of Information Science (FCI) of UnB.

During this process, the need to analyze the historical trajectory of the course since its creation in the 1960s was identified. It is noteworthy that the Librarianship course at UnB was instituted simultaneously with the foundation of the University of Brasília itself, in the context of the development project of the new capital of Brazil. Thus, understanding the current state of the course required an in-depth investigation of its evolution in the context of political and social transformations over the decades.

Understanding the past is an essential requirement for the critical analysis of the present. Thus, the first stage of the studies consisted of a bibliographic and documentary research, with emphasis on the analysis of institutional archives. The objective of this investigation was to identify the available informational resources that would enable a clear understanding of the course's mission, curricular structure and its evolution to the present day. This survey made it possible to map the successive changes in the curriculum, as well as the conjunctural factors that motivated such changes, thus providing subsidies for the formulation of the new PPC.

2 LITERATURE REVIEW

2.1 BACKGROUND

The creation of the University of Brasília (UnB) is part of the context of the construction of the new federal capital of Brazil and the need to consolidate a center of scientific production and academic training aligned with the country's demands. The conception of UnB began in the 1960s, through a working group formed by intellectuals and academics, as stated in the message sent by the then president Juscelino Kubitschek to the National Congress on the date of the inauguration of Brasília. This group developed an innovative educational project, based on curricular flexibility and integration between teaching, research and extension. The formulation of this model was led by anthropologist Darcy Ribeiro and with the collaboration of jurist and educator Anísio Teixeira, responsible for the institution's pedagogical planning (Borges; Brito, 2015).

The legal structure of UnB was established by **Law No. 3,998, of December 15, 1961**, sanctioned by the then president João Goulart, which authorized the creation of the University of Brasília Foundation (FUB) (Brasil, 1961). Subsequently, the regulation occurred through **Decree No. 500, of January 15, 1962**, which approved the FUB Statute (Brasil, 1962). The inauguration of the university officially took place on April 21, 1962.

The **Guiding Plan of the University of Brasília (1962)** established the institutional and operational foundations of UnB, outlining an innovative academic-administrative governance model in the Brazilian university scenario. This document defined the autonomy of the university, by establishing it as a foundation, giving it greater administrative independence (University of Brasília, 1962).

The Guiding Plan structured UnB based on three fundamental pillars:

- **Tripartite academic-administrative structure:** composed of **institutes** (responsible for teaching and research at the advanced and graduate levels), **colleges** (focused on professional training) and **complementary bodies** (focused on academic support and the interface between the university and society), as established in article 9 of **Law No. 3,998, of 1961**.
- **Cycle system:** the undergraduate course was organized in different stages, starting with the **first cycle**, corresponding to the basic core of training in sciences, humanities and technology. In **the second cycle**, students could opt for a bachelor's degree, while in the **third cycle** they would specialize professionally. The model also provided for a **fourth level**, corresponding to the training of doctors.
- **Collegiate management:** based on the existence of intermediate (congregations) and superior (councils) collegiates, ensuring a shared and democratic decision-making process in the institution (Universidade de Brasília, 2011, p. 18).

This organizational proposal aimed to encourage interdisciplinarity, avoid the fragmentation of knowledge and promote a critical view of social reality. In the Brazilian context, UnB was a pioneer in adopting this model, in which students began their education in multidisciplinary institutes and, later, specialized in specific colleges for professionalization or in institutes for academic and scientific careers (Borges; Brito, 2015).

To consolidate this innovative approach, UnB brought together renowned academics and specialists from different areas, establishing partnerships with researchers, artists, and professors from the country's leading universities (Borges; Brito, 2015).

Article 9 of **Law No. 3,998, of 1961**, defined UnB as a structure integrated by **Central Institutes of Education and Research and Faculties intended for professional training**.

In addition, item II of this article stipulated that the colleges should:

[...] a) to teach undergraduate courses for professional and technical training; b) to teach specialization and graduate courses; c) to carry out research and studies in the respective fields of scientific, technological and cultural application. (Brazil, 1961).

Article 10 of the same legislation reinforced the strategic role of UnB, determining that the university should:

[...] to engage in the study of problems related to the economic, social and cultural development of the country and, to the extent possible, to collaborate with public and private entities that request it. (Brazil, 1961).

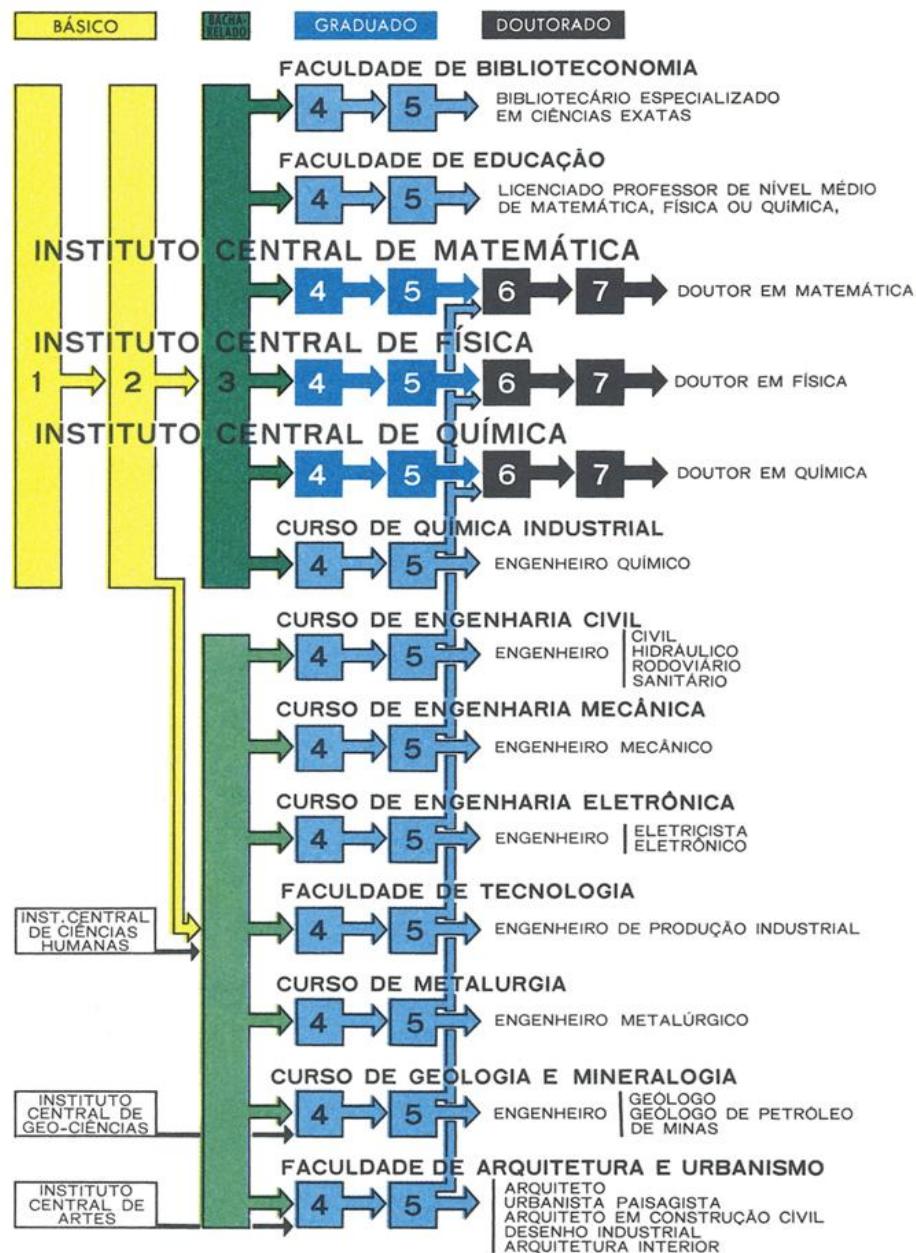
The **UnB Guiding Plan** also specified the organization of courses at different levels of training, with a progressive curricular structure:

- **Introductory courses** (basic level) – duration of four semesters;
- **Bachelor's degree** – duration of six semesters, taken after the basic level;
- **Specialized training** – duration of 10 semesters;
- **Postgraduate** – duration of up to 14 semesters (Brasil, 1962).

In this context, although the initial structure of UnB did not explicitly mention the **Faculty of Library Science**, the Guiding Plan indicated the existence of an academic unit responsible for the training of specialized librarians, particularly in the area of Exact Sciences. This information can be seen in **Figure 1**, which presents the structure of UnB courses as outlined in the 1962 Guiding Plan.

Figure 1

Structure of courses offered by UnB according to the Guiding Plan (1962)



Source: University of Brasilia, 1962.

The original conception foresaw that access to the Faculty of Library Science would be based on bachelor's degree holders trained at the Central Institutes of Sciences, Letters and Arts. In this way, graduates of these institutes could specialize in librarianship applied to different areas of knowledge.

To implement this proposal, renowned librarians were invited, among them Cordélia Robalinho Cavalcanti, Etelvina Lima, Nilcélia Amabília Gonçalves Rossi and Pérola Cardoso Raulino, as well as librarian Abner Lellis Corrêa Vincentini, who started, in 1963, a two-year postgraduate course. However, this model was discontinued due to its high cost and the long training period required (Borges; Brito, 2015; University of Brasilia, 2010).

The regulation of the librarian profession occurred on June 30, 1962, through Law No. 4,084, later regulated by Decree No. 56,725, of August 19, 1965 (Brasil, 1962; 1965). As a result of this regulation, the Faculty of Library Science and Scientific Information (FBIC) was established in September 1965, and the undergraduate course in Library Science, at the bachelor's level, was officially implemented with a duration of three years (Mueller; Macedo, 1983; University of Brasilia, 1997; 2010).

UnB underwent an institutional restructuring in 1970, resulting in the transformation of FBIC into the Department of Library Science, which became part of the Faculty of Applied Social Studies (FA). Over the decades, successive changes occurred, culminating, in 2003, in the reorganization of the academic unit to the Faculty of Economics, Administration, Accounting and Information Science and Documentation (FACE). In this context, the Department of Library Science was renamed the Department of Information Science and Documentation (CID).

Finally, in 2010, the Faculty of Information Science (FCI) was created, consolidated by Resolution No. 10, of May 3, 2010, of the University Council of UnB. Currently, FCI is responsible for undergraduate courses in Library Science (created in 1963/1965), Archivology (1990/1991) and Museology (2009), in addition to coordinating the Graduate Program in Information Science (PPGCinf), which offers master's (since 1978) and doctoral (since 1992) courses.

2.2 UNDERGRADUATE COURSE IN LIBRARY SCIENCE

The need for standardization in the teaching of Librarianship led to the creation of a minimum curriculum, with the support of the Brazilian Federation of Librarians Association (FEBAB) (Oliveira; Oak; Souza, 2009). According to Castro (2002, p. 30), based on Law No. 4,084/1962 and the Law of National Education Guidelines, Dumerval Trigueiro Mendes convened a commission of experts to prepare the proposal for the Minimum Curriculum. This commission was composed of renowned professionals, including Edson Nery da Fonseca,

Abner Lellis Vicentini and Cordélia R. de Cavalcanti, all professors at the University of Brasília.

On November 16, 1962, the Federal Council of Education approved the first Minimum Curriculum (CM) for Librarianship, lasting three years and with disciplines such as History of Books and Libraries, Organization and Administration of Libraries, Cataloguing and Classification, among others (Brasil, 1982).

At the University of Brasília (UnB), Librarianship has aroused interest since its foundation, initially proposed as a postgraduate course. In 1965, as a consequence of the regulation of the librarian profession, characterized as higher education, the undergraduate course in Library Science, at the Bachelor's level, was created with a duration of three years, at the Faculty of Library Science and Scientific Information (FBIC), in September 1965 (University, 1997; 2010), based on the minimum curriculum of 1962. It had renowned teachers such as Cordélia Robalinho Cavalcanti, Etelvina Lima, Nilcéia Amabília Gonçalves Rosse, Pérola Cardoso Raulino, Fr. Astério Campos, Rubens Borba de Moraes, Antônio Agenor Briquet de Lemos, Nice Figueiredo, Myriam Mello Dulac, Abner Lellis Corrêa Vincentini and Washington Moura.

The course was officially recognized by Decree No. 71,336/1972 (Brasil, 1972). On September 28, 1978, its curriculum was changed according to Resolution of the University Council (RCU/UnB) No. 002/78, which changed the curriculum of Librarianship.

In 1982, a new Minimum Curriculum was established by Opinion No. 460 of the Federal Council of Education, promoting a multidisciplinary approach that impacted the curricular structure of UnB from 1984 onwards (Mueller; Macedo, 1983; University of Brasilia, 2010). The new model was divided into three axes: general foundation, instrumental subjects and professional training, allowing greater flexibility in the composition of mandatory and elective subjects.

It is worth noting that in addition to the minimum curriculum, the Department could include other disciplines, configuring the so-called full curriculum, composed of mandatory and elective disciplines. The full curriculum³ underwent changes in 1980 that are close to the changes introduced in the minimum curriculum of 1982.

The full curriculum of 1982 was divided into two major blocks: a)

³ CP corresponds to the list of mandatory and elective subjects, as well as the minimum and maximum deadlines for completing the course.

[...] basic and introductory disciplines, whose contents do not refer directly to Librarianship, but which transmit knowledge necessary for the understanding of the librarian function and for the performance of its specific activities" (Mueller; Macedo, 1983, p. 156-157);

b) professional training subjects of the minimum curriculum of 1982.

This full curriculum was composed of mandatory and optional subjects, distributed in a basic cycle, with a minimum of 540 hours and a maximum of 900 hours, and a professional cycle, totaling 2,970 hours. It had 39 mandatory subjects meeting the minimum curriculum and the demands of UnB itself. The optional subjects correspond to 300 hours (10%), in addition to 23 optional subjects of the professional cycle, among which the student can choose the ones that interest him. "Approximately three-fifths of the course is dedicated to mandatory professional subjects, with the other two-fifths divided among the other groups" (Mueller; Macedo, 1983, p. 157).

The disciplines of a professional nature were divided into 4 main areas: a) production of knowledge records and is closely linked to the disciplines that deal with the Brazilian environment and culture in general; b) organization of registered knowledge; c) services to be offered; d) systems planning and administration.

On November 14, 1984, the Resolution of the University Council (RCU) No. 006/84 was published, which approved a change in the Library Science curriculum. In 1989, through RCU No. 029/89, of October 16, 1989, the library science curriculum was restructured. It is observed that there have been several reformulations of the curriculum over the years (Borges; Brito, 2015).

In the 1990s, Librarianship underwent paradigmatic changes, with the transition from the focus on the document to information, driven by the advancement of technologies and the internet (Oliveira; Oak; Souza, 2009).

As a result of the approval of Law No. 9,394, of December 20, 1996, which established the guidelines and bases of national education, and the Resolution of the Council for Teaching, Research and Extension (CEPE) No. 219, of December 18, 1996, which provides for the maximum number of mandatory credits to be completed in each UnB course, During 1997, the CID Collegiate elaborated a proposal to reformulate the curriculum of the Undergraduate Course in Library Science, which was implemented in 1998, and was approved by CEPE on March 9, 1998, through CEPE Resolution No. 219/96 (Miranda; Mueller; Zandonade, 1998).

The 1998 curriculum stood out for its innovation, serving as a reference for other institutions in the country. External evaluations pointed out that the main challenge was in updating the contents of the disciplines, and not in the curricular structure itself (Miranda; Mueller; Zandonade, 1998).

In 2001, the National Curriculum Guidelines for the Librarianship course were established by Opinion CNE/CES No. 492/2001, replacing the concept of minimum curriculum with a model based on competencies and skills (Brasil, 2001). The curricular guidelines were developed by the Brazilian Association of Library Science and Documentation Teaching (ABEBD), currently the Brazilian Association of Information Science Education (ABECIN), since the 1990s. According to CNE/CES Opinion No. 492/2001, the general competencies and skills are:

- generate products from the knowledge acquired and disseminate them;
- formulate and execute institutional policies;
- prepare, coordinate, execute and evaluate plans, programs and projects;
- rationally use available resources;
- developing and using new technologies;
- translating the needs of individuals, groups and communities in their respective areas of activity;
- develop autonomous professional activities, in order to guide, direct, advise;
- provide consultancy, perform expert examinations and issue technical reports and opinions;
- respond to social demands for information produced by the technological transformations that characterize the contemporary world. (Brazil, 2001).

The specific competencies and skills are:

- Interact and add value in the processes of generation, transfer and use of information, in any and all environments;
- to criticize, investigate, propose, plan, execute and evaluate information resources and products;
- work with sources of information of any nature;

- process the information recorded in different types of support, through the application of theoretical and practical knowledge of collection, processing, storage and dissemination of information;
- conduct research relating to products, processing, transfer and use of information. (Brazil, 2001).

The curricular guidelines brought greater flexibility, allowing each institution to elaborate its pedagogical project, ensuring critical and reflective training for future professionals (Castro, 2002).

Over time, the Full Curriculum of the Librarianship course at UnB has undergone several reformulations. There were two attempts to reformulate the curriculum: one carried out in 2001 and the other in 2010, the latter being a common core proposal for undergraduate courses in Library Science, Museology and Archival Science that had no solution of continuity.

The PPC of Librarianship at UnB, however, was only formally prepared in 2019, consolidating itself as an instrument for planning and evaluating academic activities.

3 METHODOLOGICAL PROCEDURES

This research is characterized as descriptive, with a qualitative approach, based on a literature review. Articles from periodicals, books, legislation, resolutions and other informational resources pertinent to the theme were analyzed.

Documents from FCI's own working groups were also searched, but they were not located. The analysis covers the history of the course up to 2019, as the most recent transformations are still in progress. Thus, the approach of the post-2019 period will be carried out in a specific document, considering the space limitations of a journal article.

4 RESULTS AND DISCUSSION

The historical analysis of the Librarianship course at UnB reveals periods of innovation and advancement, interspersed with moments of stagnation, especially with regard to the implementation of the Pedagogical Project of the Course (PPC). Despite its mandatory nature established by the Law of Guidelines and Bases of National Education (LDB) since 1996 and reinforced by the CNE/CES Resolution of 2002, which defined the curricular guidelines for the course, the process of preparing the PPC was only initiated in 2019, when the MEC evaluation visit took place. The PPC is being reformulated in 2024/2025 when curricular

extension is being included, as recommended by CEG Resolution No. 1/2021, CEG/CEX Joint Resolution No. 2/2021 and CEPE Resolution No. 118/2020. In this last PPC, the names of disciplines were revised, some syllabus, there was a change in the name of the course to Library Science and Information Science, however, there was no significant reformulation of the course. This delay highlights institutional and structural challenges that influenced the adaptation of the course to the normative requirements and transformations in the area of Librarianship.

5 CONCLUSION/FINAL CONSIDERATIONS

The historical review of the evolution of the Library Science course at the University of Brasília (UnB) is fundamental to understand the institutional, curricular and pedagogical transformations that shaped its trajectory. The analysis allowed the identification of periods of innovation and advancement, as well as moments of stagnation, especially with regard to the adequacy of the course to educational regulations. The late implementation of the Pedagogical Project of the Course (PPC), only in 2019, despite its legal requirement since 1996, reflects structural and administrative challenges faced over time.

The scarcity of documentary records and the absence of a consolidated institutional collection made it difficult to build an accurate and detailed timeline on the development of the course. The retirement of professors who actively participated in curricular reformulations and the consequent loss of institutional memory reinforce the need for systematic and accessible records for future generations. This scenario highlights the importance of documentary and historical preservation initiatives within the Faculty of Information Science (FCI), ensuring that the decisions and changes that have occurred over the years can be recovered and critically analyzed.

In addition to contributing to the historiography of Librarianship at UnB, this study highlights the need to update and continue institutional records, promoting the appreciation of academic memory. By documenting the challenges and advances of the course, the research helps to build a broader panorama of the development of the area in Brazil and reinforces the importance of information management policies that ensure the preservation and access to the knowledge produced by the university.

Thus, it is expected that this study will serve as a reference for future research and that it will foster discussions on the importance of institutional memory in higher education, encouraging the creation of strategies for the registration and dissemination of curricular,

administrative and pedagogical changes that impact the training of librarians and the strengthening of the area of Information Science.

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