



Library & Information Technology

PLAR Candidate Guide

Prior Learning Assessment and Recognition (PLAR)

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Prior learning credit options at Saskatchewan Polytechnic

See [Get Credit for What you Know](#) for important information about all options to get credit for prior learning at Sask Polytech, including PLAR, transfer credit, Canadian Armed Forces credit, and equivalency credit.

How to navigate this document

This document contains links to other document sections or webpages. To return to where you were from another section in this document, press the *ALT* key and *left arrow* key at the same time. To return to this webpage from another webpage, close the other webpage or click back on the browser tab for this document.

Contents of this guide

This guide contains the following specific PLAR information and tools for this program

- A. [PLAR fees](#)
- B. [PLAR eligibility and options](#)
- C. [Dates when PLAR assessment is available](#)
- D. [Special directions for this program](#)
- E. [PLAR contact person](#)
- F. [Self-rating course outlines](#)

A. PLAR fees

Fees for PLAR challenges are set to cover our costs for consultation, assessment, and related administrative tasks. PLAR fees are non-refundable and non-transferrable.

The PLAR fees policy is subject to change for each new academic year. Please see the **Cost** section on the [PLAR webpage](#) for current fee information.

B. PLAR eligibility and options

To be eligible for PLAR for courses in this program, you must first apply for admission and be accepted into the program. You must also consult with the [PLAR contact person](#) and be approved for PLAR assessment.

Individual course PLAR

Individual course PLAR means that each single course is assessed separately. If you have 1800 or more hours of experience in the disability support or rehabilitation field, you may apply to PLAR any course except PRAC 383 and 383. For PRAC 382 and 383, you need to also apply and be admitted to the program. See the Admissions and Special Admission sections on the [program webpage](#).

Course prerequisites and corequisites

Some courses have one or more other courses that must be completed first (pre-requisite) or at the same time (corequisite). See [course outlines](#) in this guide to identify any pre or corequisites for each course. Discuss with your [PLAR contact person](#) how to deal with courses with corequisites.

Block assessment

Some programs may assess a cluster of courses together in one block, which may save you time and effort. Ask the [PLAR contact person](#) whether there are any block assessment options in this program.

C. Dates when PLAR assessment is available

PLAR assessment for this program is available from Sept 1 to June 15 in each academic year.

All PLAR assessment must be completed by June 15 of each academic year.

D. Special directions for this program

1. **Review** the [PLAR process and FAQs](#) and the information in this guide.
2. **Self-rate** your learning for each course using the [Course Outlines](#) in this guide.
3. **Consult** with the [PLAR contact person](#) for PLAR approval. Be prepared to provide your resume, course self-ratings (see [section F](#)), and a partially completed [PLAR application](#). If you are approved for PLAR, the contact person will sign your PLAR application and explain next steps.
4. **Apply** for admission to the program. See [directions](#) for applying.
5. **Register** for PLAR at [Registration/Enrolment Services](#) once you have signed approval on your [PLAR Application Form](#). The PLAR fee will be added to your student account.

6. **Finalize** assessment plan with your assigned assessor.
7. **Complete** assessment before your PLAR registration expires.

E. PLAR contact person

Contact the person below to arrange a consultation **after** you have read this guide and [general PLAR information](#) and rated yourself for each course (see next session). Consultation may be by phone, online, or in person. Be prepared to provide your resume, course self-ratings, and a partially completed [PLAR application](#). If agreement is reached to go ahead with PLAR, the contact person will sign approval on your PLAR application and explain the next steps. Admission to the program is required before you can register for PLAR.

Chasity Berast (*Program Head*)
 Library & Information Technology
 Saskatchewan Polytechnic, Saskatoon Campus
 Phone: 306 - 659 - 3846
 Email: berastc@saskpolytech.ca

F. Self-assessing course outlines

Clicking on a course code below opens a page where you can rate yourself on the knowledge and skills assessed for PLAR credit. For Arts & Sciences courses, clicking on the course code opens another PLAR guide. The [PLAR contact person](#) for this program will refer you to another person to discuss PLAR for courses delivered by Arts & Sciences or another program/department.

| COURSE CODE | COURSE NAME | Delivered by another department/program |
|--------------------------|-------------------------------------------|-----------------------------------------|
| COMM 291 | Interpersonal Communication | |
| COMP 170 | Basic Computer Operation | SSC |
| ENGL 101 | Critical Reading and Writing | Arts & Sciences |
| LIB 182 | Borrower and Outreach Services | |
| LIB 192 | Introduction to Information Resources | |
| LIB 196 | Introduction to Cataloguing | |
| LIT 182 | Children's Materials | |
| ORTN 190 | Introduction to Library Service | |
| SOC1 171 | Culture and Diversity in Canadian Society | Arts & Sciences |
| WORK 194 | Library Site Visits | |
| CDNS 280 | Canadian Government | Arts & Sciences |

| COURSE CODE | COURSE NAME | Delivered by another department/program |
|--------------------------|--------------------------------------------------------------|-----------------------------------------|
| COMM 113 | Applied Communications | Arts & Sciences |
| COMP 171 | Introduction to Microsoft Word | SSC |
| COMP 173 | Introduction to Microsoft PowerPoint and Web Publishing | SSC |
| COMP 174 | Introduction to Microsoft Excel 1 | SSC |
| LIB 180 | History of Libraries | |
| LIB 191 | Readers' Services | |
| LIB 194 | Introduction to Archives | |
| LIB 197 | Searching Information Resources | |
| LIB 199 | Subject Cataloguing | |
| WORK 285 | Work Experience 1 | |
| ENGL 102 | Literature Survey | Arts & Sciences |
| INDG 200 | Indigenous Studies 1 | Arts & Sciences |
| LIB 200 | Information Architecture Fundamentals | |
| LIB 289 | Digital Technologies | |
| LIB 290 | Cataloguing: Serials and Multimedia Resources | |
| LIB 291 | Information Resources: Social Sciences | |
| MGMT 282 | Library Management – Theory and Practice | |
| PRPL 284 | Public Relations and Programming | |
| HIST 280 | World History | Arts & Sciences |
| INDG 201 | Indigenous Studies 2 | Arts & Sciences |
| LIB 193 | Current Trends in Libraries | |
| LIB 282 | Storytelling for all Ages | |
| LIB 292 | Acquisitions and Collections Development | |
| LIB 293 | Information Resources: Humanities and Science and Technology | |

| COURSE CODE | COURSE NAME | Delivered by another department/program |
|---------------------------|---------------------------------------|-----------------------------------------|
| LIT 183 | Young Adults' Materials and Services | |
| PROJ 211 | Capstone Project | |
| WORK 286 | Work Experience 2 | |
| ACAD 2000 | An Introduction to Academic Integrity | |

COMM 291 - Interpersonal Communication

You will develop employability skills through the study of interpersonal communications theory and applications in the workplace. Learning outcomes include the importance of self-awareness and self-esteem, perception problems, verbal and nonverbal messages, and listening skills, creating positive communication climates and resolving interpersonal conflict.

Credit unit(s): 2.0

Prerequisites: none

Co Requisites: none

Equivalent course(s): BCOM 103 COMM 112 COMM 135 COMM 155 COMM 160 COMM 291CE COMM 381 HUMR 182 HUMR 186 JOBS 190 NEPS 114 NURS 114 NURS 163

| Use a checkmark (P) to rate yourself as follows for each learning outcome | | Competent | Learning | None |
|---------------------------------------------------------------------------|-----------------------------------------------------------------|-----------|----------|------|
| Competent: | I can apply this outcome without direction or supervision. | | | |
| Learning: | I am still learning skills and knowledge to apply this outcome. | | | |
| None: | I have no knowledge or experience related to this outcome. | | | |
| 1. | Describe interpersonal communication. | | | |
| 2. | Describe how self-concept and perception affect communication. | | | |
| 3. | Discuss verbal and nonverbal messages. | | | |
| 4. | Discuss factors affecting communication climates. | | | |
| 5. | Apply skills to improve communication. | | | |

COMP 170 – Basic Computer Operation

You will be introduced to the basics of computer concepts. Topics you will study include computer components, hardware, and software, working in a graphical user interface, file management, word processing and the Internet. The general skills you learn in this course will prepare you for further courses such as word processing, spreadsheets, and presentation graphics.

Credit unit(s): 1.0
Prerequisites: none
Corequisites: none
Equivalent course(s): COAP 342 COMP 170CE COMP 182

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent:I can apply this outcome without direction or supervision.</p> <p>Learning:I am still learning skills and knowledge to apply this outcome.</p> <p>None:I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|------|
| 1. Work in a windows environment. | | | |
| 2. Explain the basic operation of a computer. | | | |
| 3. Perform file management. | | | |
| 4. Use basic features of a word processor. | | | |
| 5. Use the Internet to communicate and locate information. | | | |

ENGL 101 – Critical Reading and Writing

You will develop basic skills in critical analysis and effective reading by analyzing and evaluating materials from various disciplines. You will also refine your understanding and practice of the structures of composition by writing a research paper on a topic of your choice using APA-style.

Credit unit(s): 3.0
Prerequisites: none
Corequisites: none
Equivalent course(s): ENGL 101CE

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------|-------------|
| 1. Practice critical writing skills. | | | |
| 3. Practice critical reading skills. | | | |
| 4. Demonstrate persuasive writing strategies in the writing process. | | | |
| 5. Evaluate research publications. | | | |
| 6. Create a research paper on a chosen topic by applying critical reading, writing and research skills. | | | |
| 7. Modify a research paper illustrating revision and editing skills | | | |

LIB 182 – Borrower and Outreach Services

You will examine the public image of various libraries. You will review and evaluate circulation processes, routines, and policies. You will examine print and online reserve collections in academic and school libraries. Theory and practice will help you learn how to handle interlibrary loans as a borrower and a lender. You will also examine difficult situations and evaluate outreach services.

Credit unit(s): 3.0
Prerequisites: none
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|------|
| 1. Examine factors that create a positive public image for libraries. | | | |
| 2. Assess the functions of circulation services within various libraries. | | | |
| 3. Discuss the functions of reserve collections in academic libraries. | | | |
| 4. Discuss the functions of interlibrary loan services within various libraries. | | | |
| 5. Examine difficult situations in libraries. | | | |
| 6. Assess types of outreach services offered within various libraries. | | | |

LIB 192 – Introduction to Information Resources

You will be introduced to reference service and general information resources: including dictionaries, encyclopedias, ready reference, and indexes. You will utilize the information search process to search these print and non-print resources.

Credit unit(s): 3.0
Prerequisites: none
Corequisites: none
Equivalent course(s): LIB 192CE

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|------|
| 1. Examine service at the reference desk | | | |
| 2. Choose steps in the reference interview. | | | |
| 3. Explore the information search process. | | | |
| 4. Evaluate general reference sources using standard evaluation criteria. | | | |
| 5. Evaluate general encyclopedias. | | | |
| 6. Appraise general and specialized dictionaries. | | | |
| 7. Evaluate ready reference sources. | | | |
| 8. Assess general electronic periodical and newspaper indexes and databases. | | | |

LIB 196 – Introduction to Cataloguing

You will look at the functions of technical services in libraries. You will describe the purpose and use of library catalogues and create original and/or derived records for an automated library catalogue using Resource Description and Access (RDA) and Machine-Readable Cataloguing (MARC).

Credit unit(s): 4.0
Prerequisites: ORTN 190
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|------|
| 1. Outline the functions of library technical services. | | | |
| 2. Describe the history and purpose of library catalogues. | | | |
| 3. Describe the use of Machine-Readable Catalogue Record 21 (MARC 21) and Resource Description and Access (RDA) in bibliographic records. | | | |
| 4. Construct bibliographic records for print monographs in accordance with RDA and in MARC format. | | | |
| 5. Demonstrate processing of library materials. | | | |

LIT 182 – Children’s Materials

You will examine the impact of image in libraries. You will review and evaluate circulation processes, procedures, and policies. You will examine print and online reserve collections in academic and school libraries. Theory and practice will help you learn how to handle interlibrary loans as a borrower and as a lender. You will also examine difficult situations and evaluate outreach services.

Credit unit(s): 3.0
Prerequisites: none
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|------|
| 1. Discuss the history and development of children's literature. | | | |
| 2. Identify children's material selection guides. | | | |
| 3. Explore the awards presented to children’s books and their recipients. | | | |
| 4. Examine contemporary fiction in various genres for children: preschool to grade six. | | | |
| 5. Evaluate picture books and juvenile fiction in print format using standard selection criteria. | | | |
| 6. Examine contemporary juvenile nonfiction titles for children: preschool to grade six. | | | |
| 7. Evaluate juvenile nonfiction print material using standard nonfiction selection criteria. | | | |

ORTN 190 – Introduction to Library Service

You will examine the impact of image in libraries. You will review and evaluate circulation processes, procedures, and policies. You will examine print and online reserve collections in academic and school libraries. Theory and practice will help you learn how to handle interlibrary loans as a borrower and as a lender. You will also examine difficult situations and evaluate outreach services.

Credit unit(s): 3.0
Prerequisites: none
Corequisites: none
Equivalent course(s): ORTN 190CE

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|------|
| 1. Analyze the formal and informal role of the library and the community it serves. | | | |
| 2. Identify educational requirements and job descriptions of library personnel. | | | |
| 3. Explore library collections. | | | |
| 4. Compare types of libraries and services. | | | |
| 5. Examine the development and role of Library and Archives Canada. | | | |
| 6. Examine the development of resource sharing and the multi-type Library System in Saskatchewan. | | | |
| 7. Identify library associations and other library partnerships within Saskatchewan/Canada. | | | |

SOCI 171 – Culture and Diversity in Canadian Society

You will explore culture and diversity in Canada and the challenges they present. You will discuss the impacts of oppression, multiculturalism, immigration, social inequalities, and social justice at both personal and professional levels. You will discuss the historical and contemporary challenges of Indigenous peoples. You will also examine tools to foster social change and diversity competencies.

Credit unit(s): 3.0
Prerequisites: none
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|------|
| 1. Examine the concepts of diversity and identity in the context of Canadian society. | | | |
| 2. Examine the concepts of oppression, inequality, and race. | | | |
| 3. Examine the roles of multiculturalism, religion, and gender in Canadian society. | | | |
| 4. Discuss the historical and contemporary challenges of Indigenous peoples. | | | |
| 5. Examine immigration to Canada. | | | |
| 6. Examine ways of practicing diversity competency on personal and professional levels. | | | |

WORK 194 – Library Site Visits

You will tour Saskatoon libraries and archives to become better acquainted with standard library operations and responsibilities of library technicians.

Credit unit(s): 0.0
Prerequisites: ORTN 190
Corequisites: none
Equivalent course(s): PRAC 188

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|------|
| 1. Identify the role the library has within the community. | | | |
| 2. Observe basic procedures in the daily operation of a library. | | | |
| 3. Recognize appropriate social skills toward the library profession, library staff and patrons. | | | |
| 4. List responsibilities/duties of the library technician within the library. | | | |
| 5. Recognize positive work habits by the library technician. | | | |
| 6. Perform routine tasks under direct supervision. | | | |

CDNS 280 – Canadian Government

You will become familiar with the history of the Canadian government and system of parliament (including the constitution from 1867 to present). You will learn the broad principles of government and parliament. This includes the concepts of executive federalism and responsible government.

Credit unit(s): 3.0
Prerequisites: none
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------|-------------|
| 1. Examine the identifying characteristics of Canada's system of parliamentary government. | | | |
| 2. Analyze the effect of regionalism, social class, gender, ethnic and aboriginal issues on political party support in Canada. | | | |
| 3. Examine the developments which have led to the current relationship between Quebec and the Canadian government. | | | |
| 4. Analyze political socialization, and the role of pressure groups and lobbyists, the media and opinion polls. | | | |
| 5. Examine our political parties, the electoral process and the electoral system. | | | |
| 6. Analyze the Canadian Constitution and the Charter of Rights and Freedoms. | | | |
| 7. Examine the structure and functioning of the Executive, Parliament and Judiciary. | | | |
| 8. Explain the relationship between the bureaucracy and "the government". | | | |

COMM 113 – Applied Communications

You will apply oral, written, and interpersonal skills needed for successful communication at the library, and specifically with clients. You will receive instruction and practice in effective writing. You will also use job search skills and produce job search documents.

Credit unit(s): 3.0
Prerequisites: COMM 291
Corequisites: none
Equivalent course(s): COMM 192

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|------|
| 1. Demonstrate effective oral communication. | | | |
| 2. Prepare business correspondence. | | | |
| 3. Produce technical documents. | | | |
| 4. Demonstrate appropriate customer relations behaviour. | | | |
| 5. Employ job search techniques. | | | |
| 6. Create job search documents. | | | |

COMP 171 – Introduction to Microsoft Word

Your studies will introduce you to basic word processing skills such as creating, editing and formatting documents, building tables, using templates and applying styles.

Credit unit(s): 1.0
Prerequisites: none
Corequisites: none
Equivalent course(s): CKEY 187 COAP 196 COAP 343 COMP 120 COMP 154
 COMP 171CE

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|------|
| 1. Create documents. | | | |
| 2. Edit documents. | | | |
| 3. Format documents. | | | |
| 4. Use other word processing features. | | | |

COMP 173 – Introduction to Microsoft PowerPoint and Web Publishing

Your studies will introduce you to basic skills in the use of PowerPoint software for designing, editing and delivering presentations. You will learn the fundamentals of web publishing for simple web page development.

Credit unit(s): 1.0
Prerequisites: none
Corequisites: none
Equivalent course(s): COAP 138 COAP 196 COMP 120 COMP 173CE

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|------|
| 1. Create a presentation. | | | |
| 2. Modify a presentation. | | | |
| 3. Deliver a presentation. | | | |
| 4. Create a basic web page. | | | |

COMP 174 – Introduction to Microsoft Excel 1

You will study the basic features of Excel. You will learn to create workbooks, format spreadsheet elements, manipulate multiple worksheets, create simple charts, and use simple formulas and functions.

Credit unit(s): 1.0
Prerequisites: none
Corequisites: none
Equivalent course(s): COAP 117 COAP 138 COAP 197 COAP 344 COMP 120 COMP 174CE

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|------|
| 1. Create a spreadsheet. | | | |
| 2. Use basic functions and productivity tools. | | | |
| 3. Work with multiple worksheets. | | | |
| 4. Create basic charts. | | | |

LIB 180 – History of Libraries

Building on your introduction to Canadian library development in ORTN 190, you will examine the origins and development of North American and European and libraries from antiquity to the twenty-first century.

Credit unit(s): 3.0
Prerequisites: ORTN 190
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|------|
| 1. Describe the development and role of ancient libraries. | | | |
| 2. Relate the role of monasteries, cathedral schools, early universities on library development during the Middle Ages. | | | |
| 3. Examine the impact of the printing press and the Renaissance on the book trade and library development. | | | |
| 4. Examine the growth and development of libraries in North America and Europe since 1500. | | | |
| 5. Analyze the growth and development of libraries in North America and Europe during the since 1900. | | | |
| 6. Outline the development and role of libraries in in various parts of Asia, Africa, the Americas, and Oceania. | | | |

LIB 191 – Readers’ Services

Focusing on school and public libraries, you will examine the roles and functions of readers' advisors. You will study fiction reference sources, readers' advisory interviews, genre types and representative examples, and a variety of fiction promotion techniques.

Credit unit(s): 3.0
Prerequisites: none
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|------|
| 1. Outline the function of readers’ advisory services in school and public libraries. | | | |
| 2. Examine the methods of fiction organization and management. | | | |
| 3. Evaluate print and online readers advisory reference sources. | | | |
| 4. Outline the reading background and training required for readers' advisory service. | | | |
| 5. Create various readers' advisory service promotion tools. | | | |
| 6. Discuss delivery methods of fiction readers' advisory service to patrons outside the library. | | | |

LIB 194 – Introduction to Archives

You will be introduced to the field of archives, including an overview of archival theory and practice. You will discuss the aspects of archives including appraisal, arrangement, processing, and public programming.

Credit unit(s): 3.0
Prerequisites: ORTN 190
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------|-------------|
| 1. Explain basic archival theory. | | | |
| 2. Examine acquisition and accessioning of archival material. | | | |
| 3. Examine appraisal and selection of archival material. | | | |
| 4. Examine arrangement and description of archival materials. | | | |
| 5. Discuss physical processing of archival material for patron use. | | | |
| 6. Discuss preservation management. | | | |
| 7. Discuss reference services and public programming for patrons. | | | |
| 8. Discuss the use of new technology within the field of archives. | | | |

LIB 197 – Searching Information Resources

You will learn how to use various search systems, including databases, catalogues, and websites as well as evaluate and identify mis/dis information. You will also learn about various citation styles with a focus on the APA (American Psychological Association) style.

Credit unit(s): 3.0
Prerequisites: LIB 192
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|------|
| 1. Examine various search systems. | | | |
| 2. Demonstrate searching databases, catalogues, and websites. | | | |
| 3. Perform keyword searching, exact searching and controlled vocabulary searching. | | | |
| 4. Evaluate and identify mis/dis information. | | | |
| 5. Create bibliographic citations following the APA style guide. | | | |

LIB 199 – Subject Cataloguing

In your continuing study of the organization of library materials, you will assign Dewey Decimal classification numbers, Library of Congress subject headings, and Library of Congress classification numbers to library materials. You will look at issues with the classification of Indigenous materials and will practice using alternative classifications schemes.

Credit unit(s): 4.0
Prerequisites: LIB 196
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------|-------------|
| 1. Describe the purpose and process of subject access and classification. | | | |
| 2. Apply Library of Congress Subject Headings (LCSH) and/or Canadian Subject Headings (CSH) to monographs. | | | |
| 3. Apply Library of Congress Classification Schedules (LCC) classification numbers to monographs. | | | |
| 4. Apply Dewey Decimal Classification (DDC) to monographs. | | | |
| 5. Discuss issues with the classification of Indigenous materials. | | | |
| 6. Examine additional classification schemes such as Book Industry Subject Access Codes (BISAC), and Medical Subject Headings (MeSH). | | | |

WORK 285 – Work Experience 1

You will participate in a three-week supervised work placement in a library. The tasks assigned will be typical of a library technician and within your educational experience. Depending on the hours of the particular library, you may experience shift and weekend work.

Credit unit(s): 0.0
Prerequisites: WORK 194, LIB 196
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|------|
| 1. Demonstrate knowledge of library operations. | | | |
| 2. Exhibits positive attitude toward profession, staff, and patrons. | | | |
| 3. Demonstrates positive work habits. | | | |
| 4. Perform library tasks and projects successfully with minimal supervision. | | | |

ENGL 102 – Literature Survey

You will produce high quality, argumentative essays based on Saskatchewan literature. You will analyze and discuss literary works from Saskatchewan authors, issues that have affected Saskatchewan both in the past and present and write about Saskatchewan-based topics. You will research Saskatchewan-based topics and issues and apply that knowledge in our analysis of the course material. In addition to analyzing course texts, you will learn to recognize logical fallacies and create logical arguments on various topics throughout the course, in order to create contentious thesis statements and supportive material.

Credit unit(s): 3.0
Prerequisites: ENGL 101
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|------|
| 1. Demonstrate knowledge of basic mechanical writing conventions in English. | | | |
| 2. Summarize arguments expressed in essay format. | | | |
| 3. Implement rhetorical strategies in essay writing. | | | |
| 4. Compare literary works on a similar topic. | | | |
| 5. Compose a literary essay. | | | |
| 6. Revise a literary essay. | | | |

INDG 200 – Indigenous Studies 1

You will examine historical events that have impacted First Nations, Inuit and Metis people in Canada with a goal to understanding contemporary issues. You will explore the role Indigenous people have played in the development of Canadian society, including their struggles to preserve their cultures and inherent rights.

Credit unit(s): 3.0
Prerequisites: none
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|------|
| 1. Explore Indigenous ways of knowing. | | | |
| 2. Discuss first contacts and the development of the fur trade. | | | |
| 3. Examine the history of the treaty making. | | | |
| 4. Describe how the federal government marginalized First Nations peoples under the terms of the Indian Act. | | | |
| 5. Describe the purposes, results, and ongoing effects of the residential school system. | | | |
| 6. Explain the causes and aftermaths of the Metis resistances at Red River and Batoche. | | | |
| 7. Discuss the evolution of Indigenous political organizations. | | | |
| 8. Discuss effects of colonization among Inuit in Canada. | | | |
| 9. Discuss contemporary issues within Indigenous communities. | | | |

LIB 200 – Information Architecture Fundamentals

You will learn the fundamentals of information architecture (IA). Your studies will include information architecture elements such as organization and navigation. You will also learn to evaluate websites and make design recommendations based on IA principles.

Credit unit(s): 3.0
Prerequisites: COMP 170, COMP 171, COMP 173
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent:I can apply this outcome without direction or supervision. Learning:I am still learning skills and knowledge to apply this outcome. None:I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|------|
| 1. Explain the purpose of information architecture for website design. | | | |
| 2. Explain the components that make up information architecture for website design. | | | |
| 3. Practice the collection and analysis of data to determine user needs. | | | |
| 4. Analyze the usability of websites from an Information Architecture perspective. | | | |
| 5. Develop design details for a website using IA components. | | | |

LIB 289 – Digital Technologies

You will evaluate social networking strategies and application used by various types of libraries. You will explore current issues in information technology applications in libraries. You will explore various assistive technologies and alternate formats available to patrons.

Credit unit(s): 3.0
Prerequisites: ORTN 190, COMP 170
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent:I can apply this outcome without direction or supervision. Learning:I am still learning skills and knowledge to apply this outcome. None:I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|------|
| 1. Evaluate social networking strategies and applications used by school, public, academic, and special libraries. | | | |
| 2. Explore mobile devices and apps used by school, public, academic, and special libraries. | | | |
| 3. Examine current assistive technologies and alternate formats available to patrons. | | | |
| 4. Demonstrate the use of library guide software. | | | |
| 5. Demonstrate basic digital technology troubleshooting. | | | |

LIB 290 – Cataloguing: Serials and Multimedia Resources

Building on your knowledge of traditional descriptive and subject cataloguing, you will create bibliographic records for non-book materials such as DVDs, e-books, video games, compact discs, pictures, and print/electronic serials.

Credit unit(s): 4.0
Prerequisites: LIB 199
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent:I can apply this outcome without direction or supervision. Learning:I am still learning skills and knowledge to apply this outcome. None:I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|------|
| 1. Discuss the processes involved in the cataloguing of multimedia resources within an automated library system. | | | |
| 2. Construct bibliographic records for multimedia resources using Machine Readable Catalogue Record (MARC) format in accordance with Resource Description and Access (RDA). | | | |
| 3. Discuss the processes involved in the management and cataloguing of print and electronic serials. | | | |
| 4. Construct bibliographic records for print and electronic serials using MARC format in accordance with RDA. | | | |
| 5. Demonstrate the use of current and emerging cataloguing technologies. | | | |

LIB 291 – Information Resources: Social Sciences

You will evaluate information sources in the social sciences including business, commerce and law, education, health sciences, government reference sources, sport and recreation, history, and geography. You will use both print and electronic resources.

Credit unit(s): 3.0
Prerequisites: LIB 197
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent:I can apply this outcome without direction or supervision. Learning:I am still learning skills and knowledge to apply this outcome. None:I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|------|
| 1. Evaluate reference sources in business, commerce, and law. | | | |
| 2. Evaluate reference sources in health sciences. | | | |
| 3. Evaluate reference sources in education. | | | |
| 4. Evaluate reference sources in sport and recreation. | | | |
| 5. Evaluate reference sources in history and geography. | | | |
| 6. Evaluate government reference sources. | | | |

MGMT 282 Library Management – Theory and Practice

You will focus on the principles of management with particular emphasis upon the role of the technician as supervisor within school, public, academic, and special libraries. Management styles, planning, staff selection, supervision, and leadership styles, motivation, evaluation, and budgeting will be covered. You will be expected to integrate the theoretical framework with practical applications through case studies, readings, simulations, and class discussion.

Credit unit(s): 3.0
Prerequisites: ORTN 190
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent:I can apply this outcome without direction or supervision.</p> <p>Learning:I am still learning skills and knowledge to apply this outcome.</p> <p>None:I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|------|
| 1. Examine the general functions of management, general theories of management and the role and responsibilities of the technician as supervisor in various types of libraries. | | | |
| 2. Analyze the strategic planning process in libraries. | | | |
| 3. Analyze the staffing process for library staff. | | | |
| 4. Demonstrate employee development techniques. | | | |
| 5. Examine the supervisor's role in leading and motivating staff. | | | |
| 6. Compare the practices associated with managing financial resources. | | | |

PRPL 284 – Public Relations and Programming

You will examine ways of marketing the library to the community. You will discuss current topics relating to programming for the entire community. Planning and executing visual displays and programs will be emphasized.

Credit unit(s): 3.0
Prerequisites: none
Corequisites: none
Equivalent course(s): PRPL 180, PRPL 284CE

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent:I can apply this outcome without direction or supervision. Learning:I am still learning skills and knowledge to apply this outcome. None:I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|------|
| 1. Examine the role of public relations in libraries. | | | |
| 2. Examine the public image of the library as part of a public relations/marketing plan. | | | |
| 3. Identify kinds of marketing for the library. | | | |
| 4. Identify forms of marketing for the library. | | | |
| 5. Analyze the role and function of programming in the library. | | | |
| 6. Compare types of programming in school/public/academic and special libraries. | | | |
| 7. Develop a library program and promotional material (posters, etc.). | | | |
| 8. Explore alternate funding resources for library programming/services. | | | |

HIST 280 – World History

You will study major patterns of change and continuity from 1450 to the 21st Century. You will learn to interpret change and historical causation, which will increase your ability to perform comparative analysis. You will focus on forces that cut across societies globally, and relate these forces to current issues in politics, economics, religion, gender, and culture.

Credit unit(s): 3.0
Prerequisites: none
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent:I can apply this outcome without direction or supervision. Learning:I am still learning skills and knowledge to apply this outcome. None:I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|------|
| 1. Analyze political, economic, gender and cultural trends during the early modern period 1450 – 1750. | | | |
| 2. Relate the early world economy to the modern world economy and globalization. | | | |
| 3. Summarize global transformations during the Long 19th Century. | | | |
| 4. Discuss the significance of the abolition of slavery and serfdom. | | | |
| 5. Compare nationalism in Latin American with imperialism in Africa. | | | |
| 6. Describe the age of revolutions. | | | |
| 7. Analyze contemporary democracy. | | | |

INDG 201 – Indigenous Studies 2

You will focus on the contemporary issues impacting First Nations, Inuit and Metis people in Canada. You will explore the role Indigenous peoples have played in the securing of Indigenous rights and their ongoing efforts of decolonization.

Credit unit(s): 3.0
Prerequisites: none
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent:I can apply this outcome without direction or supervision. Learning:I am still learning skills and knowledge to apply this outcome. None:I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|------|
| 1. Discuss the role of the arts in contemporary Indigenous societies. | | | |
| 2. Examine comprehensive land claims. | | | |
| 3. Compare approaches to Indigenous self-government. | | | |
| 4. Describe issues relating to Indigenous peoples and the Canadian justice system. | | | |
| 5. Discuss the evolution of Aboriginal rights in Canada. | | | |
| 6. Examine economic development in Indigenous communities. | | | |
| 7. Explore issues of health and well-being in Indigenous communities. | | | |
| 8. Discuss media representation of Indigenous peoples. | | | |
| 9. Examine the experiences of Indigenous peoples in urban communities. | | | |

LIB 193 – Current Trends in Libraries

You will investigate and discuss the impact of new technologies and changes in current political, economic and social climates on the delivery of information and services within various types of library systems.

Credit unit(s): 3.0
Prerequisites: ORTN 190
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent:I can apply this outcome without direction or supervision. Learning:I am still learning skills and knowledge to apply this outcome. None:I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|------|
| 1. Examine trends in library spaces. | | | |
| 2. Examine trends in formats of materials. | | | |
| 3. Examine trends in digitization. | | | |
| 4. Analyze trends in new technologies. | | | |
| 5. Analyze trends in services and service delivery. | | | |
| 6. Analyze trends in patron diversity. | | | |

LIB 282 – Storytelling for all Ages

You will examine the history of storytelling and will look at its impact on literacy skills. You will prepare and present stories using a variety of methods. You will plan, prepare and present a complete story time program.

Credit unit(s): 3.0
Prerequisites: ORTN 190
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent:I can apply this outcome without direction or supervision. Learning:I am still learning skills and knowledge to apply this outcome. None:I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|------|
| 1. Appraise the role storytelling and oral reading have in developing literacy skills. | | | |
| 2. Analyze bibliographic selection guides for storytelling. | | | |
| 3. Read a story/section from a book aloud to a group. | | | |
| 4. Tell a "told" story to a group. | | | |
| 5. Demonstrate multimedia storytelling techniques using a variety of methods. | | | |
| 6. Present appropriate stories in various formats to participants in a story time program. | | | |

LIB 292 – Acquisitions and Collections Development

You will examine collection development policies and collection management functions. You will examine all parts of the acquisitions process. Topics you will study include selection, ordering, receiving, weeding, and mending of materials.

Credit unit(s): 3.0
Prerequisites: ORTN 190
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent:I can apply this outcome without direction or supervision.</p> <p>Learning:I am still learning skills and knowledge to apply this outcome.</p> <p>None:I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|------|
| 1. Describe the key concepts of collection development. | | | |
| 2. Examine collection development policies. | | | |
| 3. Discuss collection analysis and assessment. | | | |
| 4. Examine collection management functions. | | | |
| 5. Examine the procedures and routines in the acquisition of various types of materials for a library collection. | | | |
| 6. Apply preventative maintenance and mending processes for various types of library materials. | | | |

LIB 293 – Information Resources: Humanities and Science and Technology

You will evaluate information sources in the humanities and in science and technology including religion, mythology, and philosophy, fine and performing arts, literature, Indigenous topics and natural sciences and technology.

Credit unit(s): 3.0
Prerequisites: LIB 291
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent:I can apply this outcome without direction or supervision. Learning:I am still learning skills and knowledge to apply this outcome. None:I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|------|
| 1. Evaluate reference sources in religion, mythology, and philosophy. | | | |
| 2. Evaluate reference sources in the fine and performing arts. | | | |
| 3. Evaluate reference sources in literature. | | | |
| 4. Evaluate reference sources in Indigenous topics. | | | |
| 5. Evaluate reference sources in natural science and technology. | | | |

LIT 183 – Young Adults’ Materials and Services

You will examine the physical, social, emotional and intellectual factors that influence teen reading/viewing habits and the criteria for selecting materials for teens. You will be exposed to a variety of fiction genres, various methods of presentation, and the major trends and issues regarding services for teens in public and school libraries

Credit unit(s): 3.0
Prerequisites: none
Corequisites: none
Equivalent course(s): LIT 183CE

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent:I can apply this outcome without direction or supervision.</p> <p>Learning:I am still learning skills and knowledge to apply this outcome.</p> <p>None:I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|------|
| 1. Examine the physical, emotional, and intellectual characteristics of young adults (ages 12-18). | | | |
| 2. Examine the essential literary elements such as plot, theme, characterization, point of view, etc. and the components of appeal in reading, discussing, viewing, and evaluating young adult materials. | | | |
| 3. Assess contemporary young adult fiction in various genres/formats within the regional, national, and international young adult literature canon. | | | |
| 4. Evaluate current selection aids and examine the issues re selection/censorship of young adult literature in materials/programming school and public libraries. | | | |
| 5. Explore awards presented to young adult fiction. | | | |
| 6. Examine school and public library methods of promoting young adult materials and services. | | | |

PROJ 211 – Capstone Project

You will conduct an applied research project. Working individually or in small groups, you will integrate the skills, training and knowledge you acquired throughout the program to design, conduct, analyze and present the results of a research project that is both significant and relevant to the library field of practice.

Credit unit(s): 4.0
Prerequisites: ENGL 101
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent:I can apply this outcome without direction or supervision. Learning:I am still learning skills and knowledge to apply this outcome. None:I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|------|
| 1. Identify an applied research project of interest to libraries. | | | |
| 2. Submit a project proposal. | | | |
| 3. Conduct a review of recent literature relevant to the project. | | | |
| 4. Perform the collection and analysis of data. | | | |
| 5. Prepare a presentation. | | | |
| 6. Deliver a presentation. | | | |

WORK 286 – Work Experience 2

You will participate in a three-week supervised work placement in a library. The tasks assigned will be typical of a library technician and within your educational experience. Depending on the hours of the particular library, you may experience shift and weekend work.

Credit unit(s): 0.0
Prerequisites: WORK 285, LIB 290
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent:I can apply this outcome without direction or supervision. Learning:I am still learning skills and knowledge to apply this outcome. None:I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|------|
| 1. Demonstrates knowledge of library operations. | | | |
| 2. Exhibits positive attitude toward profession, staff, and patrons. | | | |
| 3. Demonstrates positive work habits. | | | |
| 4. Perform library tasks and projects successfully with minimal supervision. | | | |

ACAD 2000 – An Introduction to Academic Integrity

You will develop your awareness of academic integrity at Saskatchewan Polytechnic. You will discover how completing your education with integrity can impact your future career. You will also identify how cultural perspectives, policy awareness, and personal factors can influence academic integrity behaviour. You will learn about the academic integrity policies and procedures outlined in Saskatchewan Polytechnic's Student Code of Conduct Academic. You will apply this code of conduct in a variety of integrity situations. You will also identify supports and strategies that can help you maintain academic integrity throughout your studies at Saskatchewan Polytechnic.

Credit unit(s): 0.0
Prerequisites: none
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent:I can apply this outcome without direction or supervision.</p> <p>Learning:I am still learning skills and knowledge to apply this outcome.</p> <p>None:I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|------|
| 1. Explain the value of academic integrity for employment success and identify factors that influence integrity in academic behaviour. | | | |
| 2. Apply Saskatchewan Polytechnic’s Student Code of Academic Conduct. | | | |
| 3. Outline the misconduct process. | | | |
| 4. Outline options available to students accused of academic misconduct. | | | |
| 5. Identify supports and strategies to maintain academic integrity. | | | |

COMP 173 – Introduction to Microsoft PowerPoint and Web Publishing

Your studies will introduce you to basic skills in the use of PowerPoint software for designing, editing and delivering presentations. You will learn the fundamentals of web publishing for simple web page development.

Credit unit(s): 1.0

Pre and Co Requisites: none

Equivalent course(s): COAP 138 COAP 196 COMP 120 COMP 173CE

| <p>Use a checkmark (P) to rate yourself as follows for each learning outcome</p> <p>Competent:I can apply this outcome without direction or supervision.</p> <p>Learning:I am still learning skills and knowledge to apply this outcome.</p> <p>None:I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|------|
| 1. Create a presentation. | | | |
| 2. Modify a presentation. | | | |
| 3. Deliver a presentation. | | | |
| 4. Create a basic web page. | | | |