Library and Information Technology

PLAR Candidate Guide

Prior Learning Assessment and Recognition (PLAR)
The Library and Information Technology diploma program is dedicated to removing barriers and broadening the access to programs at Saskatchewan Polytechnic. We believe that adults acquire knowledge and skills through life and work experience that may align with courses within our programs.

<table>
<thead>
<tr>
<th>Developed by program</th>
<th>June 2004</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>June 2014</td>
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<tr>
<td>Web ready – PLAR office</td>
<td>September 2005</td>
</tr>
<tr>
<td>Revised template by RPL program</td>
<td>August 2012</td>
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</tbody>
</table>
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**Why consider a PLAR assessment?**

The Library and Information Technology program recognizes prior learning in two ways:
- Transfer credit for accredited learning from a recognized formal training institution.
- Prior learning assessment and recognition (PLAR) for self-directed informal learning, workplace learning, and formal learning from an unrecognized training institution.

PLAR is a rigorous process of evaluating your skills and knowledge to assess how closely they match the learning outcomes of one or more Saskatchewan Polytechnic courses. Through PLAR, you may receive credit for what you already know, no matter how you learned it.

Transfer credit is the first option to consider for accredited learning from a recognized institution. PLAR is the alternative route for learning that is not eligible for transfer credit.

**Methods of assessing prior learning**

Assessment methods measure an individual’s learning against course learning outcomes. The methods listed below are commonly used, but methods can vary depending on the nature of the skill or knowledge to be assessed.
- product validation & assessment
- challenge exams
- performance evaluations (e.g. skill demonstrations, role plays, case studies, etc.)
- interviews and oral exams
- equivalency (evaluations of learning from non-credit training providers)
- evidence files or documentation (proof of learning from work and other sources)

All submitted documents may be returned to you after the final results have been provided and the grade appeal deadline of seven days has passed. If required, photocopied transcripts and certificates may be submitted, but be prepared to show original documents for validation.

**Am I eligible for PLAR in the Library and Information Technology program?**

If you have at least 2 years successful experience (in the last 5 years) in the Library and Information Technology field, and have learned the skills and knowledge for one or more of the Library and Information Technology courses, you may be eligible for PLAR.

To determine eligibility, you must consult with the appropriate program head or designate and get their signed approval for specific courses on a PLAR application form. Please see the consultant contact information for each course in the self-audit section further on in this guide.

Before beginning PLAR assessment, you must submit a signed PLAR application form with the PLAR fee for each course at Registration Services. If not already enrolled at Saskatchewan Polytechnic, you become an enrolled student once you register to PLAR one or more courses.
Prior Learning Assessment and Recognition Process

1. **Consult** with PLAR designated contact
   - call 1-866-467-4278 & speak with an education counsellor
   - identify goals
   - discuss process & forms
   - identify courses for challenge

2. Complete **application** to PLAR
   - meet with program head/faculty
   - review the self-audit
   - determine eligibility
   - obtain approval for PLAR

3. Schedule PLAR **audit meeting**
   - consult with program faculty responsible for each PLAR
   - confirm assessment methods & procedures

4. Develop an **action plan**
   - follow an action plan
   - review your skills & knowledge
   - collect, create & compile evidence
   - obtain validations
   - meet timelines

5. Pay assessment **fees**

6. **Prepare** for prior learning assessment

7. **Challenge facilitated** by assessor

8. **Challenge evaluated** by assessor

9. **Results submitted** to Saskatchewan Polytechnic registration services
   - Successful: see academic transcript

10. **Candidate notified** of results
   - Not successful: letter sent
       - consult with program head
       - register for course
       - grade appeal process available
How much are PLAR fees?

Check the online PLAR database to find fees set for PLAR-ready courses in this program. Or call the Saskatchewan Polytechnic Contact Centre toll-free at (1-866-467-4278) and ask for the Recognition of Prior Learning office in Prince Albert. If a course is not listed in the fee database, contact the designated consultant to ask if PLAR is available for that course. Consultant information for each course is provided in the self-audit section of this guide.

Is it easier to challenge a course through PLAR or take the course?

Neither is easier. PLAR assessment requires time and effort to gather evidence and/or complete assignments, exams, or skill demonstrations. If you can successfully challenge one or more courses, it may reduce the repetition of studying what you already know.

PLAR is a “different”, not an easier way to obtain certification. Your existing level of skill and experience will guide which courses you choose to challenge. The self-audit section later in this guide will help you decide if you have a good match of skill and knowledge for a specific course.

How long will it take to prepare for a PLAR challenge?

Each course has different requirements, and each candidate has different experiences, so the amount of time it takes to collect evidence and complete assessment tasks will vary.

Is PLAR available at any time of the year?

PLAR challenges for Library and Information Technology courses are currently being offered:
  - March assessment (you must apply between September and January 31)
  - August assessment (you must apply between April and June 15)

If I live out of town, do I have to travel to a main campus to do PLAR?

There will be times that you will need to meet with the program on campus. However, we will try to keep travel to a minimum.

What if I have a disability and need accommodations for my limitations?

At Saskatchewan Polytechnic, we understand that sometimes services must be provided to students in a variety of ways to achieve the goals of fair representation. Therefore, the range of services provided for Education Equity students is as diverse as the needs of those students. We strive for equity (not uniformity) and provide varied services for students with differing needs. If more information is required, please contact a Saskatchewan Polytechnic counsellor at a campus closest to you or refer to the Saskatchewan Polytechnic website: Saskatchewan Polytechnic – Disability Services
Are there other ways to gain Saskatchewan Polytechnic credits for prior learning?

**Transfer Credit**
Yes, Saskatchewan Polytechnic will grant credit for previous training that is similar in content, objectives, and evaluation standards to Saskatchewan Polytechnic training. Transfer of credit is different from the PLAR process. Transfer Credit guidelines may be found at: [http://saskpolytech.ca/admissions/resources/transfer-credit.aspx](http://saskpolytech.ca/admissions/resources/transfer-credit.aspx)

It is the student’s responsibility to check with Registration Services for specific campus procedures on this policy. For specific information and guidelines regarding transfer of credit, contact a Saskatchewan Polytechnic educational counsellor.

**Equivalency Credit**
Equivalency credit refers to the application of credit you may have earned in a previously taken Saskatchewan Polytechnic course to your current Saskatchewan Polytechnic course. Apply at registration services for equivalency credit. This process should also be completed prior to your PLAR challenge. If these credits cannot be used for equivalency credit, you may use these accredited courses as part of your evidence for your PLAR challenge.
Who can I contact to explore other pathways to reach my career goals?

Please read through this guide and complete self-audit checklists further on in this guide for courses of interest. If you are still unsure whether PLAR challenges for courses in this program fits well with your career and education goals, please consult with a counsellor at the campus nearest you:

Saskatchewan Polytechnic in Moose Jaw
Counselling Services, Room 2.203
306-691-8311 or 306-691-8310
MooseJawCounselling@saskpolytech.ca

Saskatchewan Polytechnic in Prince Albert
Counselling Services, Room F203 (Technical Centre)
306-765-1611
PrinceAlbert.Counselling@saskpolytech.ca

Saskatchewan Polytechnic in Regina
Counselling Services, Room 228
306-775-7436
ReginaCounselling@saskpolytech.ca

Saskatchewan Polytechnic in Saskatoon
Counselling Services, Room 114
306-659-4050
SaskatoonCounselling@saskpolytech.ca

How many courses can be challenged through PLAR in this program?

When this guide was last revised, 12 out of 21 first year courses and 1 out of 19 second year courses were ready for PLAR challenges. PLAR assessment may be under development for the remaining courses. Please contact the consultant listed for each course in the self-audit section of this guide to ask if a PLAR challenge is available for that course.

You may challenge as many courses as are available and approved for you by the designated program head/PLAR consultant. Please see the note below regarding the designated consultant for courses that are marked on the chart below as “A & S” and as “SCC”.
Which courses are ready for a PLAR challenge?

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE NAME</th>
<th>Ready for PLAR</th>
<th>PLAR may be ready</th>
<th>Transfer Credit option</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CKEY 189</td>
<td>Keyboarding 1</td>
<td>✓ A &amp; S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMM 291</td>
<td>Interpersonal Communications</td>
<td>✓ A &amp; S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMP 171</td>
<td>Introduction to Microsoft Word</td>
<td>✓ SCC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMP 173</td>
<td>Introduction to Microsoft PowerPoint and Web Publishing</td>
<td>✓ SCC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMP 174</td>
<td>Introduction to Microsoft Excel 1</td>
<td>✓ SCC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 280</td>
<td>World History</td>
<td></td>
<td>✓ A &amp; S</td>
<td></td>
</tr>
<tr>
<td>LIB 180</td>
<td>Libraries of the Past and Present</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>LIB 192</td>
<td>Introduction to Information Resources</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>LIB 196</td>
<td>Introduction to Cataloguing</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>LIT 190</td>
<td>Literature and Composition 1</td>
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<td>✓ A &amp; S</td>
<td></td>
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<tr>
<td>ORTN 190</td>
<td>Introduction to Library Service</td>
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<tr>
<td>WORK 194</td>
<td>Introductory Work Experience</td>
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<td></td>
<td>✓</td>
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<tr>
<td>COMM 113</td>
<td>Applied Communications</td>
<td>✓ A &amp; S</td>
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<tr>
<td>LIB 191</td>
<td>Readers' Services</td>
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<td>✓</td>
<td></td>
</tr>
<tr>
<td>LIB 194</td>
<td>Introduction to Archives and Records</td>
<td></td>
<td>✓</td>
<td></td>
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<tr>
<td>LIB 197</td>
<td>General Information Resources</td>
<td></td>
<td>✓</td>
<td></td>
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<td>LIB 199</td>
<td>Subject Cataloguing</td>
<td></td>
<td>✓</td>
<td></td>
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<td>LIT 182</td>
<td>Children's Materials and Services</td>
<td></td>
<td>✓</td>
<td></td>
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<td>LIT 191</td>
<td>Literature and Composition 2</td>
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<td>✓ A &amp; S</td>
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<td><strong>Semester 3</strong></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>WORK 285</td>
<td>Work Experience 1</td>
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<td>✓</td>
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<td>CKEY 186</td>
<td>Keyboarding 2</td>
<td>✓ A &amp; S</td>
<td></td>
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</tr>
<tr>
<td>LIB 289</td>
<td>Libraries 2.0+</td>
<td></td>
<td>✓</td>
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</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Notes</td>
<td></td>
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<td>-----------------------------------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>LIB 290</td>
<td>Descriptive and Subject Cataloguing:</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LIB 291</td>
<td>Information Resources: Social Sciences</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LIT 290</td>
<td>Canadian Literature Survey 1</td>
<td>✓ A &amp; S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGMT 282</td>
<td>Library Management - Theory and Practice</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>NAST 290</td>
<td>Native Studies 1</td>
<td>✓</td>
<td></td>
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<tr>
<td>PRPL 284</td>
<td>Public Relations and Programming</td>
<td>✓</td>
<td></td>
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</tr>
<tr>
<td>PSYC 190</td>
<td>Introduction to Psychology 1</td>
<td>✓ A &amp; S</td>
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**Semester 5**

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<th>Notes</th>
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<tbody>
<tr>
<td>CKEY 188</td>
<td>Word Processing</td>
<td>✓ A &amp; S</td>
</tr>
<tr>
<td>LIB 193</td>
<td>Libraries of the Future</td>
<td>✓</td>
</tr>
<tr>
<td>LIB 282</td>
<td>Storytelling for all Ages</td>
<td>✓</td>
</tr>
<tr>
<td>LIB 292</td>
<td>Patron and Technical Services</td>
<td>✓</td>
</tr>
<tr>
<td>LIB 293</td>
<td>Information Resources: Humanities and Science and Technology</td>
<td>✓</td>
</tr>
<tr>
<td>LIT 183</td>
<td>Young Adults' Materials and Services</td>
<td>✓</td>
</tr>
<tr>
<td>LIT 291</td>
<td>Canadian Literature Survey 2</td>
<td>✓ A &amp; S</td>
</tr>
<tr>
<td>NAST 291</td>
<td>Native Studies 2</td>
<td>✓</td>
</tr>
<tr>
<td>PSYC 290</td>
<td>Introduction to Psychology 2</td>
<td>✓ A &amp; S</td>
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**Semester 6**

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<th>Course Code</th>
<th>Course Title</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>WORK 286</td>
<td>Work Experience 2</td>
<td>✓</td>
</tr>
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</table>

**Arts and Science (A & S) and Standardized Computer (SCC) courses.**

Some courses in this program are taught and assessed by other programs or departments. A & S courses in the above list are taught by Arts and Sciences instructors. SCC courses are taught by standardized computer course (SCC) instructors. All other courses are taught and assessed by Library and Information Technology instructors.

For details about PLAR for A & S courses, please click on the course code in the above chart to go to the self-audit page for that course within this document.

For details about PLAR for SCC courses, search by course code in the Candidate Guide for Standardized Computer Courses. Clicking on the course code in the above chart will take you directly to that Candidate Guide.
**SELF-AUDIT SECTION**

Please do not contact a program head/PLAR consultant regarding any course until you have completed the self-audit and read information for that course in this section. You must print and bring completed self-audit pages for courses of interest to a PLAR consultation meeting with the program head.

**Steps to complete a self-audit**

1. Read through the levels of competence as listed below.

<table>
<thead>
<tr>
<th>Mastery</th>
<th>I am able to demonstrate the learning outcome well enough to teach it to someone else.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competent</td>
<td>I can work independently to apply the learning outcome.</td>
</tr>
<tr>
<td>Functional</td>
<td>I need some assistance in using the outcome.</td>
</tr>
<tr>
<td>Learning</td>
<td>I am developing skills and knowledge for this area.</td>
</tr>
<tr>
<td>None</td>
<td>I have no experience with the outcome.</td>
</tr>
</tbody>
</table>

**Learning outcomes**

For each learning outcome listed, please self-evaluate your competency levels and record it in the appropriate column for each self-audit.

2. Take a few minutes and read through the following self-audit for each course you are interested in as a PLAR candidate.

3. Check your level of competence as you read through each of the learning outcomes for each course. The information will help you in your decision to continue with your PLAR application.

4. In order to be successful in a PLAR assessment, your abilities must be at the competent or mastery level for the majority of the learning outcomes. Some things to consider when determining your level of competence are:
   - How do I currently use this outcome?
   - What previous training have I had in this outcome: workshops, courses, on-the-job?
   - What personal development or volunteer experience do I have in this area?

   Be prepared to explain the reason you chose this level if asked by an assessor.

5. If self-audit results predict a successful challenge, print and bring the completed self-audit pages to a consultation meeting with the program head or faculty member.
Self-audit guides for each course in Library and Information Technology

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 Units: 3.0

<table>
<thead>
<tr>
<th>CDNS 280 – Canadian Government</th>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
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<tbody>
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<td>Mastery: I am able to demonstrate it well enough to teach it to someone else.</td>
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<td></td>
</tr>
<tr>
<td>Competent: I can work independently to apply the outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functional: I need some assistance in using the outcome.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Learning: I am developing skills and knowledge for this area.</td>
<td></td>
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<tr>
<td>None: I have no experience with the outcome.</td>
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</table>

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. Examine Canada's pre-confederation government and the confederation process.

7. Analyze the Canadian Constitution and the Charter of Rights and Freedoms.

8. Examine the structure and functioning of the Executive, Parliament and Judiciary.

9. Explain the relationship between the bureaucracy and "the government".

PLAR consultation and assessment

This course is delivered by the School of Arts and Sciences. Transfer credit is typically the only pathway to prior credit for this course, and relevant transcripts must be submitted prior to the program start date.

Please first review general information in this guide and complete the course self-audit above. If you believe you have the knowledge and skills for this course, and you are ineligible for transfer credit due to outdated or unrecognized prior courses, then you may want to ask about the possibility of a PLAR challenge. For that purpose, please call the Contact
Centre (1-866-467-4278) and ask for the Program Head for the Arts and Sciences Communications Courses at Saskatoon. Be prepared to explain why an exception should be considered and to provide any verification or supporting documents required.
CKEY 186 – Keyboarding 2

You will continue to build skill using the entire alphabetic keyboard. You will be encouraged to work on individual goals to increase speed and/or accuracy levels. The minimum speed requirement is 35 net words per minute on three 5-minute timed writings.

Credit units: 1.0
Prerequisites: CKEY 189
Equivalent courses: CKEY 122, TYPG 144

<table>
<thead>
<tr>
<th>CKEY 186 – Keyboarding 2</th>
</tr>
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<tbody>
<tr>
<td>Mastery: I am able to demonstrate it well enough to teach it to someone else.</td>
</tr>
<tr>
<td>Competent: I can work independently to apply the outcome.</td>
</tr>
<tr>
<td>Functional: I need some assistance in using the outcome.</td>
</tr>
<tr>
<td>Learning: I am developing skills and knowledge for this area.</td>
</tr>
<tr>
<td>None: I have no experience with the outcome.</td>
</tr>
</tbody>
</table>

1. Key by touch the entire keyboard.

2. Key 35 net words per minute on 5-minute timed writings.

PLAR consultation and assessment

This course is delivered by the School of Arts and Sciences. Please first review general information in this guide and complete the course self-audit above. Then, if you are interested in PLAR for this course, please call the Contact Centre toll-free at 1-866-467-4278 and ask for the Program Head for Arts and Sciences Communication courses at Saskatoon.

Please do not prepare for assessment until instructions are clarified at a consultation meeting, your PLAR application form is complete, and you have registered to PLAR this course.

If you qualify for PLAR, assessment for this course only will consist of a keyboarding demonstration, attaining a minimum speed of 35 words per minute on three 5-minute timings.

NOTE: CKEY 189, Keyboarding I, and CKEY 186, Keyboarding II may be challenged with one demonstration. To get credit for both courses, candidates must attain 35 words per minute on three 5-minute timings.

Resources

To prepare for assessment, please ask the program head at a consultation meeting to recommend resources, which may include the following. Also, search for related resources from online or other sources. Purchasing materials from the Sask Polytech Bookstore is optional.

Keyboarding Pro, Thomson Nelson.
CKEY 188 – Word Processing

You will learn to prepare a variety of documents relative to your field of study while expanding your expertise in using more advanced Microsoft Word features.

Credit units: 2.0
Prerequisites: CKEY 189

<table>
<thead>
<tr>
<th>CKEY 188 – Word Processing</th>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
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</thead>
<tbody>
<tr>
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1. Edit an existing document.
2. Use custom tabs.
3. Work with tables.
4. Develop multipage documents.
5. Format with styles and templates.
6. Create merge documents.
7. Create a newsletter.
8. Create online forms.

PLAR consultation and assessment

This course is delivered by the School of Arts and Sciences. PLAR assessment for this course may be under development. Please first review general information in this guide and complete the course self-audit above. Then, if you want to ask about PLAR availability for this course, please call the Contact Centre (1-866-467-4278) and ask for the Program Head for the Arts and Sciences Communications Courses at Saskatoon.

If this course is ready for a PLAR challenge, specific instructions for assessment will be provided at a consultation meeting. Please do not prepare for assessment until you have program head approval, your PLAR application form is complete, and you have registered to PLAR this course. If you are approved to PLAR this course, be sure to advise the program head of the [name of host program] program.
CKEY 189 – Keyboarding I

You will build skill and develop speed using both the alphabetic keyboard and the numeric keypad. Rapid touch keyboarding with a high degree of accuracy will be emphasized. You will be encouraged to set individual goals to increase your speed and accuracy levels. You will be required to attain a speed of 30 words per minute on three 3-minute timings.

Credit units: 1.0  
Equivalent courses: CKEY 184

<table>
<thead>
<tr>
<th>CKEY 189 – Keyboarding I</th>
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</table>

1. Key, by touch, the entire alphabetic keyboard.
2. Key, by touch, the numeric keypad.
3. Key 30 net words per minute on 3 separate three-minute timings.

PLAR Consultation and assessment

This course is delivered by the School of Arts and Sciences. Please first review general information in this guide and complete the course self-audit above. Then, if you are interested in PLAR for this course, please call the Contact Centre toll-free at 1-866-467-4278 and ask for the Program Head for Arts and Sciences Communication courses at Saskatoon.

Please do not prepare for assessment until directions are clarified at a consultation meeting, your PLAR application form is completed, and you have registered to PLAR this course.

PLAR assessment for this course will consist of a keyboarding demonstration. A minimum speed of 30 words per minute on three 3-minute timings is required.

NOTE: CKEY 189, Keyboarding I, and CKEY 186, Keyboarding II may be challenged with one demonstration. To get credit for both courses, candidates must attain 35 words per minute on three 5-minute timings.

Resources

To prepare for assessment, please ask the program head at a consultation meeting to recommend resources, which may include the following. Also, search for related resources from online or other sources. Purchasing materials from the Sask Polytech Bookstore is optional.

Keyboarding Pro, Thomson Nelson.
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 units: 3.0  
Prerequisites: COMM 291  
Equivalent courses: COMM 192

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</table>

1. Demonstrate effective oral communication.  
2. Prepare business correspondence.  
3. Produce technical documents.  
4. Demonstrate appropriate customer relations behaviour.  
6. Create job search documents.

PLAR consultation and assessment

This course is delivered by the School of Arts and Sciences. Please first review general information in this guide and complete the course self-audit above. Then, if you are interested in PLAR for this course, please call the Contact Centre toll-free at 1-866-467-4278 and ask for the Program Head for Arts and Sciences Communication courses at Saskatoon.

Please do not prepare for assessment until instructions are clarified at a consultation meeting, your PLAR application form is complete, and you have registered to PLAR this course.

PLAR assessment for this course may include one or more of the following methods:

1. **Evidence file:** Learning outcome 1—Employer validation checklist of workplace communication skills (Appendix A), and/or
2. **Challenge exam**—Learning outcomes 1-4—60% pass mark required

**Resources**

To prepare for assessment, please ask the program head at a consultation meeting to recommend resources, which may include the following. Also, search for related resources from online or other sources. Purchasing materials from the Sask Polytech Bookstore is optional.

Workbook to accompany *Checkmate: A Writing Reference for Canadians*.

Handout available from the PLAR assessor: Communication 113 information sheet:
   “Introduction to Communications”, “Self-Concept”, “Oral Communications: The Prepared Talk”

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 non-verbal messages, listening skills, creating positive communication climates, and resolving interpersonal conflict.

Credit unit(s): 2.0
Equivalent course(s): BCOM 103, COMM 112, COMM 135, COMM 155, COMM 160, COMM 381, HUMR 182, HUMR 186, JOBS 190, NEPS 114, NURS 114, NURS 163

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<thead>
<tr>
<th>Mastery:</th>
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</table>

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.

PLAR consultation and assessment
This course is delivered by the School of Arts and Sciences. Please first review general information in this guide and complete the course self-audit above. Then, if you are interested in PLAR for this course, please call the Contact Centre toll-free at 1-866-467-4278 and ask for the Program Head for Arts and Sciences Communication courses at Saskatoon.

Please do not prepare for assessment until instructions are clarified at a consultation meeting, your PLAR application form is complete, and you have registered to PLAR this course.

PLAR assessment for this course may include one or more of the following methods:

1. Evidence file: Learning outcome 1—Employer validation checklist of workplace communication skills, and

2. Challenge exam—Learning outcomes #1-4 above.
Resources

To prepare for assessment, please ask the program head at a consultation meeting to recommend resources, which may include the following. Also, search for related resources from online or other sources. Purchasing materials from the Sask Polytech Bookstore is optional.

COMP 171 – Introduction to Microsoft Word

This course introduces you to basic word processing skills such as creating, editing and formatting documents, building tables, using templates and applying styles.

Credit units: 1.0
Equivalent courses: CKEY 187, COAP 196, COAP 343, COMP 120, COMP 154

<table>
<thead>
<tr>
<th>Student Performance</th>
<th>Mastery</th>
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</table>

1. Create documents.
2. Edit documents.
3. Format documents.
4. Use other word processing features.

PLAR consultation and assessment

This is a Standardized Computer Course. Please first review general information in this guide and complete the course self-audit above. Then, if you are interested in PLAR for this course, please call the Contact Centre toll-free at 1-866-467-4278 and ask for Greg Gardiner, Coordinator for Standardized Computer Courses, at Saskatoon.

Please do not prepare for assessment until instructions are clarified at a consultation meeting, your PLAR application form is complete, and you have registered to PLAR this course.

PLAR assessment for this course may include one or more of the following methods:

Challenge exam – 60% pass mark. A two (2) hour exam consisting of both theory (20 multiple choice questions & 10 true/false questions) and practical assignments.

Sample theory question:
A hanging indent...
   a) moves text away from the left and right margin
   b) moves the first line of text away and the rest stays at the margin
   c) creates a margin release so all the text prints in the margin
   d) leaves the first line at the margin and moves the rest away

Sample practical question:
Insert a clip art image at the left margin and set the text to wrap tightly around the graphic.
**Resources**

To prepare for assessment, please ask the program head at a consultation meeting to recommend resources, which may include the following. Also, search for related resources from online or other sources. Purchasing materials from the Sask Polytech Bookstore is optional.

COMP171 Coursepack (at Sask Polytech Bookstore and on resource website)

Microsoft Word textbook

Saskatchewan Polytechnic standardized computer curriculum resource website  
http://programs.siast.sk.ca/cst/StandardizedCurriculum/index.htm

Microsoft Office online http://office.microsoft.com
COMP 173 – Introduction to Microsoft PowerPoint and Web Publishing

This course introduces you to basic skills in use of Microsoft PowerPoint software for designing, editing and delivering presentations. You will learn the fundamentals of web publishing for simple web page development.

Credit units: 1.0  
Equivalent courses: COAP 138, COAP 196, COMP 120

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1. Create a presentation.  
2. Modify a presentation.  
3. Deliver a presentation.  
4. Create a basic web page.

PLAR consultation and assessment

This is a Standardized Computer Course. **Please first review general information in this guide and complete the course self-audit above.** Then, if you are interested in PLAR for this course, please call the Contact Centre toll-free at 1-866-467-4278 and ask for Greg Gardiner, Coordinator for Standardized Computer Courses, at Saskatoon.

Please do not prepare for assessment until instructions are clarified at a consultation meeting, your **PLAR application form** is complete, and you have registered to PLAR this course.

PLAR assessment for this course may include one or more of the following methods:

**Challenge exam** (60% pass mark): A two (2) hour exam consisting of both theory (20 - multiple choice questions & 10 – true/false questions) and practical assignments.

**Sample theory question:**

_This type of template provides a design concept, fonts, and a color scheme for a presentation._

a. Format  
b. Normal  
c. Content  
d. Design

**Sample practical question:**

_Insert the correct HTML tag for the largest heading around the title text._
Resources

To prepare for assessment, please ask the program head at a consultation meeting to recommend resources, which may include the following. Also, search for related resources from online or other sources. Purchasing materials from the Sask Polytech Bookstore is optional.

COMP173 coursepack (at Sask Polytech Bookstore and on resource website)

Microsoft PowerPoint and HTML textbooks

Saskatchewan Polytechnic standardized computer curriculum resource website: http://programs.siast.sk.ca/cst/StandardizedCurriculum/index.htm

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 units:** 1.0
**Equivalent courses:** COAP 117, COAP 138, COAP 197, COAP 344, COMP 120

<table>
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<tr>
<th>COMP 174 – Introduction to Microsoft Excel 1</th>
<th>Mastery</th>
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</table>

1. Create and format a spreadsheet.
2. Use basic functions and productivity tools
3. Work with multiple worksheets.
4. Create basic charts.

**PLAR consultation and assessment**

This is a Standardized Computer Course. **Please first review general information in this guide and complete the course self-audit above.** Then, if you are interested in PLAR for this course, please call the Contact Centre toll-free at 1-866-467-4278 and ask for Greg Gardiner, Coordinator for Standardized Computer Courses, at Saskatoon.

Please do not prepare for assessment until instructions are clarified at a consultation meeting, your PLAR application form is complete, and you have registered to PLAR this course.

PLAR assessment for this course may include one or more of the following methods:

**Challenge exam – 60% pass mark:** A two (2) hour exam consisting of both theory (20 - multiple choice questions & 10 – true/false questions) and practical assignments.

**Sample theory question:**

*This Excel feature includes functions to calculate an Average, Minimum, Maximum, and Count.*

a. Format  
b. Number  
c. AutoSum  
d. Calculate

**Sample practical question:**

*Create a columnar chart on a separate sheet which compares the total sales for each region.*
Resources

To prepare for assessment, please ask the program head at a consultation meeting to recommend resources, which may include the following. Also, search for related resources from online or other sources. Purchasing materials from the Sask Polytech Bookstore is optional.

COMP174 coursepack (at Sask Polytech bookstores and on resource website)

Microsoft Excel textbook

Saskatchewan Polytechnic standardized computer curriculum resource website
  http://programs.siat.sk.ca/cst/StandardizedCurriculum/index.htm

HIST 280 – World History

You will study major patterns of change and continuity from Human Prehistory to CE 1450. 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 units: 3.0

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<th>HIST 280 – World History</th>
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1. Analyze the significance of human development from food gatherers to food growers.

2. Relate the beginnings of civilization to the concepts of state, economy and religion.

3. Summarize the contributions of nomadic migration in classical and postclassical history.

4. Analyze the religious, cultural, economic and social significance of classical civilizations.

5. Describe the rise of Islam in the postclassical period.

6. Compare eastern and western postclassical societies.

7. Compare the impacts of isolation and contact in China, East Asia and the Americas in the post-classical period.

8. Analyze the causes of global change in the transition to the early modern period.

PLAR consultation and assessment

This course is delivered by the School of Arts and Sciences. Transfer credit is typically the only pathway to prior credit for this course, and relevant transcripts must be submitted prior to the program start date.

Please first review general information in this guide and complete the course self-audit above. If you believe you have the knowledge and skills for this course, and you are ineligible for transfer credit due to outdated or unrecognized prior courses, then you may want to ask about the possibility of a PLAR challenge. For that purpose, please call the Contact Centre (1-866-467-4278) and ask for the Program Head for the Arts and Sciences Communications Courses at Saskatoon. Be prepared to explain why an exception should be considered and to provide any verification or supporting documents required.
LIB 180 – Libraries of the Past and Present

Building on your introduction to Canadian library development in ORTN 180, you will examine the origins of libraries and the historical evolution of national, academic, public, school and special libraries with emphasis on the European and U.S. experiences since 1500.

Credit units: 3.0
Prerequisites: ORTN 190 (concurrent)

<table>
<thead>
<tr>
<th>LIB 180 – Libraries of the Past and Present</th>
<th>Mastery</th>
<th>Competent</th>
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1. Outline the rise and fall of libraries in Mesopotamian, Egyptian, Greek and Roman empires.
   - Examine the writing materials, systems and early temple, government, business and personal archives/libraries and major contributions of the Mesopotamian empire
   - Examine the writing materials, systems and early temple, government, business and personal archives/libraries and major contributions of the Egyptian empire
   - Examine early library development and major contributions of the Greek empire
   - Examine early library development and major contributions of the Roman empire

2. Compare the role of monasteries, cathedral schools, early universities and influences of the Byzantine, Islamic and Oriental empires on library development during the period 476-1400.
   - Examine the role of monastic scriptoria and libraries in the preservation and dissemination of library materials in Europe during the period 476-1400
   - Examine the growth and development of cathedral schools and early universities and their impact upon libraries in Europe during the period 476-1400
   - Examine the influences of the Byzantine, Islamic and Oriental empires on library development and the preservation and dissemination of library materials during the period 476-1400

3. Evaluate the impact of the printing press and the Renaissance on the book trade and library development.
   - Examine the factors contributing to the development of the printing press and its spread throughout Western Europe
   - Examine the development of the book trade and its impact upon literacy, education and the Renaissance in Western Europe

4. Assess the growth and development of the major national, public, university and special libraries in Europe since 1500.
LIB 180 – Libraries of the Past and Present

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<tbody>
<tr>
<td>▪ Examine the history and development of the French, British, Italian and other national libraries</td>
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<tr>
<td>▪ Examine the history and development of the public library in Britain, France and other European countries</td>
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<tr>
<td>▪ Examine the history and development of major university libraries and/or collections in France, Britain, Italy and other European countries</td>
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<tr>
<td>▪ Examine the history and development of major special libraries in Europe</td>
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<td>5. Examine the development of major national and other notable libraries in various parts of Asia, Africa, the Americas, and Oceania.</td>
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<td>▪ Examine the history and development of major national and other notable libraries in Asia.</td>
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<td>▪ Examine the history and development of major national and other notable libraries in Africa and the Arab States.</td>
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<td>▪ Examine the history and development of major national and other notable libraries in the Americas.</td>
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<td>▪ Examine the history and development of major national and other notable libraries in Oceania.</td>
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<td>6. Analyze the growth and development of the Library of Congress, major public, university and special libraries in the United States</td>
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<tr>
<td>▪ Examine the history and development of the Library of Congress, the de facto national library</td>
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<tr>
<td>▪ Examine the factors leading up to public library development and major public libraries in the U.S.</td>
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**PLAR consultation and assessment**

This course is delivered by the Library and Information Technology program. Please first review general information in this guide and complete the course self-audit above. Then, if you are interested in PLAR for this course, please call the Contact Centre (1-866-467-4278) and ask for the Program Head for Library and Information Technology at Saskatoon.

Please do not prepare for assessment until instructions are clarified at a consultation meeting, your PLAR application form is complete, and you have registered to PLAR this course.

PLAR assessment for this course may include one or more of the following methods:
• Evidence file, and/or
• Challenge exam and/or assignments

**Resources**

To prepare for assessment, please ask the program head at a consultation meeting to recommend resources, which may include the following. Also, search for related resources from online or other sources. Purchasing materials from the Sask Polytech **Bookstore** is optional.


Internet access to major public, academic, national and special library websites (details on historical development, major influential library personnel and current status)


*Good general overview approaches. Need to be supplemented with other materials.
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 Units:** 3.0  
**Prerequisites:** ORTN 190

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1. Outline the role and function of readers’ advisory services in school and public libraries.
   - Describe readers’ advisory services
   - Examine the history and role of readers’ advisory services in public libraries
   - Examine the role of readers’ advisory services in school libraries
   - Examine the role of the library technician vis-à-vis the staffing structure in readers’ advisory services

2. Examine the methods of fiction organization and management.
   - Examine the role of fiction collections in school and public libraries
   - Examine the organization of fiction collections in school and public libraries
   - Examine “genre” as applied to fiction
   - Review common fiction genres and representative authors/titles in each

3. Evaluate the use of reference sources (print and online) available for accessing fiction and narrative nonfiction.
   - Evaluate general fiction reference sources
   - Evaluate genre reference sources
   - Evaluate fiction reference sources distinguished by age groupings, subject specialization, or other characteristics

4. Outline the reading background and training required for readers’ advisory service.
   - Analyze fiction and narrative nonfiction from a readers’ advisory viewpoint
   - Choose books similar in appeal
   - Demonstrate readers’ advisory staff book discussions
   - Demonstrate readers’ advisory techniques and strategies
### LIB 191 – Readers’ Services

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5. Create various readers’ advisory service promotion tools.

- Examine various types of fiction and narrative nonfiction book exhibits
- Demonstrate effective design and layout of bookmarks and booklists related to a specific genre or theme
- Demonstrate preparation of annotated booklists on a specific genre or theme
- Demonstrate effective presentation of a booktalk on a specific genre or theme to an audience

6. Examine various methods for extension of fiction readers’ advisory service to patrons outside the library.

- Examine the creation and maintenance of reading profiles for patrons unable to physically access the library
- Examine the extension of book talks, book discussions outside the library
- Examine the management and use of fiction deposits

### PLAR consultation and assessment

This course is delivered by the Library and Information Technology program. **Please first review general information in this guide and complete the course self-audit above.**

Then, if you are interested in PLAR for this course, please call the Contact Centre (1-866-467-4278) and ask for the Program Head for Library and Information Technology at Saskatoon.

Please do not prepare for assessment until instructions are clarified at a consultation meeting, your PLAR application form is complete, and you have registered to PLAR this course.

PLAR assessment for this course may include one or more of the following methods:

1. **Evidence file**
   - Written summary of journal article/chapter of book (learning outcomes 1 & 2)
   - Written comparison of two fiction reference sources or workplace validation (learning outcome 3)
   - Videotape of fiction book talk with printed booklist and bookmark or workplace validation (learning outcome 5)
   - Workplace validation (learning outcome 4 & 6)

2. **Challenge exam** and/or assignments
Resources

To prepare for assessment, please ask the program head at a consultation meeting to recommend resources, which may include the following. Also, search for related resources from online or other sources. Purchasing materials from the Sask Polytech Bookstore is optional.

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 units: 3.0
Prerequisites: ORTN 190 (concurrent)

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1. Examine service at the reference desk.
   - Compare levels of service to patrons in multitype library settings
   - Examine types of reference desk organization
   - Examine types of reference service access
   - Examine the role of the library technician at the reference desk

2. Choose steps in the reference interview.
   - Define the “reference interview”
   - Examine reasons for conducting a reference interview
   - Analyze the procedures for conducting a reference interview
   - Identify verbal and non-verbal influences on the success of a reference interview
   - Analyze a reference interview in a case study

3. Evaluate general reference sources using standard evaluation criteria.
   - Identify the characteristics of reference sources
   - Give examples of general reference sources
   - Examine the criteria for evaluating a reference source
   - Identify the criteria required to choose a reference source in order to answer a question
   - Examine a reference source through examination of purpose, authority, scope, arrangement, audience, and format

4. Evaluate general encyclopedias.
   - Discuss the development of the encyclopedia as a reference source
   - Identify the different types of encyclopedias
   - Identify the criteria for the evaluation of an encyclopedia
   - Identify the criteria to determine how to use an encyclopedia
### LIB 192 - Introduction to Information Resources

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- Compare representative encyclopedias through examination of scope, arrangement, authoritative, format and level of reader
- Use representative national and international encyclopedias to locate specific information

5. Appraise general and specialized dictionaries.

- Identify the characteristics of dictionaries
- Identify the evaluative criteria for the selection of dictionaries.
- Examine general dictionaries
- Examine specialized dictionaries
- Use dictionaries to locate specific information


- Define yearbooks, handbooks, almanacs and directories
- Examine the evaluative criteria for the selection and use of the above
- Identify representative general yearbooks, handbooks, almanacs and directories
- Use representative national and international yearbooks, handbooks, almanacs and directories, to locate specific information

7. Assess general electronic periodical and newspaper indexes.

- Discuss electronic indexes as a source for reference research
- Identify evaluative criteria for general periodical indexes
- Identify representative general periodical indexes
- Use general periodical indexes to locate and cite specific information
- Identify evaluative criteria for newspaper databases
- Identify newspaper databases
- Use newspaper databases to locate and cite specific information

### PLAR consultation and assessment

This course is delivered by the Library and Information Technology program. Please first review general information in this guide and complete the course self-audit above. Then, if you are interested in PLAR for this course, please call the Contact Centre (1-866-467-4278) and ask for the Program Head for Library and Information Technology at Saskatoon.

Please do not prepare for assessment until instructions are clarified at a consultation meeting, your PLAR application form is complete, and you have registered to PLAR this course.
PLAR assessment for this course may include one or more of the following methods:

**Challenge exam:** Knowledge-based test (learning outcomes 1-7). Passing grade is 60%.

The following Shelf List will also be attached to the knowledge-based test

**Reference Shelf List**

PLAR Candidates for LIB 192 should be familiar with the following information:

- Encyclopedia Americana
- Encyclopedia Britannica
- World Book Encyclopedia
- Random House Encyclopedia
- The Canadian Encyclopedia
- The New Book of Knowledge
- American Heritage Dictionary
- The Canadian Oxford Dictionary
- Oxford English Dictionary
- Webster’s Third New International Dictionary
- A Dictionary of Canadianisms on Historical Principles
- Acronyms, Initialisms and Abbreviations Dictionary
- Reverse Acronyms, Initialisms and Abbreviations Dictionary
- Dictionary of Foreign Phrases and Abbreviations
- Dictionary of American Slang
- Fitzhenry and Whiteside Canadian Thesaurus
- Merriam-Webster’s dictionary of English Usage
- Dictionary of Canadian French
- Collins-Gage Canadian Dictionary
- Chase’s Calendar of Events
- Calendar of Events/Canadian Heritage
- Anniversaries and Holidays
- Let’s Celebrate!
- Emily Post’s Etiquette
- Amy Vanderbilt Complete Book of Etiquette
- Robert’s Rules of Order
- Saskatoon Directory of Community Information
- Associations Canada
- Encyclopedia of Associations
- Canadian Almanac and Directory
- Scott’s Canadian Sourcebook
- Whitaker’s Almanack
- World Almanac and Book of Facts
- Information Please Almanac
- Fitzhenry and Whiteside Book of Canadian Facts and Dates
- Europa Yearbook
- The Statesman’s Yearbook
- Canada Yearbook
- Directory of Libraries in Canada
- Saskatchewan Libraries [http://www.lib.sk.ca](http://www.lib.sk.ca)
- Guinness Book of World Records
- Famous First Facts
- Directory/Government of Saskatchewan
- Canadian Parliamentary Guide
- GEDS/Canada Site
- City of Saskatoon
- Consumer Reports
- Census/Statistics Canada
- Auto Repair Reference Centre
- Association of Universities and Colleges of Canada
- Wilson Select Plus
- Canadian Periodical Index
- Book Review Index
- Book Review Digest
- The Saskatchewan News Index
- Canadian Newsstand
- Children’s Magazine Guide
- General Reference Gold
- Canadian Business and Current Affairs
- Expanded Academic ASAP
- Kids InfoBits
To prepare for assessment, please ask the program head at a consultation meeting to recommend resources, which may include the following. Also, search for related resources from online or other sources. Purchasing materials from the Sask Polytech Bookstore is optional.


LIB 193 – Libraries of the Future

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 provincially, nationally and internationally.

Credit unit(s): 3.0
Prerequisite(s): ORTN 190

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1. Examine the impact of digitization on access to and preservation of library collections within school, public, provincial/national, and special libraries with particular emphasis on Saskatchewan, Canada and major international collections.

2. Assess the impact of RFID (Radio Frequency Identification) and similar technology on access, privacy and confidentiality within libraries.

3. Appraise the impact of virtual libraries upon traditional public services within school and public libraries, e.g., programming, community liaison, readers’ advisory, etc.

4. Analyze the changing role of the library in a digitized world and its contribution to information literacy.

5. Examine the impact of technology upon the role of the library technician in various types of libraries.

PLAR consultation and assessment

This course is delivered by the Library and Information Technology program. PLAR assessment for this course may be under development. Please complete the course self-audit checklist above and review all general information in this guide. Then, if you want to ask about PLAR availability for this course, please call the Contact Centre (1-866-467-4278) and ask to speak with the Program Head for Library and Information Technology at Saskatoon.

If this course is ready for a PLAR challenge, specific instructions for assessment will be provided at a consultation meeting. Please do not prepare for assessment until you have program head approval, your PLAR application form is complete, and you have registered to PLAR this course.
LIB 194 – Introduction to Archives and Records Management

You will be introduced to the field of archives and records management, including an overview of archival principles. You will discuss the functions of archival and records management programs and how they inter-relate. You will receive a broad orientation to work in archival and records management systems.

Credit Units: 3.0
Prerequisites: ORTN 190

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1. Explain basic archival theory.
   - Define why archives are important
   - Define archives and explain archival mandate
   - Identify the main principles of archival theory: provenance, original order and fonds

2. Examine acquisition and accessioning of archival material.
   - Identify three key physical and ethical issues concerning archival acquisition
   - Define accessioning
   - Explain the value of accessioning and the various tasks that make up the process

3. Examine appraisal and selection of archival material.
   - List six ways that human activities lead to the making of records.
   - Discuss the determination of archival value
   - Examine factors underlying archival selection

4. Examine arrangement and description of archival materials.
   - Tell why arranging and describing archives is important
   - Identify the factors affecting archival arrangement and description
   - Compare traditional arrangement and description with present archival descriptive standards such as the Rules for Archival Description

5. Discuss physical processing of archival material for patron use.
   - Identify the types of various physical archival enclosures for paper, photographs and film
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6. Discuss preservation management.

- Discuss forms of archival deterioration
- Examine alternatives to handling original documents
- Explain why regular inspection of archival stacks is important and how to cope with disaster
- Identify the advantages of storage by medium (photographs, oversized documents, maps, scrapbooks, architectural drawings)

7. Discuss reference services and public programming for patrons.

- Identify the factors underlying the creation of archival finding aids for patron use
- Identify correct methods of patron handling of archives
- Explain the advantages and disadvantages of personal visits to archives versus distance reference inquiries
- Identify the archival needs of special groups such as the life-long learner or elementary school students
- Discuss the showcasing of archival resources

8. Examine records management principles, including classification, retention and disposition.

- Define records
- Examine the classification of records
- Discuss the importance of records’ retention and disposal

9. Discuss the use of new technology within the field of archives.

- Identify global archival arrangement and description issues
- Explain the advantages and disadvantages of digitizing archival collections
- Identify three key issues concerning virtual (web) archives
PLAR consultation and assessment

This course is delivered by the Library and Information Technology program. PLAR assessment for this course may be under development. Please complete the course self-audit checklist above and review all general information in this guide. Then, if you want to ask about PLAR availability for this course, please call the Contact Centre (1-866-467-4278) and ask to speak with the Program Head for Library and Information Technology at Saskatoon.

If this course is ready for a PLAR challenge, specific instructions for assessment will be provided at a consultation meeting. Please do not prepare for assessment until you have program head approval, your PLAR application form is complete, and you have registered to PLAR this course.
LIB 196 – Introduction to Cataloguing

You will create original and/or derived records for an automated library catalogue. The course content includes the purpose and use of library catalogues, descriptive and entry heading cataloguing for books (including the construction of headings for corporate bodies and complex personal names), and the creation and use of authority files using Resource Description and Access (RDA), Machine Readable Cataloging (MARC) coding and online authority records.

Credit units: 4.0
Prerequisites: ORTN 190 (concurrent)

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1. Outline the role and function of the components of technical services within various types of libraries.
   - Describe technical services and its functions within public, school, academic and special libraries
   - Examine the roles of the library technician in technical services in the various types of libraries
   - Describe current approaches to managing technical services operations

2. Examine the role, purpose, structure and use of library catalogues.
   - Explain the purpose of the catalogue in the library
   - Explain the history of cataloguing rules and their impact upon the catalogue entry
   - Examine the objectives of the catalogue with emphasis on the online catalogue
   - Explain terms related to the structure of the physical book and their correlation to cataloguing rules
   - Demonstrate how to examine a work for cataloguing information

3. Construct appropriate main and added entry headings (personal, corporate, geographic, title, uniform title) in correct form for monographs in accordance with RDA and in MARC format.
   - Analyze the concepts of main entry and added entry in RDA
   - Apply the cataloguing rules determining type and form of entry by single personal authorship, corporate body, or title in MARC format
   - Apply the cataloguing rules determining type and form of entry for complex personal authorship and corporate body responsibility in MARC format
LIB 196 – Introduction to Cataloguing

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- Apply the cataloguing rules determining use and creation of uniform titles in MARC format

4. Select the appropriate form of main and added entry headings from established authority files or create local authority records.
   - Examine authority records established by national libraries and apply if appropriate
   - Create local authority records in accordance with RDA in MARC format

5. Construct records for monographs with required elements for level 2 descriptive cataloguing in accordance with RDA in MARC format.
   - Review historical development of descriptive cataloguing
   - Describe three levels of descriptive cataloguing and application to various types of libraries
   - Describe the seven areas of description for monographs
   - Describe the concept of “chief source of information” and its relationship to the seven areas of description
   - Apply cataloguing rules for elements within the seven areas of description in MARC format
   - Construct various types of references in MARC formats

   - Explain the application of book/cutter numbers and how to derive them
   - Prepare books for circulation in manual and automated systems, including library identification, bar code, book card, book pocket, date due, spine label and security strip
   - Demonstrate preventive maintenance for hard cover and soft cover materials

7. Demonstrate the purpose and use of standard library filing rules with reference to the filing arrangement of an online catalogue.
   - Examine the role and purpose of written filing rules
   - Review various approaches to library filing rules
   - Explain filing letter by letter and filing word by word
LIB 196 – Introduction to Cataloguing

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- Interpret problem areas in filing
- Apply filing rules to searching online catalogues

PLAR consultation and assessment

This course is delivered by the Library and Information Technology program. Please first review general information in this guide and complete the course self-audit above. Then, if you are interested in PLAR for this course, please call the Contact Centre (1-866-467-4278) and ask for the Program Head for Library and Information Technology at Saskatoon.

Please do not prepare for assessment until instructions are clarified at a consultation meeting, your PLAR application form is complete, and you have registered to PLAR this course.

PLAR assessment for this course may include one or more of the following methods:

**Challenge exam:** Knowledge-based test (Learning outcomes 1-5). Passing grade is 60%. The PLAR candidate will have access to ALA filing rules, AACRP (latest revision) and MARC Manual for Performance-based test.

**Resources**

To prepare for assessment, please ask the program head at a consultation meeting to recommend resources. Also, search for related resources from online or other sources. Purchasing materials from the Sask Polytech Bookstore is optional.
LIB 197 – General Information Resources

You will examine information resources in biography, in library science and in the publishing trade. You will examine several library and publishing trade bibliographies and evaluate guides to reference collections. You will use both print and electronic resources.

**Credit units:** 3.0  
**Prerequisites:** LIB 192, Introduction to Information Resources

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1. Evaluate general biographical sources.
   - Identify literary forms that contribute to biography
   - Identify specialized reference sources which provide biographical information
   - Identify kinds of biographical dictionaries
   - Identify evaluative criteria for biographical dictionaries
   - Identify other biographical sources
   - Use biographical sources to locate specific information

2. Identify bibliographies of print materials.
   - Define bibliography
   - Identify kinds of bibliographies
   - Identify evaluative criteria to use in choosing bibliographies
   - Examine bibliographies of periodical publications (national and trade)
   - Use bibliographies of periodical publications (national and trade)
   - Identify national union bibliographies/catalogues
   - Use selected national bibliographies (catalogues) to locate specific information
   - Identify trade bibliographies for print materials
   - Use trade bibliographies of print material to locate specific information

3. Evaluate bibliographies on non-book material.
   - Identify the range of formats of non-book materials used as reference sources
   - Identify evaluative criteria for non-book material
   - Identify national, provincial, local union bibliographies of non-book materials
LIB 197 – General Information Resources

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- Use national, provincial, local union bibliographies of non-book materials
- Identify trade bibliographies of non-book materials
- Use trade bibliographies of non-book materials and cite specific information

4. Evaluate selective guides to reference material.
   - Discuss rationale for the use of standard selection guides
   - Identify standard selection guides to reference material
   - Compare standard selection guides
   - Identify journals that review new reference material
   - Compare journals that review new reference material
   - Use selection guides to locate and cite specific information

   - Identify bibliographies and guides in library science
   - Identify library science databases
   - Identify specialized dictionaries in library science
   - Identify specialized encyclopedias in library science
   - Identify specialized handbooks and yearbooks in library science
   - Identify directories to libraries and library associations
   - Use the above listed formats in library science in order to locate specific information
   - Identify book trade directories for library material.
   - Use book trade directories to locate specific information

**PLAR consultation and assessment**

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Then, if you are interested in PLAR for this course, please call the Contact Centre (1-866-467-4278) and ask for the Program Head for Library and Information Technology at Saskatoon.

Please do not prepare for assessment until instructions are clarified at a consultation meeting, your PLAR application form is complete, and you have registered to PLAR this course.
PLAR assessment for this course may include one or more of the following methods:

Challenge exam: Knowledge-based test (learning outcomes 1-5). Passing grade is 60%.

The following Shelf List will also be attached to the knowledge-based test

Reference Shelf List—PLAR Candidates for LIB 197 should be familiar with the following:

- Biography Index
- Biography and Genealogy Master Index
- Miriam-Webster’s Biographical Dictionary
- Current Biography
- International Who’s Who
- Dictionary of Canadian Biography
- The Macmillan Dictionary of Canadian Biography
- The Canadian Who’s Who
- Concise Dictionary of National Biography
- Who’s Who
- Who’s Who in America
- Literature Resource Center
- Saskatoon Obituary Index
- Chamber’s Biographical Dictionary
- Concise Dictionary of American Biography
- Amicus
- Gale Directory of Publications and Broadcast Media
- Ulrich’s International Periodicals Directory
- Saskatchewan Provincial Online Catalogue (Suncat)
- Books in Print ONDICS: Canadian Edition
- Quill and Quire
- Library of Congress Catalogue
- Educational Video Duplication Service
- Video Source Book
- Saskatoon Public Library Online Catalogue
- Media Review Digest
- Reference and Information Services in the 21st Century
- Guide to Reference Materials for School Library Media Centers
- Guide to Reference Books
- The New Walford Guide to Reference Material
- Children’s Catalog
- Recommended Reference Books for Small and Medium Sized Libraries and Media Centers
- The Public Library Catalog
- American Reference Books Annual
- Booklist
Resource Links
- Library Journal
- School Library Journal
- CM: Canadian Review of Materials
- American Book Trade Directory
- Publishers Directory
- The Book Trade in Canada
- Canadian ISBN Publisher’s Directory
- Canadian Publishers Directory
- Canadian Writer’s Market
- Literary Market Place
- Publisher’s ISBN International Directory
- Library and Information Science Abstracts (LISA)
- Library Literature
- World Encyclopedia of Library and Information Services
- Encyclopedia of Library and Information Science
- Harrod’s Librarians’ Glossary and Reference Book
- ODLIS: Online Dictionary for Library and Information Centers
- Saskatchewan Libraries
- American Library Directory
- Directory of Libraries in Canada
- World Guide to Libraries

Resources
To prepare for assessment, please ask the program head at a consultation meeting to recommend resources, which may include the following. Also, search for related resources from online or other sources. Purchasing materials from the Sask Polytech Bookstore is optional.


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 construct records for monographs for an online catalogue with complete descriptive and subject cataloguing (original and/or derived).

**Credit units:** 4.0  
**Prerequisites:** LIB 196

### LIB 199 – Subject Cataloguing

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1. **Examine the role, purpose, structure and use of Dewey Decimal Classification (DDC).**
   - Describe the general principles of library classification
   - Examine the major modern library classification schemes
   - Describe the terminology associated with library classification
   - Examine the structure and use of the standard subdivisions, the schedules, the relative index and the manual of the Dewey Decimal classification scheme
   - Construct appropriate DDC numbers using close classification for various library materials

2. **Assess the role, purpose, structure and use of standard subject headings in library catalogues with Library of Congress Subject Headings (LCSH), Canadian Subject Headings (CSH), and the Repertoire de vedettes-matiere (RVM).**
   - Describe the basic concepts of subject headings
   - Describe the types of subject subdivisions and how they are used
   - Examine the principles and use of Library of Congress Subject Headings
   - Examine the principles and use of Canadian Subject Headings
   - Construct appropriate subject headings for library materials using LCSH with reference to Canadian Subject Headings, Repertoire de vedettes-matiere and LC Free Floating subdivisions as necessary

3. **Appraise the role, purpose, structure and use of standard subject headings in library catalogues with Sears Subject Headings and the Canadian Companion to Sears.**
   - Examine the principles and use of Sears Subject Headings
   - Examine the principles and use of the Canadian Companion to Sears
**LIB 199 – Subject Cataloguing**

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- Construct appropriate subject headings for library materials using Sears and the Canadian Companion

4. Analyze the role, purpose and use of Library of Congress Classification Schedules (LCC).

- Examine the history and basic principles of Library of Congress Classification (LCC)
- Examine the structure of LCC
- Construct appropriate LCC call numbers for library materials

5. Construct records for monographs with complete (original and derived) level 2 descriptive and subject cataloguing using DDC, LCC and LCSH/CSH in accordance with Anglo-American Cataloguing Rules and MARC for an online catalogue.

- Outline the basic sources for cataloguing copy
- Demonstrate online searching, downloading and editing of cataloguing copy using national source records
- Review original cataloguing processes
- Construct complete cataloguing records for an online catalogue

**PLAR consultation and assessment**

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PLAR assessment for this course may include one or more of the following methods:

**Challenge exam**

- Knowledge-based test (learning outcomes 1-4) 60% pass mark is required.
- Performance-based test (learning outcomes 1-4) 60% pass mark is required. Student will have access to DDC, AACR2 (latest revision), MARC Manual, LCSH, LCC Free Floating Subdivisions, all print and online, and national source databases online.
Resources

To prepare for assessment, please ask the program head at a consultation meeting to recommend resources. Also, search for related resources from online or other sources. Purchasing materials from the Sask Polytech Bookstore is optional.
LIB 282 – Storytelling for all Ages

You will examine the role storytelling has in the development of literacy skills and look at family literacy programs. You will prepare and present literature using a variety of methods. You will plan, prepare and present a story time program applicable for your chosen age group.

Credit unit(s): 3.0
Prerequisite(s): ORTN 190

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1. Appraise the role storytelling and oral reading have in developing literacy skills.
   - Define storytelling
   - Explain the importance of the storyteller, historically and in the present day
   - Explain the importance of storytelling and oral reading in the development of literacy skills

2. Examine family literacy programs.
   - Explain the purpose of a family literacy program
   - Examine a variety of family literacy programs
   - Describe the role libraries can play in family literacy programs

3. Analyze bibliographic selection guides for storytelling.
   - Browse several websites dedicated to suggesting resources for storytelling
   - Explore bibliographies in text and online resources
   - Identify children’s storybook titles that are recommended for storytelling

4. Read a story/section from a book aloud to a group.
   - Identify criteria for choosing a good read aloud book
   - Explain the process of preparing to read a book aloud
   - Identify techniques of effective oral reading
   - Demonstrate effective oral reading techniques by reading a book aloud to an audience
   - Critique your performance by using guidelines and criteria presented in learning steps 4.1, 4.2, 4.3
### LIB 282 – Storytelling for all Ages

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5. Tell a "told" story to a group.

- Identify criteria for choosing a story to tell
- Explain the process of preparing to tell a story
- Identify the techniques of effective storytelling
- Select a story to “tell” to a group
- Demonstrate effective techniques of storytelling by sharing a "told" story to a group
- Reflect on the entire process of telling a told story

6. Demonstrate multimedia storytelling techniques using a variety of methods.

- Examine various media and methods (drawn, digital, flannel board, puppet show) as storytelling tools
- Evaluate various media and methods and their appropriateness for specific stories and audiences
- Define digital storytelling
- Identify criteria for choosing flannel and "drawn" stories
- Identify a variety of puppet formats
- Examine how puppets can be used to effectively tell a story
- Create puppets
- Present puppet play, digital, flannel, or drawn story to class
- Critique your presentation

7. Present appropriate stories in various formats to participants in a story time program.

- Describe the essential elements of a story time program
- Examine a variety of story time programs
- Explore themes for a story time program for specific groups of people
- Prepare a story time program for a specific group of people
- Present a story time program
- Critique your presentation
PLAR consultation and assessment

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LIB 289 – Libraries 2.0+

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  
**Prerequisite(s):** CKEY 189, COMP 171, COMP 174, and ORTN 190  
**Equivalent course(s):** COAP 292

### LIB 289 – Libraries 2.0+

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1. Examine social networking strategies and applications.

- Examine social networking sites for personal and library use
- Examine current applications of social bookmarking by various types of libraries
- Examine the use of personal, subject and organizational blogs in libraries

2. Evaluate social networking strategies and applications used by school, public, academic and special libraries.

- Compare the use of traditional web bookmarks to the use of Delicious and other social bookmarking tools
- Describe RSS and RSS aggregators
- Evaluate the use of social networking sites, such as Facebook and others, by public and academic libraries
- Evaluate library-created/related wikis

3. Examine current issues in relation to information technology applications in libraries.

- Examine emerging topics related to in information technology applications in libraries

4. Explore mobile devices and applications used by school, public, academic and special libraries.

- Examine mobile devices used by school, public, academic, and special libraries
- Examine applications used by school, public, academic, and special libraries
- Demonstrate mobile devices and applications used by school, public, academic, and special libraries
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5. Examine current assistive technologies and alternate formats available to patrons.

- Examine the uses of various assistive hardware and software used in libraries including: text-to-speech, voice-to-text, magnification, and audiobook players
- Examine various alternate formats used in libraries including: braille, large print, and audiobooks
- Evaluate assistive technology used in libraries

6. Utilize software to create online booklists for use by patrons.

- Examine the use of booklists (LibGuides) in libraries
- Evaluate various LibGuides used in libraries
- Construct a booklist (LibGuide) using specialized software

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LIB 290 – Descriptive and Subject Cataloguing: Nonbook Materials and Electronic Resources

Building on your knowledge of traditional descriptive and subject cataloguing, you will create records for nonbook materials and Internet resources, print and electronic serials, print and electronic government documents, and special information files. You will examine various alternative standardized bibliographic description formats for information resources available via the Internet. Using online searching and automated cataloguing applications, you will complete an extensive practical assignment on the descriptive and subject cataloguing (original and derived) of library materials within an integrated library system.

**Credit units:** 4.0  
**Prerequisites:** LIB 199

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   - Examine the structure and use of the standard subdivisions, the schedules, the relative index and the manual of the Dewey
   - Construct appropriate DDC numbers using close classification for materials using Web Dewey

   - Examine the basic concepts of LCSH subject headings, four types of subdivisions and free-floating subdivisions in Class Web
   - Construct appropriate subject headings for materials using Class Web

3. Appraise the processes involved in the descriptive and subject cataloguing, processing and storage of nonbook materials with emphasis on the organization of integrated collections.
   - Apply descriptive cataloguing to various forms of Non-book materials using Resource Description and Access (RDA)
   - Apply subject cataloguing to various forms of non-book materials
   - Apply processing techniques and shelving/storage approaches to audiovisual materials

4. Assess the processes involved in the descriptive and subject cataloguing of Internet resources, software applications, electronic texts, bibliographic databases within an integrated library system.
| LIB 290 – Descriptive and Subject Cataloguing: Nonbook Materials and Electronic Resources |
|-----------------------------------------------|-----------------|-----------------|-----------------|-----------------|
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- Apply descriptive cataloguing to various forms of electronic resources using RDA
- Apply subject cataloguing to various forms of electronic resources

5. Examine the processes involved in the descriptive and subject cataloguing and overall organization of print and electronic serials, print and electronic government documents and pamphlets.
  - Apply descriptive cataloguing to serials using RDA
  - Examine methods of serials control
  - Examine cataloguing and organization of government documents
  - Examine acquisition, cataloguing and organization of pamphlet/information files

6. Construct complete catalogue records for monographs, nonbook materials and electronic resources in an integrated library system.
  - Demonstrate online searching, downloading, and editing of cataloguing copy using national source records
  - Review original cataloguing processes
  - Apply the pertinent cataloguing rules and construct complete catalogue records for monographs, nonbook materials and electronic resources in an integrated library system

7. Compare various alternative standardized bibliographic description formats for information resources available via the Internet.
  - Examine various proposed alternatives to current library bibliographic description formats

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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
Prerequisite(s): LIB 197

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   - Discuss the subject areas of business, commerce and law
   - Discuss guidelines to answering patron questions in business, commerce and law
   - Identify indexes, dictionaries, handbooks and directories in business, commerce and law
   - Use the reference sources listed above to locate specific information in the field of business, commerce and law

2. Evaluate reference sources in health sciences.
   - Discuss the subject area of health sciences
   - Identify indexes, dictionaries, handbooks and encyclopedias in the health sciences
   - Locate specific information from the field of health sciences from among the reference sources listed above.

   - Define education as a subject field
   - Identify bibliographies, indexes, dictionaries, encyclopedias, handbooks, yearbooks and directories in the field of education
   - Use bibliographies, indexes, dictionaries, encyclopedias, handbooks, yearbooks and directories to locate specific information from the field of education

4. Examine reference sources in sport and recreation.
   - Define sport and recreation
   - Identify indexes, encyclopedias, dictionaries, almanacs, directories and guides to various sports and recreation activities
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5. Evaluate reference sources in history and geography.

| ▪ Define history as an area for research. |
| ▪ Examine dictionaries, encyclopedias, bibliographies, guides, indexes, handbooks, historical atlases and biographies in the field of history. |
| ▪ Use the reference sources listed above to locate specific information. |
| ▪ Discuss atlases and gazetteers. |
| ▪ Evaluate atlases using specific criteria. |
| ▪ Identify a variety of geographical dictionaries, encyclopedias, handbooks and guidebooks. |
| ▪ Use the geographic reference sources listed above to locate specific information. |


| ▪ Define government documents. |
| ▪ Identify levels of government that issue documents. |
| ▪ Identify the range of formats and subject matter of government documents. |
| ▪ Identify guides and bibliographies to locate government information. |
| ▪ Use government guides and bibliographies to locate specific-ready reference information. |
| ▪ Discuss methods of organizing print government documents within a library. |

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**PLAR consultation and assessment**

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If this course is ready for a PLAR challenge, specific instructions for assessment will be provided at a consultation meeting. Please do not prepare for assessment until you have program head approval, your **PLAR application form** is complete, and you have registered to PLAR this course.
LIB 292 – Patron and Technical Services

You will examine the public image created by staff and by the physical facility in various types of libraries. You will review and evaluate circulation systems, 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 as a lender. You will also examine collection assessment and development, acquisitions, and mending of library materials.

Credit unit(s): 3.0
Prerequisite(s): LIB 290

LIB 292 – Patron and Technical Services

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1. Examine the components of the service image of the library and the creation and maintenance of a positive public service image.

2. Assess the role and function of circulation services within public, school, academic and special libraries.

3. Analyze the role and function of reserve collections in academic and school libraries.

4. Evaluate the role and function of intra and interlibrary loan services within public, school, academic and special libraries.

5. Examine various collection assessment tools and collection development policies.

6. Assess the procedures and routines in the acquisition of various types of materials for the library collection.

7. Apply preventive maintenance techniques and basic advanced mending processes for various types of library materials.

PLAR consultation and assessment

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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, native studies and natural sciences and technology.

Credit unit(s): 3.0  
Prerequisite(s): LIB 291

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<tr>
<th>LIB 293 – Information Resources: Humanities and Science and Technology</th>
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   - Discuss philosophy
   - Identify dictionaries, encyclopedias, indexes, handbooks and directories of philosophy
   - Locate specific information in the field of philosophy from among the reference sources listed above
   - Define religion
   - Define mythology
   - Discuss the relationship between religion and mythology
   - Examine bibliographies, indexes, dictionaries, encyclopedias, atlases, handbooks and internet sites on religion and mythology
   - Examine concordances to the Bible
   - Examine books of religious quotations
   - Locate specific information on religion and mythology from the reference sources listed above

2. Evaluate reference sources in the fine and performing arts.
   - Define the fine arts
   - Define the performing arts
   - Examine bibliographies, indexes, dictionaries, encyclopedias, handbooks, directories and biographical dictionaries and internet sites in the fine and performing arts
   - Locate specific information in fine and performing arts in bibliographies, indexes, dictionaries, encyclopedias, handbooks, directories, biographical dictionaries and selective internet sites
### LIB 293 – Information Resources: Humanities and Science and Technology

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3. Assess reference sources in literature.

- Define literature as an area of research
- Identify forms of literature such as poetry, drama, prose, fiction, essay
- Examine bibliographies, guides, indexes, dictionaries, encyclopedias, handbooks and databases to literature
- Discuss evaluative criteria for the selection of books of quotations
- Examine books of quotations
- Identify biographical sources of information about authors
- Locate specific information from among the reference sources listed above

4. Examine reference sources in native studies.

- Define native studies
- Identify bibliographies, indexes, encyclopedias, and directories relating to native studies material
- Locate specific information in the field of native studies from the reference sources listed above

5. Examine reference sources in natural science and technology.

- Define science and technology
- Identify sub-groups of science and technology (i.e.: chemistry, natural science)
- Identify science libraries located within the city and province
- Examine bibliographies, guides, periodical directories, union lists, indexes, dictionaries, encyclopedias, handbooks and yearbooks on science and technology
- Examine science atlases
- Examine biographical dictionaries of scientists
- Locate specific information about science and technology from bibliographies, guides, periodical directories, union lists, indexes, dictionaries, encyclopedias, handbooks, yearbooks, atlases, biographical dictionaries and internet sites
PLAR consultation and assessment

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LIT 182 – Children’s Materials and Services

You will discuss the history of children's literature and become familiar with representative works of contemporary children's material in fiction and non-fiction in print and non-print format. You will examine the criteria used to select children’s material for school and public libraries. Promotion of children's material will be discussed.

Credit unit(s): 3.0
Prerequisite(s): ORTN 190

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<td>Discuss the history and development of children's literature.</td>
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<td>2.</td>
<td>Identify children's material selection guides.</td>
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<td>3.</td>
<td>Identify the awards presented to children's and juvenile literature and their recipients.</td>
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<td>4.</td>
<td>Evaluate picture books and juvenile fiction in print format using standard selection criteria.</td>
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<td>5.</td>
<td>Examine contemporary fiction in various genres for younger children and children in middle school years (preschool-grade 6).</td>
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<td>6.</td>
<td>Evaluate juvenile non-fiction print material using standard, non-fiction selection criteria.</td>
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<td>7.</td>
<td>Examine contemporary juvenile non-fiction titles.</td>
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<td>8.</td>
<td>Discuss methods of promotion of juvenile fiction and non-fiction in public and school libraries.</td>
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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
Prerequisite(s): ORTN 190

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LIT 190—Literature and Composition 1

You will examine representative works from each of the four major genres of poetry, short fiction, the novel and drama with examples coming from non-Canadian (British, Commonwealth, European in translation and American) literature in English. You will become familiar with critical vocabulary to discuss and evaluate works from each genre. You will receive instruction and practice in effective writing. Effective organization, college-level research skills and the effective use of language, sentences and paragraphs in creating clear writing will be emphasized.

Credit units: 3.0

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1. Explain terms and concepts used in literary analysis.

2. Analyze representative works of poetry.

3. Analyze representative works of drama.

4. Analyze representative works of short fiction.

5. Analyze representative novels.

6. Use library research tools.

7. Write critical essays at a post-secondary level.

PLAR consultation and assessment for this course

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LIT 191 – Literature and Composition 2

Building on the skills gained in Literature and Composition 1, you will continue to examine representative works in English poetry, short fiction, novels and drama, categorizing them into the major periods of world literature. You will construct literary analysis using appropriate terms and concepts, with emphasis on well-thought-out arguments.

Credit unit(s): 3.0
Prerequisite(s): LIT 190
Equivalent course(s): LIT 280

<table>
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1. Use terms and concepts relevant to literary analysis.

2. Criticize representative works of poetry, short fiction, novels and drama.

3. Categorize representative literary works from the medieval period.

4. Categorize representative literary works from the English renaissance period.

5. Categorize representative literary works from the 18th century.

6. Categorize representative literary works from the Romantic period.

7. Categorize representative literary works from the Victorian period.

8. Categorize representative literary works from world literature in translation.

PLAR consultation and assessment

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LIT 290 – Canadian Literature Survey 1

You will study representative works from each of the four major genres, poetry, drama, short fiction and the novel, with examples coming from Canadian literature in English. Specifically, you will examine works written in the Canadian Colonial and National periods. You will also examine works by First Nations authors. You will demonstrate knowledge of critical vocabulary, critically discussing and evaluating works from each genre and period.

Credit Unit(s): 3.0
Prerequisite(s): LIT 191 or LIT 280

LIT 290 – Canadian Literature Survey 1
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1. Use literary analysis skills.
2. Analyze representative Canadian literature from the genres of poetry, drama, short fiction and the novel.
3. Critically evaluate representative literary works from the Canadian Colonial period.
4. Critically evaluate representative literary works from the Canadian National period.
5. Analyze representative literary works from Canadian First Nations authors.

PLAR consultation and assessment

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LIT 291 - Canadian Literature Survey 2

Building on your knowledge and skills from Canadian Literature Survey 1, you will employ critical vocabulary in order to analyze representative works from the genres of poetry, drama, short fiction and the novel in Canadian literature in English. Specifically, you will examine works written in the Canadian Modern and Contemporary periods. You will also examine works by Saskatchewan writers. You will demonstrate advanced research and literary analysis skills.

Credit unit(s): 3.0
Prerequisite(s): LIT 290

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1. Use advanced literary analysis skills.
2. Use advanced research skills.
3. Criticize representative Canadian literature from the genres of poetry, drama, short fiction and the novel.
4. Critically evaluate representative literary works from the Canadian Modern period.
5. Critically evaluate representative literary works from the Canadian Contemporary period.
6. Critically evaluate representative literary works by Saskatchewan writers.

PLAR consultation and assessment

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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
Prerequisite(s): ORTN 190

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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.
   - Examine the functions of management and their application to libraries
   - Examine the role and responsibility of the technician as supervisor in various library settings
   - Examine the historical development of management theories and their relationship to the process of management

2. Evaluate the planning cycle in libraries for both short-term and long-term decision making.
   - Examine the meaning of and need for planning in libraries
   - Examine the planning process and the role of various kinds of participants
   - Examine various approaches to environmental scanning and data gathering
   - Develop the elements of a plan (vision, mission statement, goals, objectives, action plan, policies, procedures)
   - Outline various avenues for communicating the library plan
   - Review approaches to plan monitoring and evaluation

3. Analyze the formal and informal organizations in the library.
   - Examine the definitions and roles of formal and informal organizations
   - Examine various methods of departmentalization and the rationale of each within various types and sizes of libraries
   - Interpret the organization chart and organization concepts
   - Examine current trends in organizational structure
### MGMT 282 – Library Management—Theory and Practice

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#### 4. Analyze the formal and informal organizations in the library within the community it serves.
- Examine the role libraries play in information literacy in post-secondary education
- Examine the concept of Learning Commons and how libraries support the various types
- Examine the role libraries play in rural communities

#### 5. Assess the staffing processes associated with paid and volunteer staff.
- Examine the use and preparation of job descriptions
- Outline internal and external recruitment methods
- Examine techniques for effective screening, interviewing and selecting staff

#### 6. Appraise the supervisory roles of training, developing and appraising staff.
- Examine orientation and training practices for paid and volunteer staff
- Examine the principles of performance review
- Examine library approaches for staff development and continuing education
- Examine the basic principles of salary/benefit administration
- Examine the application of personnel policies and union contracts to all staffing elements

#### 7. Examine the supervisor's role in leading and motivating staff.
- Examine management styles and their application to Individual supervisors
- Examine leadership, motivation and delegation in relation to supervisors, those supervised and to the overall library image and service

#### 8. Compare the practices associated with managing financial resources.
- Outline the budget cycle and the role of staff in budget development in libraries
- Examine common budgeting techniques
**PLAR consultation and assessment**

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NAST 290 – Introduction to Indigenous Studies

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 Units: 3.0

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PLAR consultation and assessment

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NAST 291 – Contemporary Issues in Indigenous Studies

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

<table>
<thead>
<tr>
<th>NAST 291 – Native Studies 2</th>
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1. Discuss the role of the arts in contemporary Indigenous society.
2. Examine comprehensive land claims.
4. Describe issues relating to Indigenous peoples and the Canadian justice system.
5. Discuss the evolution of Indigenous rights in Canada.
6. Explore various approaches to economic development.
8. Discuss media representation of Indigenous peoples.
9. Discuss urban issues.

PLAR consultation and assessment

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ORTN 190 – Introduction to Library Service

You will examine various library organizational structures, personnel descriptions and duties, and materials and services to specific patrons. Library and Archives Canada, other major Canadian libraries, the Saskatchewan library system and other library partnerships will be discussed.

Credit units: 3.0

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<tr>
<th>ORTN 190 – Introduction to Library Service</th>
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1. Analyse the formal and informal role of the library within the community it serves.
   - Define library
   - Identify social conditions which are prerequisites for library growth
   - Identify specific kinds of libraries
   - Examine the role various kinds of libraries (special, public, school) have within the community

2. Identify educational requirements and job descriptions of library personnel.
   - Identify American Library Association (ALA) educational requirements and generic job descriptions for librarians
   - Examine educational requirements and generic job descriptions for teacher-librarians
   - Identify Canadian Library Associations’ (CLA) guidelines for the education of library technicians
   - Examine library technician job descriptions within public, school and special libraries
   - Assess educational requirements and generic job descriptions for library clerks
   - Compare educational requirements and competencies within job descriptions from among librarians, teacher librarians, library technicians and library clerks

3. Explore a public library collection.
   - Identify bibliographies of recommended materials for pre-school – adult patrons
   - Read adult fiction and non-fiction titles
   - Read teen fiction titles
   - Read juvenile fiction and non-fiction material suitable for grades 4-6
### ORTN 190 – Introduction to Library Service

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- Read juvenile fiction and non-fiction material suitable for grades K-3
- Write a descriptive annotation
- Prepare the bibliographic citation for their descriptive annotation using MLA format (latest edition)

4. Compare types of libraries and services to specific groups within the library community.
- Identify mandate, personnel, clientele, collection and services of an elementary school learning resource centre
- Identify mandate, personnel, clientele, collection and services of a secondary school library
- Identify mandate, personnel, clientele, collection and services of a regional library
- Identify mandate, personnel, clientele, collection and services of a public library
- Identify mandate, personnel, clientele, collection and services of a special library
- Identify mandate, personnel, clientele, collection and services of a university library

5. Examine the development and role of Library and Archives Canada.
- Examine the origins of Library and Archives Canada
- Examine the organizational structure of Library and Archives Canada
- Identify the services provided by Library and Archives Canada to the general public
- Identify the services provided by Library and Archives Canada to libraries

6. Compare major public, special and university libraries in Canada.
- Identify major public libraries in Canada
- Identify major university libraries in Canada
- Discuss the major special libraries in Canada

7. Examine the development of resource sharing and the Multi-type Library System in Saskatchewan.
- Examine the history of library development in Saskatchewan
- Identify various types of libraries in Saskatchewan
ORTN 190 – Introduction to Library Service

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- Identify provincial legislation regarding public library development
- Discuss economic, social and technological conditions which influence library service leading to partnerships agreements
- Examine the organizational structure of the Multi-type Library System.
- Identify resource sharing and other services provided by the Multi-type Library System

8. Identify library associations and other library partnerships within Saskatchewan and Canada.

- Discuss the role of the Canadian Library Association
- Discuss the role of the Saskatchewan Library Association (SLA)
- Examine the role of the Saskatchewan School Library Association (SSLA)
- Examine the mandate structure and services of the Saskatchewan Association of Library Technicians (SALT)
- Identify other partnerships from among profit and not for profit organizations that contribute to libraries

PLAR consultation and assessment

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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 Units:** 3.0  
**Prerequisite(s):** ORTN 190  
**Equivalent courses:** PRPL 180

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**PRPL 284 – Public Relations and Programming**

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1. Examine the role of public relations in libraries.
   - Define public relations
   - Discuss elements that contribute to a public relations plan
   - Identify a method to establish goals and objectives of a public relations plan
   - Examine methods for attaining objectives

2. Examine the public image of the library as part of a public relations/marketing plan.
   - Examine the role front-line staff plays in promotion of the library
   - Discuss the effect accessibility to the library has in promotion
   - Analyze internal facilities in terms of accessibility to various user groups

3. Identify kinds of marketing for the library.
   - Explain institutional image making
   - Explain personal image making
   - Examine directional messages
   - Analyze training aids
   - Identify library teasers
   - Examine book pushing messages
   - Examine promotion devoted to holidays or special events

4. Identify forms of marketing for the library.
### PRPL 284 – Public Relations and Programming

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<td>Identify basic design elements</td>
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<td>§</td>
<td>Identify sources for promotional material</td>
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<td>§</td>
<td>Examine signage (internal and external)</td>
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<td>Analyze posters</td>
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<td>§</td>
<td>Analyze bulletin boards (notice boards and graphic promotion)</td>
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<td>§</td>
<td>Analyze displays</td>
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<td>Appraise the use of newsletters, pamphlets, book lists, and annual reports in promotion</td>
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<td>§</td>
<td>Examine library home pages, blogs, wikis as marketing tools</td>
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<td>Compare the media release and the community announcement</td>
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5. **Analyze the role and function of programming in the library.**

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<td>§</td>
<td>Identify reasons for programming in the library</td>
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<td>§</td>
<td>Examine the programming mandate of school, public, academic, special libraries</td>
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<td>Identify the clientele base of school, public, academic and special libraries</td>
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<tr>
<td>§</td>
<td>Examine key types of programming for libraries</td>
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<td>§</td>
<td>Identify reasons for partnership programming with the community</td>
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6. **Compare types of programming in school/public/academic and special libraries.**

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<tr>
<td>§</td>
<td>Examine programming in the public library for babies – pre-school and children</td>
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<td>Compare programming in the school and public library for elementary school-aged children</td>
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<td>Examine programming in the school and public library for young adults</td>
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<td>§</td>
<td>Examine programming in the public library for the general public</td>
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<td>§</td>
<td>Examine programming in the academic and special library</td>
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<tr>
<td>§</td>
<td>Examine partnership programming in school, public, academic and special libraries</td>
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7. **Develop a library program and promotional material (posters, etc.).**
### PRPL 284 – Public Relations and Programming

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- Choose a type of library and audience for a program
- Locate examples of programs for potential programming ideas
- Describe a specific program tailored to a specific venue outlining materials/guest speakers, etc. needed
- Develop a program evaluation form for the audience
- Create a poster and bulletin board advertising the program
- Create a promotional handout to support the program

8. Explore alternate funding resources for library programming/services.

- Examine fundraising within the library
- Identify external governmental sources of funding for library programs/services
- Identify non-governmental sources of funding for library programs/services

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PSYC 190 – Introduction to Psychology 1
You will study mental processes and behaviour. These include theoretical approaches, history and methods of study as well as major research findings within various subfields of psychology including sensation and perception, consciousness, learning and memory.

Credit Units: 3.0

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1. Describe the history and perspectives of psychology.
2. Describe the scientific elements of psychology.
3. Describe the concepts of sensation and perception.
4. Describe the states of consciousness experienced by individuals.
5. Explain learning theories.
6. Describe memory processes.

PLAR consultation and assessment
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PSYC 290 – Introduction to Psychology 2

You will study mental processes and behaviour. These include major research findings within various subfields of psychology including cognition, motivation, development, personality and psychological disorders.

Credit Units: 3.0
Prerequisites: PSYC 190

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1. Describe the elements of thinking, language, and intelligence.
2. Describe the role of motivation and emotion in human behaviour.
3. Describe human development throughout the lifespan.
4. Describe personality development as explained by various psychological perspectives.
5. Outline types of psychological disorders and their prevalence.
6. Describe the approaches to treatment of psychological disorders.

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WORK 194 – Introductory Work Experience

You will be acquainted with day to day operations of a library. Assignments will vary and will be dependent upon the library but will be within your educational experience.

Credit units: 0
Prerequisites: ORTN 190 (concurrent)
Equivalent courses: PRAC 188

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1. Identify the role the library has within the community.
   - Read the library’s mission statement
   - Read the library’s policies and procedures manual
   - Follow rules and regulations of the library
   - Observe the library patron base

2. Observe basic procedures in the daily operation of a library.
   - Observe basic procedures in the public service area
   - Observe basic procedures in the technical services areas

3. Recognize appropriate social skills toward the library profession, library staff and patrons.
   - Attends work regularly and punctually
   - Adopts appropriate dress code for the work situation
   - Practices good personal hygiene
   - Observes personnel positions in the hierarchy of staffing
   - Observes interaction between patrons and staff
   - Demonstrates a friendly professional manner with patrons and staff

4. List responsibilities/duties of the library technician within the library.
   - Discuss duties of the library technician with the supervisor/library technician
   - Read the library technicians job descriptions

5. Recognize positive work habits by the library technician.
WORK 194 – Introductory Work Experience

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<td>I can work independently to apply the outcome.</td>
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<tr>
<td>I need some assistance in using the outcome.</td>
<td></td>
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<tr>
<td>I am developing skills and knowledge for this area.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>I have no experience with the outcome.</td>
<td></td>
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</tr>
</tbody>
</table>

- Observe positive interpersonal communication techniques of the library technician
- Observe commitment to completion of task by the library technician

6. Perform routine tasks under direct supervision.

- Assists in basic library routines when asked
- Listens attentively
- Follows directions
- Asks for clarification if required
- Completes assigned task
- Demonstrates flexibility and adaptability in changing tasks upon direction from supervisor
- Accepts constructive feedback

**PLAR consultation and assessment**

This course is delivered by the Library and Information Technology program. PLAR assessment for this course may be under development. **Please first review general information in this guide and complete the course self-audit above.** Then, if you want to ask about PLAR availability for this course, please call the Contact Centre (1-866-467-4278) and ask for the Program Head for Library and Information Technology at Saskatoon.

If this course is ready for a PLAR challenge, specific instructions for assessment will be provided at a consultation meeting. Please do not prepare for assessment until you have program head approval, your PLAR application form is complete, and you have registered to PLAR this course.
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. You may choose a location in or out of Saskatoon.

Credit unit(s): 0
Prerequisite(s): WORK 194, LIB 196
Equivalent course(s): PRAC 111

<table>
<thead>
<tr>
<th>WORK 285 – Work Experience 1</th>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mastery:</strong> I am able to demonstrate it well enough to teach it to someone else.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
<td>None</td>
</tr>
<tr>
<td><strong>Competent:</strong> I can work independently to apply the outcome.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
<td>None</td>
</tr>
<tr>
<td><strong>Functional:</strong> I need some assistance in using the outcome.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
<td>None</td>
</tr>
<tr>
<td><strong>Learning:</strong> I am developing skills and knowledge for this area.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
<td>None</td>
</tr>
<tr>
<td><strong>None:</strong> I have no experience with the outcome.</td>
<td>Mastery</td>
<td>Competent</td>
<td>Functional</td>
<td>Learning</td>
<td>None</td>
</tr>
</tbody>
</table>

1. Demonstrate knowledge of basic procedures in the day-to-day operation of a library.
   - Demonstrates ability to understand basic library terminology
   - Demonstrates understanding of general library materials, concepts and procedures
   - Demonstrates ability to understand and carry out daily routines. (circulation duties, shelving, etc.)

2. Interacts positively with staff and patrons.
   - Practices within the scope of the library technician’s role as a member of the library team
   - Follows instructions and rules of the library
   - Maintain composure under usual workplace stress
   - Accepts constructive feedback and demonstrates ability to change
   - Demonstrates and maintains a friendly/professional manner with staff/patrons
   - Respects confidential information

3. Demonstrates a positive attitude to work.
   - Attends work regularly and punctually
   - Adopts appropriate dress code for specific work situation
   - Maintains a clean and organized work area
   - Demonstrates flexibility and adaptability in changing tasks
   - Demonstrates effective time management in carrying out tasks
**WORK 285 – Work Experience 1**

**Mastery:** I am able to demonstrate it well enough to teach it to someone else.
**Competent:** I can work independently to apply the outcome.
**Functional:** I need some assistance in using the outcome.
**Learning:** I am developing skills and knowledge for this area.
**None:** I have no experience with the outcome.

<table>
<thead>
<tr>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Demonstrates initiative by assisting in library routines when appropriate</td>
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<tr>
<td>▪ Demonstrates accuracy and quality of work through ability to perform tasks with minimum of instruction</td>
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</tbody>
</table>

4. Performs specific day-to-day tasks assigned with supervision.

<table>
<thead>
<tr>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Demonstrates ability to respond favourably to written/verbal instructions</td>
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<td></td>
</tr>
<tr>
<td>▪ Listens attentively</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Follows directions</td>
<td></td>
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<tr>
<td>▪ Demonstrates use of personal judgment in asking for assistance</td>
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<tr>
<td>▪ Finishes task under supervision</td>
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<tr>
<td>▪ Exhibits appropriate speed and accuracy in completion of tasks</td>
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<td></td>
<td></td>
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<tr>
<td>▪ Informs supervisor when task is completed and asks for additional tasks</td>
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</tbody>
</table>

**PLAR consultation and assessment**

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If this course is ready for a PLAR challenge, specific instructions for assessment will be provided at a consultation meeting. Please do not prepare for assessment until you have program head approval, your PLAR application form is complete, and you have registered to PLAR this course.
WORK 286 – Work Experience 2

You will participate in a three week supervised work placement in a library. You will use your previous library experience and additional classroom theory in a library setting where you will perform typical library technician duties at an advanced level. Depending on the hours of the particular library, you may experience shift or weekend work. Depending on your location for WORK 285, this may be required to be a library outside of Saskatoon.

Credit unit(s): 0
Prerequisite(s): WORK 285, LIB 290
Equivalent courses: PRAC 112

WORK 286 – Work Experience 2
Mastery: I am able to demonstrate it well enough to teach it to someone else.
Competent: I can work independently to apply the outcome.
Functional: I need some assistance in using the outcome.
Learning: I am developing skills and knowledge for this area.
None: I have no experience with the outcome.

<table>
<thead>
<tr>
<th>Mastery</th>
<th>Competent</th>
<th>Functional</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

1. Demonstrates knowledge of the operations of the library.
2. Exhibits positive/professional attitude toward profession, staff and patrons.
3. Demonstrates positive work habits and time management skills.
4. Perform library assignments, projects successfully with minimum supervision.

PLAR consultation and assessment

This course is delivered by the Library and Information Technology program. PLAR assessment for this course may be under development. Please complete the course self-audit checklist above and review all general information in this guide. Then, if you want to ask about PLAR availability for this course, please call the Contact Centre (1-866-467-4278) and ask to speak with the Program Head for Library and Information Technology at Saskatoon.

If this course is ready for a PLAR challenge, specific instructions for assessment will be provided at a consultation meeting. Please do not prepare for assessment until you have program head approval, your PLAR application form is complete, and you have registered to PLAR this course.
Library and Information Technology

Appendices
Appendix A: Employer Validation Checklist for COMM 113

Your Employer’s Business Letterhead

COMM 113 – Communications 2

Validator Information Sheet

I have actually seen _______ demonstrate the following skills of
(Candidate’s name)
Applied Communications for Library and Information Technologists.

Note to Validator:
Please validate each of the criteria for COMM 113 – Applied Communications 2, then sign below.

<table>
<thead>
<tr>
<th>EMployer/Supervisor Validation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

- Is sensitive to verbal and non-verbal feedback
- Listens effectively
- Practices effective verbal and non-verbal customer relations skills
- Practices effective telephone behaviour
- Performs an effective impromptu talk before 5 or more people
- Performs an effective 1-3 minute prepared talk before 10 or more people
- Performs a prepared talk before 10 or more people using audio-visual aids
- Demonstrates effective 2-way communications skills job interview
- Demonstrates effective small group communication skills

(Candidate’s name) has worked a period of ______________________
and has demonstrated a thorough understanding of the above learning steps.

Name of Validator: ______________________________

Employer: ______________________________

Job Title: ______________________________

Telephone: ______________________________

Fax: ______________________________

E-Mail: ______________________________

General comments regarding the Candidate’s performance (optional):

__________________________________________

__________________________________________

Signature: __________________________________

Date: _____________________________________
Appendix B: Employer Validation Checklist for COMM 291

Your Employer’s Business Letterhead

COMM 113 – Communications 2

Validator Information Sheet

I have actually seen ________ demonstrate the following skills of
(Candidate’s name)
Applied Communications for Library and Information Technologists.

Note to Validator:
Please validate each of the criteria for COMM 113
– Applied Communications 2, then sign below.

<table>
<thead>
<tr>
<th>EMPLOYER/SUPERVISOR Validation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
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<tr>
<td>The candidate has successfully participated within a small group</td>
</tr>
<tr>
<td>The candidate has successfully contributed to group decision-making within a small group</td>
</tr>
<tr>
<td>The candidate has demonstrated a thorough understanding of group dynamics</td>
</tr>
</tbody>
</table>

__________ has worked a period of ____________
(Candidate’s name)
and has demonstrated a thorough understanding of the above learning steps.

Name of Validator: __________________________
Employer: __________________________
Job Title: __________________________
Telephone: __________________________
Fax: __________________________
E-Mail: __________________________

General comments regarding the Candidate’s performance (optional):
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signature: __________________________
Date: __________________________