

Library and Information Technology Diploma Program



Candidate Guide



SIAS

SASKATCHEWAN INSTITUTE OF
APPLIED SCIENCE AND TECHNOLOGY

Copyright

Saskatchewan Institute of Applied Science and Technology

No part of the work(s) contained herein may be reproduced or copied in any form or by any means - graphic, electronic, or mechanical, including photocopying, recording, taping of information and retrieval systems - without written consent of the Saskatchewan Institute of Applied Science and Technology.

The Library and Information Technology Diploma Program is dedicated to removing barriers and broadening the access to programs at SIAST. We believe that adults acquire knowledge and skills through life and work experience that may align with courses within our programs.

Developed	June 2004			
Revised	June 2005	June 2006	December 2005	July 2008
Web ready – PLAR office	September 2005	January 2009		

Table of Contents

Table of Contents.....	3
Why consider a PLAR assessment?.....	4
What are the PLAR options?.....	4
Individual Course Challenge	4
Fees(s).....	4
How many courses can be challenged through PLAR in the Library and Information Technology Diploma Program?.....	5
Which courses are PLAR-ready?	5
Library and Information Technology Diploma Program Profile.....	5
Library and Information Technology Program Profile.....	6
Is PLAR available at any time of the year?	7
Is it "easier" to challenge a course through PLAR - OR - take the course?.....	7
Methods of assessing prior learning	7
What if I have a disability & need equity accommodations?	8
Are there other methods to gain SIAST course credits for prior learning?.....	8
Transfer Credit	8
Equivalency Credit	9
Contact us	9
The PLAR process	10
Guiding principles for developing a PLAR evidence file	11
Types of evidence	11
How long will it take to prepare evidence for PLAR?	12
Steps to complete a self-audit.....	12
Mastery.....	12
COMM 113 – Communications 2	13
COMM 381 – Communications 1	17
ORTN 190 - Introduction to Library Service	21
WORK 194 – Introductory Work Experience	25
LIB 180 – Libraries of the Past and Present	27
LIB 191 – Readers' Services	31
LIB 198 – Circulation and Interlibrary Loan	33
LIB 192 – Introduction to Information Resources.....	35
LIB 197 – General Information Resources	39
LIB 196 – Descriptive Cataloguing: Monographs	43
LIB 199 – Subject Cataloguing	46

Why consider a PLAR assessment?

PLAR refers to the combination of flexible ways of evaluating people's lifelong learning, both formal and informal against a set of established standards. You can receive academic credit for your relevant lifelong learning. The Library and Information Technician program recognizes prior learning in a number of ways.

We recognize:

- Previous formal learning from an accredited training institution through transfer of credit.
- Previous informal learning or experiential learning through a comprehensive prior learning and recognition process.

What are the PLAR options?

You must be on the wait list or a registered student in the Library and Information Technology Program prior to beginning the PLAR process. PLAR candidates must meet all admission requirements for the targeted

Individual Course Challenge

If you have at least 2 years of current 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 apply to be assessed for each applicable course. Please see the program profile for sequence of library courses to be assessed.

Fees(s)

- There will be a charge for each individual course assessment.
- For a listing of the specific PLAR course assessment fees, check the [PLAR database](#) or call SIAST and ask to speak to the PLAR advisor/counsellor assigned to the Library and Information Technology program at: 1-866-467-4278 or 1-866-goSIAST.

How many courses can be challenged through PLAR in the Library and Information Technology Diploma Program?

Currently we have 14 out of 38 certificate courses with PLAR challenges available. There is no limit. You may challenge as many of these courses as you are able to prove prior skills and knowledge through assessment.

Which courses are PLAR-ready?

Library and Information Technology Diploma Program Profile			
Course		PLAR Challenge Available	PLAR Challenge Not Available
Year 1			
AV 180	Audiovisual Techniques I		X
CDNS 280	Canadian Government	Available by transfer credit	
CKEY 189	Keyboarding 1	See Associated Studies	
COMM 113	Communications 2	X	
COMM 381	Communications 1	X	
COMP 171	Introduction to Microsoft Word	CST	
COMP 173	Introduction to Microsoft PowerPoint & Web Publishing	CST	
COMP 174	Introduction to Microsoft Excel I	CST	
HIST 280	World History	Available by transfer credit	
LIB 180	Libraries of the Past and Present	X	
LIB 191	Readers' Services	X	
LIB 192	Introduction to Information Resources	X	
LIB 196	Descriptive Cataloguing: Monographs	X	
LIB 197	General Information Resources	X	
LIB 198	Circulation and Interlibrary Loan	X	
LIB 199	Subject Cataloguing	X	
LIT 280	Literature and Composition	Available by transfer credit	
*ORTN 190	Introduction to Library Service	X	
WORK 194	Introductory Work Experience	X	
WORK 285	Work Experience 1		X

***Note: ORTN 190: Introduction to Library Service is a prerequisite to WORK 194 and all LIB XXX courses. Information Resource and Cataloguing/Acquisition courses must be accessed in sequence.**

Library and Information Technology Program Profile			
Course		PLAR Challenge Available	PLAR Challenge Not Available
Year 2			
CKEY 186	Keyboarding 2	See Associated Studies	
CKEY 188	Word Processing		X
COAP 292	Libraries 2.0+		X
LIB 180	Libraries of the Past and Present	X	
LIB 193	Libraries of the Future		X
LIB 194	Introduction to Archives and Records Management		X
LIB 282	Storytelling		X
LIB 290	Descriptive and Subject Cataloguing: Nonbook Materials and Electronic Resources		X
LIB 291	Information Resources: Social Sciences		X
LIB 292	Acquisitions and Maintenance of Library Materials		X
LIB 293	Information Resources: Humanities and Science Technology		X
LIT 182	Children's Materials and Services		X
LIT 183	Library Materials and Services for Teens		X
LIT 281	Canadian Literature in English	Available by transfer credit	
MGMT 282	Library Management: Theory and Practice		X
NAST 280	Native Studies	Available by transfer credit	
PRPL 284	Public Relations and Programming		X
PSYC 187	Introduction to Psychology	Available by transfer credit	
WORK 286	Work Experience 2		X

***Note: Courses designed "transfer credit" are university level courses and are available through U of S, U of R and Athabasca University.**

Is PLAR available at any time of the year?

PLAR challenges are currently being offered

- March assessment (you must apply between September and January 31)
- August assessment (you must apply between April and June 15)

Is it “easier” to challenge a course through PLAR - OR - take the course?

Neither is easier. By using PLAR you may reduce the repetition of studying information that you already know. The PLAR process allows you to demonstrate knowledge you already have.

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

Methods of assessing prior learning

Assessment methods measure an individual's learning against course learning outcomes. The assessment methods listed below are the ones most commonly used, but other forms of flexible assessment may be considered. These assessments may include one or a combination of the following assessment tools:

- Product Validation & Assessment
- Challenge Exam
- Standardized Tests
- Performance Evaluations (including skill demonstrations, role plays, clinical applications, case studies)
- Interviews and Oral Exams
- Equivalency (evaluations of learning from non-credit training providers)
- Evidence or Personal Documentation Files (providing evidence of learning from life and work experiences and accomplishments)

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 & need equity accommodations?

At SIAST, 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 SIAST counsellor at a campus closest to you or refer to the SIAST Web site: http://www.siastr.sk.ca/stuservices/plar/transfer_credit.shtml

Are there other methods to gain SIAST course credits for prior learning?

Transfer Credit

Yes, SIAST will grant credit for previous training that is similar in content, objectives, and evaluation standards to SIAST training. **Transfer of credit** is different from the PLAR process. Transfer Credit guidelines may be found at: http://www.siastr.sk.ca/stuservices/plar/transfer_credit.shtml.

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 SIAST educational counsellor.

Graduates of the program may receive

- 60 credit units toward a Bachelor of Professional Arts degree in Communication Studies at Athabasca University
- 15 credit units toward a Bachelor of Arts degree at the University of Regina.
- 6 credit units toward a Bachelor of Education degree at the University of Regina.

Note: An online Provincial Transfer Credit Guide will soon be available
www.saskcat.ca

Note: If you are a recent high school graduate, check the Saskatchewan Learning Web site for any articulated agreements that may apply for Computer Courses or Practical and Applied Arts Courses.

Equivalency Credit

Equivalency credit refers to the application of credit you may have earned in a previously taken SIAST course to your current SIAST 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. There is no charge for equivalency credit.

Contact us

If more information is required, please contact a designated PLAR counsellor at a campus closest to you.

Kelsey Campus, Saskatoon, SK

1-866-467-4278

Palliser Campus, Moose Jaw, SK

1-866-467-4278

Wascana Campus, Regina, SK

1-866-467-4278

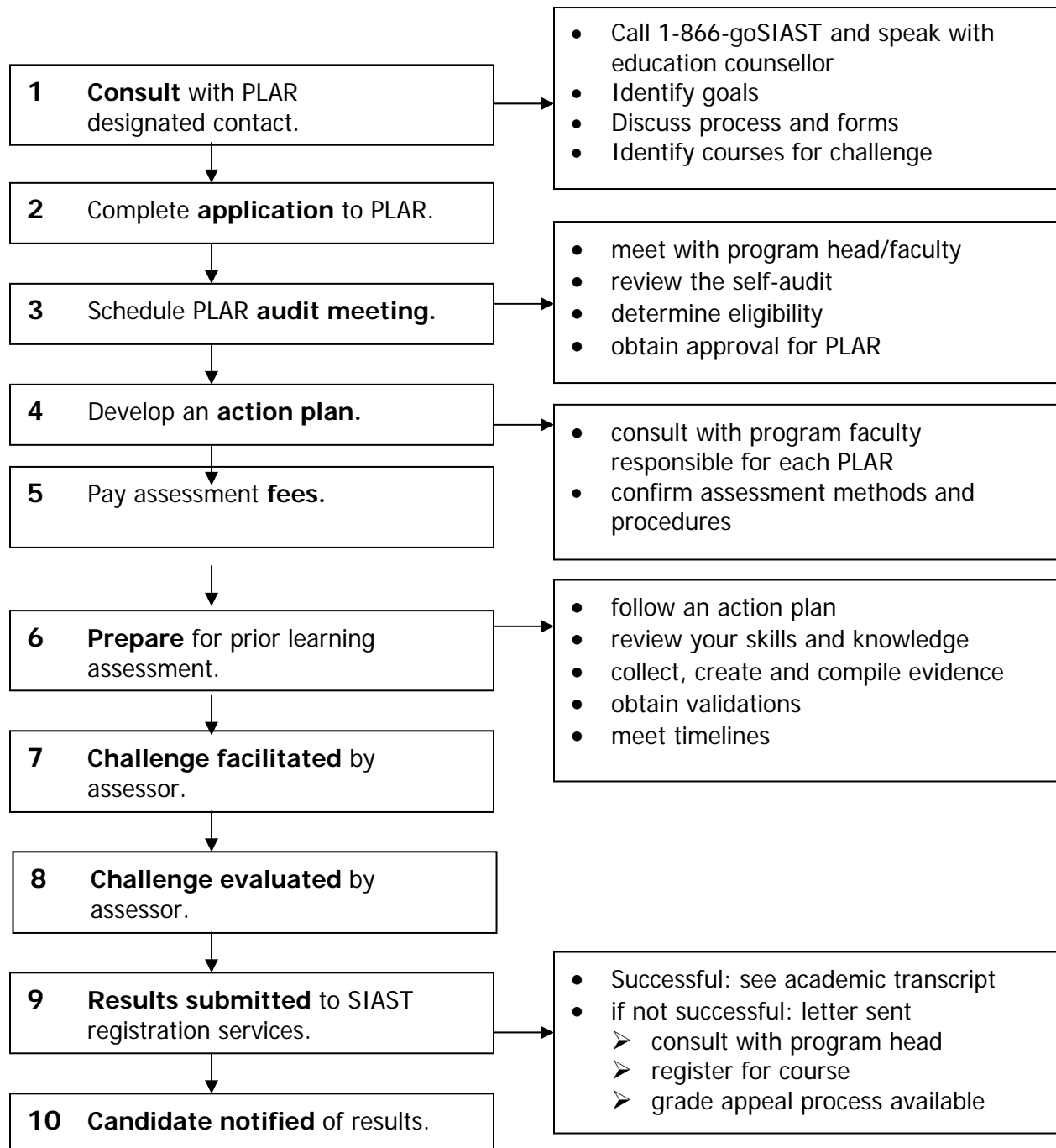
Woodland Campus, Prince Albert, SK

1-866-467-4278

The PLAR process

Prior Learning Assessment and Recognition Process

PLAR is available to individuals registered in a SIAST course or program, including unclassified students who seek course/block assessment or program level certification



Guiding principles for developing a PLAR evidence file

1. As you begin the PLAR process you will be advised if any evidence is required. This will be identified in your [action plan](#). Check with the PLAR designated contact **before** you begin to gather evidence.
2. Evidence must be valid and relevant. Your evidence must match the learning outcomes identified for each course.
 - a. It is your responsibility to create, collect and compile relevant evidence – if required.
3. Learning must be current (within the last 2 years).
4. The evidence should demonstrate the skills and knowledge from your experiences.
5. The learning must have both a theoretical and practical component.

Types of evidence

There are three types of evidence used to support your PLAR request

1. Direct evidence – what you can demonstrate for yourself.
2. Indirect evidence – what others say or observe about you.
3. Self-assessment – what you say about your knowledge and experience.

Ensure that you provide full evidence to your Library and Information Technology program faculty assessor so that your prior learning application is assessed appropriately. Well organized, easy to track evidence will also ensure that none of the evidence is missed or assessed incorrectly.

Here are some examples of evidence that you may be requested to submit as part of your evidence file (if required):

- resource lists
- written descriptions and analysis
- experience (activity) outlines
- philosophy statement
- observations
- workplace validations
- work samples
- photos of environments
- videotapes
- prop boxes

All documents that are submitted to SIAST may be returned to the student after the final results have been given and the grade appeal deadline of seven days has passed. A copy of transcripts and certificates may be included in your evidence file, but be prepared to show original documents at the PLAR audit meeting for validation.

How long will it take to prepare evidence for PLAR?

Since the requirements are different for each course, and each candidate has different experiences, the amount of time it takes to prepare your evidence will vary.

Steps to complete a self-audit

1. Read through the Levels of Competence as listed below.

Levels of Competence:

Mastery: I am able to demonstrate the learning outcome well enough to teach it to someone else.

Competent: I can work independently to apply the learning 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.

Learning Outcomes	Competency Level				
For each learning outcome listed, please self-evaluate your competency levels and record in the appropriate column	Mastery	Competent	Functional	Learning	None

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, you 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. Bring the completed self-audit when you meet with the program head or faculty member in [step 3 – PLAR process](#) of the Candidate Process for Prior Learning Assessment.

Self-audit Guide

COMM 113 – Communications 2

You will see the application of previously learned communications tenets to effective interpersonal, oral and written communications situations relevant to the library technician profession. You will demonstrate positive attitude toward client service and professional self-image at the workplace in written and oral presentations.

COMM 113 – Communications 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.	Mastery	Competent	Functional	Learning	None
1. Illustrate elements of the communications process					
• Create a one-way communications linear model					
• Create a two-way communications linear model					
• Illustrate perception					
2. Illustrate Self-concept					
▪ Demonstrate self-concept					
▪ Illustrate ideal self.					
▪ Demonstrate projected self-image or public self.					
3. Demonstrate effective oral communication.					
• Discuss elements of effective verbal and non-verbal oral communication including knowing how to adjust to specific audiences and occasions and how to be a critical listener.					
• Illustrate and impromptu talk					
• Illustrate effective critical listening skills.					
• Illustrate an effective 1-3 minute prepared talk					
• Illustrate an effective 3-5 minute prepared talk with audio-visual aids.					
4. Demonstrate effective business correspondence.					
• Recognize proper format and form of a business letter					
• Recognize proper format and form of a memo					
• Recognize proper format for an email					
• Illustrate appropriate content and format for a letter of enquiry					
• Illustrate appropriate content and format for a letter of application					
5. Illustrate effective technical writing.					
• Identify elements of a technical report					
• Identify elements of a proposal					
• Recognize potential funding sources for library programming and services					
6. Demonstrate effective customer relations behaviour.					
• Recognize effective interpersonal communication behaviour at the workplace					
• Illustrate effective telephone behaviour					

COMM 113 – Communications 2					
Mastery: I am able to demonstrate it well enough to teach it to someone else.	Mastery	Competent	Functional	Learning	None
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.					
7. Employ effective job search techniques.					
• Identify personal job search qualities					
• Research potential employers					
• Create an appropriate cover letter					
• Complete an application form					
• Create a résumé					
• Complete a videotaped job interview					
• Recognize appropriate follow-up procedures					
8. Perform effective small group communication.					
• Recognize elements of effective small groups					
• Create a small group and apply small group techniques to fulfil a task					
• Evaluate small group dynamics					

<p>PLAR assessment methods If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.</p>
<ol style="list-style-type: none"> 1. Challenge Examination – You must achieve a grade of 60%. 2. Evidence File – You will provide evidence validating that you are able to perform each of the critical criteria for each learning outcome. This will be validated by your employer or supervisor and assessed by the SIAST assessor. <p>Do not begin to gather evidence until you have met with the program head/Instructor during the PLAR audit meeting in step 3 of the PLAR candidate process.</p> <ol style="list-style-type: none"> 1. Challenge examination or Evidence File for recognition of 1-way and 2-way communication, perception, self-concept (Learning outcomes 1 and 2) 2. Creation of an actual résumé (Learning outcomes 2 and 6) [Evidence File] 3. Creation of a letter of application or enquiry (Learning outcomes 2, 4, 6) [Evidence File] 4. Demonstrate good listening and critical evaluation habits by evaluating an oral presentation using formal evaluation sheet (Learning outcome 3) [Evidence File or Demonstration] 5. Demonstrate effective impromptu presentation before five or more people (Learning outcome 3) [Demonstration] 6. Demonstrate a prepared talk (between 1-3 minutes, videotaped before a minimum of 10 people or non-videotaped and observed by assessor) (Learning outcome 3) [Demonstration] 7. Demonstrate a prepared talk using audio-visual aids (3-5 minutes, videotaped or observed by an assessor before a minimum of 10 people) (Learning outcome 3) [Demonstration]

8. Participate in a job interview (videotaped or observed by assessor) (Learning outcomes 2,3 and 6) [Evidence File or Demonstration]
9. Participate in a group role-play presentation illustrating effective telephone and/or in-library communication skills. Videotaped or actual observation of on-the-job skills by assessor (Learning outcomes 1,2,3,5,7) [Evidence File or Demonstration]
10. Participate in a small group oral presentation to an audience of no fewer than ten or have assessor observe actual on-the-job activity of similar nature. [Evidence File or Demonstration]

Resources

1. Adler, Ronald B. Et.al. Looking Out/Looking In. Brief Canadian edition. Scarborough, Ontario: 2009.
2. Buckley, Joanne. Checkmate: A Writing Reference for Canadians. Scarborough: Thomson Nelson, 2003.
3. **Handout available from the PLAR assessor:** Communication 113 information sheet: "Introduction to Communications", "Self-Concept", "Oral Communications: The Prepared Talk".
4. **Handouts available from the PLAR assessor:** "Oral Communications: Evaluation Sheet", "Oral Communications: The Use of Audio-Visual Aids", "Business Correspondence Information Sheet", "Letter of Enquiry", "Forms", "The Résumé and Cover Letter", "The Job Interview", "The Memo and E-Mail", "Telephone Behaviour at the Workplace", "Communication at the Workplace", "Gibb Categories", "Panel Presentations", "The Small Group", "Small Group Role Play".

Validator Information Sheet

I have actually seen _____ complete the following areas of
 (Candidate's name)
 Applied Communications for Library and Information Technologists.

Note to Validator: Please validate each of criteria for COMM 113 – Applied Communications 2, then sign below.	EMPLOYER / SUPERVISOR	
	Validation	
	Yes	No
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 and 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		

_____ 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: _____

COMM 381 – Communications 1

You will learn about the communication process and to identify elements of communication within a communications model. You will also describe the elements of perception, self-concept, verbal and non-verbal communication. You will learn, as well, to recognize how to listen effectively, and how to recognize and describe dyadic relationships and defensive behaviour. You will demonstrate effective small group communication.

COMM 381 – Communications 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.	Mastery	Competent	Functional	Learning	None
1. Identify elements of the communications process					
• Describe communication and interpersonal communication					
• List seven elements of cognitive framework					
• Explain why people communicate					
• Create a one-way linear/transactional communications model					
• List Maslow's hierarchical categories of human needs and the five physical needs					
• Create a two-way linear/transactional model					
2. Describe perception					
• Describe perception					
• List three steps by which people attach meaning to experiences					
• Describe specific physiological, cultural, social role, self-concept, shared narrative influences on perception					
• Describe the difference among facts, inferences and judgments					
3. Describe self-concept.					
• Describe self-concept					
• Describe public (presenting) self					
• Describe ideal self					
• Explain how self-concept is developed					
4. Demonstrate self-disclosure and trust.					
• Describe self-disclosure (including eight reasons for self-disclosure)					
• Create a Johari window					
• Describe trust					
5. Describe verbal communication.					
• Identify symbols					
• Determine how meanings are formed and explore denotative and connotative meanings					

COMM 381 – Communications 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.	Mastery	Competent	Functional	Learning	None
6. Identify non-verbal communication.					
• Describe non-verbal communication					
• Determine seven characteristics of non-verbal communication					
• Describe six functions served by non-verbal communication					
• Illustrate at least ten types of non-verbal communication					
7. Describe listening.					
• Describe the difference between hearing and listening					
• Define each of seven types of ineffective listening.					
• List ten reasons why people do not listen					
• List six ways to achieve successful informational listening					
8. Describe dyadic relationships.					
• Describe dyadic relationships					
• List why individuals are attracted to others					
• List ten stages of a relationship					
9. Describe conflict and defensive behaviour.					
• Describe conflict and communications climate					
• Describe the difference between confirming and disconfirming communication					
• Illustrate defensiveness					
• List the Gibb categories of defensive and supportive behaviours.					
• Discuss nine ways to respond non-defensively to criticism					
10. Perform small group communication.					
• Define small group					
• Create an appropriate small group					
• Apply small group tenets to fulfil a task					

PLAR assessment methods If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Challenge Examination – 60% required to pass theoretical knowledge of interpersonal skills and examination for definitions and for recognition (Learning outcomes 1,2,3,4,5,6,7,8,9)
2. Demonstration – assessor will require the creation of two Johari windows indicating your self-disclosure with someone close to you (#1) and a Johari window indicating your self-disclosure with a colleague at the workplace or at school. (Learning outcome 4)
3. Demonstration or Evidence – assessor will observe or you will videotape effective small group communication to complete a task (Learning outcome 10) PLAR candidate will be given criteria for the marking of this assessment at the PLAR audit meeting.

Resources

1. Adler, Ronald B. Et.al. Looking Out/Looking In. Brief Canadian edition. Scarborough, Ontario: 2009.

The following Instruction sheets will be given to the PLAR candidate prior to the assessment: "Introduction to Communications", "Verbal and Non-Verbal Communication", "The Small Group Task", "Evaluation of Small Group Task".

Validator Information Sheet

I have actually seen _____ complete the following areas of
 (Candidate's name)
 Communications 1

Note to Validator: Please validate each of criteria for COMM 381 – Communications 1, then sign below.	EMPLOYER / SUPERVISOR	
	Validation	
	Yes	No
The candidate has successfully participated within a small group		
The candidate has successfully contributed to group decision-making within a small group		
The candidate has demonstrated a thorough understanding of group dynamics		

_____ has participated in a small group task and has successfully
 (Candidate's name)
 Contributed to group decision-making and has demonstrated a thorough understanding of group dynamics for completion of the task.

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

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

Signature: _____
 Date: _____

ORTN 190 - Introduction to Library Service

You will examine various library organizational structures, personnel descriptions and duties, 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.

This course is a prerequisite to all library science courses.

ORTN 190 – Introduction to Library Service 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.	Mastery	Competent	Functional	Learning	None
1. Analyse the role of the library within the community.					
• 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.					
• Examine American Library Association (ALA) educational requirements and generic job descriptions for librarians					
• Examine educational requirements and generic job descriptions for teacher-librarians					
• Examine Canadian Library Associations (CLA) guidelines for the education of library technicians					
• Examine library technician job descriptions within public, school and special libraries.					
• Examine 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 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.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> Read juvenile fiction and non-fiction material suitable for grades K-3 					
<ul style="list-style-type: none"> Write a descriptive annotation 					
<ul style="list-style-type: none"> 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.					
<ul style="list-style-type: none"> Identify mandate, personnel, clientele, collection and services of an elementary school library. 					
<ul style="list-style-type: none"> Identify mandate, personnel, clientele, collection and services of a secondary school library 					
<ul style="list-style-type: none"> Identify mandate, personnel, clientele, collection and services of a regional library 					
<ul style="list-style-type: none"> Identify mandate, personnel, clientele, collection and services of a public library 					
<ul style="list-style-type: none"> Identify mandate, personnel, clientele, collection and services of a special library 					
<ul style="list-style-type: none"> Identify mandate, personnel, clientele, collection and services of a post secondary library 					
5. Examine the development and role of Library and Archives Canada					
<ul style="list-style-type: none"> Examine the origins of Library and Archives Canada 					
<ul style="list-style-type: none"> Examine the organizational structure of Library and Archives Canada 					
<ul style="list-style-type: none"> Identify the services provided by Library and Archives Canada to the general public 					
<ul style="list-style-type: none"> Identify the services provided by Library and Archives Canada to libraries 					
6. Compare major public, special and university libraries in Canada.					
<ul style="list-style-type: none"> Identify major public libraries in Canada 					
<ul style="list-style-type: none"> Identify major university libraries in Canada 					
<ul style="list-style-type: none"> Identify major special libraries in Canada 					
7. Examine the development of resource sharing and the multi-type library system in Saskatchewan.					
<ul style="list-style-type: none"> Examine the history of library development in Saskatchewan 					
<ul style="list-style-type: none"> Identify various types of libraries in Saskatchewan 					
<ul style="list-style-type: none"> Examine provincial legislation regarding public library development 					
<ul style="list-style-type: none"> Examine economic, social and technological conditions which influence library service leading to partnerships agreements 					
<ul style="list-style-type: none"> Examine the organizational structure of the multi-type library board 					

ORTN 190 – Introduction to Library Service 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.	Mastery	Competent	Functional	Learning	None
8. Identify library associations and other partnerships within Saskatchewan and Canada					
<ul style="list-style-type: none"> Identify resource sharing and other services provided by the multi-type Library System 					
<ul style="list-style-type: none"> Examine the role of the Saskatchewan Library Association (SLA) 					
<ul style="list-style-type: none"> Examine the role of the Saskatchewan School Library Association (SSLA) 					
<ul style="list-style-type: none"> Examine the mandate structure and services of the Saskatchewan Association of Library Technicians (SALT) 					
<ul style="list-style-type: none"> Identify other partnerships from among profit and not for profit organizations that contribute to libraries 					

PLAR assessment methods If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

PLAR assessment tools

1. Knowledge-based test (Learning outcomes 1-7) * 60% pass mark is required.

*Students may bring in a dictionary and MLA Handbook for Writers of Research Papers or they will be provided.

The following list of resource material may be helpful for review in preparing for the knowledge-based test.

**Saskatchewan Institute of Applied Science & Technology
Kelsey Campus
Library and Information Technology Program**

PLAR Introduction to Library Service (ORTN 190)

Resource Materials

1. Canadian Library Association Task Force on the Professional Review Process for Library Technicians. Guidelines for the Education of Library Technicians. 2nd ed. Ottawa: Canadian Library Association, 1991
2. Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. 6th ed. New York: Modern Language Association of America, 2003.
3. Library and Archives Canada. Library and Archives Canada 25 June 2008
<http://www.cla.ca>
4. Saskatchewan Libraries: Sharing Knowledge in a Multitype System. 2001. Saskatchewan Provincial Library. 25 June 2008 <http://www.lib.sk.ca>
5. SIAS Libraries: Focused on Learning. 2005. Saskatchewan Institute of Applied Science and Technology. <http://www2.sias.sk.ca/libraries/index.php>
6. Canadian Library Association. Canadian library Association. 25 June 2008
<http://www.cla.ca>
7. SALT: Saskatchewan Association of Library Technicians. Saskatchewan Association of Library Technicians. 25 June 2008 <http://www.lib.sk.ca/salt>
8. Saskatchewan Library Association. Saskatchewan Library Association. 25 June 2008
<http://www.lib.sk.ca/sla>
9. Saskatchewan School Library Association. Saskatchewan Teacher's Federation. 25 June 2008 <http://www.ssc.stf.sk.ca/ssl>
10. Saskatchewan Library Trustees' Manual. Saskatchewan Library Trustees' Association. 25 June 2008 <http://www.lib.sk.ca/slta/default.htm>>Libraries

WORK 194 – Introductory Work Experience

You will be assigned basic duties that will help you become better acquainted with actual library experiences.

WORK 194: Introductory Work Experience 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.	Mastery	Competent	Functional	Learning	None
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 supervisor/library technician					
• Read the library technicians job descriptions					
5. Recognize positive work habits by the library technician.					
• 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 assessment methods If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

PLAR assessment tools

1. Evidence File:

Completion of self-audit (candidate guide)

Workplace validation (specific information will be discussed at the PLAR-audit meeting)

LIB 180 – Libraries of the Past and Present

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.

LIB 180 – Libraries of the Past and Present 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.	Mastery	Competent	Functional	Learning	None
1. Examine the rise and fall of libraries in Mesopotamian, Egyptian, Greek and Roman empires.					
<ul style="list-style-type: none"> Examine the writing materials, systems and early temple, government, business and personal archives/libraries and major contributions of the Mesopotamian empire 					
<ul style="list-style-type: none"> Examine the writing materials, systems and early temple, government, business and personal archives/libraries and major contributions of the Egyptian empire 					
<ul style="list-style-type: none"> Examine early library development and major contributions of the Greek empire 					
<ul style="list-style-type: none"> Examine early library development and major contributions of the Roman empire 					
2. Compare the role of monasteries, cathedral schools, early universities, the Byzantine, Islamic and Oriental empires on library development during the period 476-1400.					
<ul style="list-style-type: none"> Examine the role of monastic scriptoria and libraries in the preservation and dissemination of library materials in Europe during the period 476-1400 					
<ul style="list-style-type: none"> Examine the growth and development of cathedral schools and early universities and their impact upon libraries in Europe during the period 476-1400 					
<ul style="list-style-type: none"> 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.					
<ul style="list-style-type: none"> Examine the factors contributing to the development of the printing press and its spread throughout Western Europe 					
<ul style="list-style-type: none"> Examine the development of the book trade and its impact upon literacy, education and the Renaissance in Western Europe 					

LIB 180 – Libraries of the Past and Present 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.	Mastery	Competent	Functional	Learning	None
4. Assess the growth and development of major national, public, academic and special libraries in Europe since 1500.					
<ul style="list-style-type: none"> Examine the history and development of the French, British, Italian and other national libraries. 					
<ul style="list-style-type: none"> Examine the history and development of the public library in Britain, France and other European countries. 					
<ul style="list-style-type: none"> Examine the history and development of major university libraries and/or collections in France, Britain, Italy and other European countries. 					
<ul style="list-style-type: none"> Examine the history and development of major special libraries in Europe. 					
5. Examine the development of major national and other notable libraries in various parts of Asia, Africa, the Americas and Oceania.					
<ul style="list-style-type: none"> Examine the history and development of major national and other notable libraries in various parts of Asia, Africa, Arab States, South America and Australia/Oceania 					
<ul style="list-style-type: none"> Examine the history and development of major national and other notable libraries in Africa and the Arab States 					
<ul style="list-style-type: none"> Examine the history and development of major national and other notable libraries in the Americas 					
<ul style="list-style-type: none"> Examine the history and development of major national and other notable libraries in Oceania 					
6. Examine the growth and development of the Library of Congress, major public, university and special libraries in the United States.					
<ul style="list-style-type: none"> Examine the history and development of the Library of Congress, the de facto national library. 					
<ul style="list-style-type: none"> Examine the factors leading up to public library development and major public libraries in the U.S. 					
<ul style="list-style-type: none"> Examine the history and development of major university libraries in the U.S. 					
<ul style="list-style-type: none"> Examine the history and development of major special libraries in the U.S. 					

PLAR assessment methods If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

PLAR assessment tools

1. Knowledge-based test (Learning outcomes 1-7) Passing Mark of 60% is required.

Section A. 45 fill in the missing word(s)/phrases – 1 mark each for total 45 marks (Learning outcomes 1-7) – Includes Appendix A (a list of helpful words/dates for Section A)

Section B. Identify and give significance of 5 out of 10 terms/names/ - 5 marks each for total 25 marks (Learning outcomes 1-7)

Section C. Choose 3 out of 6 short essay questions (may be answered in point form) – 10 marks each for total 30 marks (Learning outcomes 1-7)

**Saskatchewan Institute of Applied Science & Technology
Kelsey Campus
Library and Information Technology Program**

PLAR Libraries of the Past and Present (LIB 180)

Resource Materials

1. Avrin, Leila. Scribes, Script and Books: the Book Arts from Antiquity to the Renaissance. Chicago: ALA, 1991
2. Dunlop, Leslie W. Readings in Library History. New York: R.R. Bowker, 1972
3. *Harris, Michael H. History of Libraries in the Western World. Metuchen, J.J: Scarecrow, 1984.
4. Hobson, Anthony. Great Libraries. London: Weidenfeld and Nicolson, 1970
5. International Dictionary of Library Histories. Ed. David H. Stam. Chicago: Fitzroy Dearborn, 2001
6. Internet access to major public, academic, national and special library websites (details on historical development, major influential library personnel and current status)
7. *Learner, Frederick. The Story of Libraries: from the Invention of Writing to the Computer Age. New York: Continuum, 1998
8. Staikos, K. The Great Libraries: from Antiquity to the Renaissance (300 B.C. to A.D. 1600). New Castle, Del.: Oak Knoll Press, 2000

*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.

LIB 191 - Readers’ Services 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.	Mastery	Competent	Functional	Learning	None
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 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 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.	Mastery	Competent	Functional	Learning	None
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 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 assessment methods If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting. Do not begin to gather evidence until you have met with the Program Head/Instructor during the PLAR audit meeting in step 3 of the PLAR candidate PLAR process. 60% pass mark is required

PLAR assessment tools

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

An interview may be required to discuss the PLAR assessments

LIB 198 – Circulation and Interlibrary Loan

You will examine the public image created by staff and the physical facility within 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 a lender.

LIB 198 - Circulation and Interlibrary Loan 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.	Mastery	Competent	Functional	Learning	None
1. Examine the components of the service image of the library and the creation and maintenance of a positive public service image.					
<ul style="list-style-type: none"> Examine the role of environment (location, architecture, signage, access, furniture, lighting, etc.) in the creation of image 					
<ul style="list-style-type: none"> Examine the role of staff (attitude, verbal and nonverbal communication, dress, posture, etc.) in the creation of image 					
<ul style="list-style-type: none"> Explain the parameters of public service in public, school, academic and special libraries. 					
<ul style="list-style-type: none"> Examine problem situations in public services and how to manage and control them with particular reference to ethical and legal frameworks 					
<ul style="list-style-type: none"> Examine the issue of security of materials and staff within a public service context 					
2. Assess the role and function of circulation services within public, school, academic and special libraries.					
<ul style="list-style-type: none"> Examine the role and philosophy of circulation with emphasis on the historical perspective and handling by public, school, academic and special libraries. 					
<ul style="list-style-type: none"> Examine the principles of circulation control systems and evaluate automated and manual systems in view of those principles. 					
<ul style="list-style-type: none"> Explain the processes involved in patron registration and its relevance to circulation control systems 					
<ul style="list-style-type: none"> Explain the components of circulation control (i.e., patron registration, charging, discharging, searches and holds, overdues, fines and billing, collection of fines and fees, stack maintenance, etc.) 					
<ul style="list-style-type: none"> Demonstrate circulation processes of charging, discharging, patron registration, searches and holds, overdues, fines and billing collection of fines and fees, stack maintenance (shelving, shelf-reading, shifting, inventory). 					

LIB 198 - Circulation and Interlibrary Loan 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.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> Examine the administration of circulation services with reference to policy, security and ethical and legal issues 					
3. Analyze the role and function of reserve collections in academic and school libraries.					
<ul style="list-style-type: none"> Examine the philosophy of reserve rooms/collections (physical and electronic). 					
<ul style="list-style-type: none"> Identify the arrangement, storage and circulation systems used in reserve services 					
<ul style="list-style-type: none"> Examine library/faculty relations regarding reserve collections 					
<ul style="list-style-type: none"> Examine ethical and legal considerations 					
4. Evaluate the role and function of intra and interlibrary loan services within public, school, academic and special libraries.					
<ul style="list-style-type: none"> Examine the role and philosophy of intra and interlibrary loan 					
<ul style="list-style-type: none"> Demonstrate handling of the loan process and bibliographic checking and verification in a manual system 					
<ul style="list-style-type: none"> Demonstrate handling of the loan process and bibliographic checking and verification in an automated system 					
<ul style="list-style-type: none"> Examine the issues related to fees, ownership vs. Access, collection development, delivery, etc. 					
<ul style="list-style-type: none"> Examine ILL protocols and policies 					
<ul style="list-style-type: none"> Examine ethical and legal issues of ILL with particular reference to copyright 					

PLAR assessment methods If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

PLAR assessment tools
 A 60% pass mark is required for each of the following:

- Written case study assignment (Learning outcome 1)
- Written annotation of journal article (Learning outcome 3)
- Workplace validation (Learning outcome 2 & 4)
- Interview (if necessary)

LIB 192 – Introduction to Information Resources

You will examine the public image created by staff and the physical facility within 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 a lender.

LIB 192 - Introduction to Information Resources 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.	Mastery	Competent	Functional	Learning	None
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					
• Compare representative encyclopedias through examination of scope, arrangement, authoritative, format and level of readership					

LIB 192 - Introduction to Information Resources 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.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> Use representative national and international encyclopedias to locate specific information 					
5. Appraise general and specialized dictionaries.					
<ul style="list-style-type: none"> Identify the characteristics of dictionaries 					
<ul style="list-style-type: none"> Examine general dictionaries 					
<ul style="list-style-type: none"> Examine specialized dictionaries 					
<ul style="list-style-type: none"> Use dictionaries to locate specific information 					
6. Evaluate ready reference sources.					
<ul style="list-style-type: none"> Define yearbooks, handbooks, almanacs and directories 					
<ul style="list-style-type: none"> Examine the evaluative criteria for the selection and use of the above 					
<ul style="list-style-type: none"> Identify representative general yearbooks, handbooks, almanacs and directories 					
<ul style="list-style-type: none"> Use representative national and international yearbooks, handbooks, almanacs and directories, to locate specific information 					
7. Assess general electronic periodical and newspaper indexes.					
<ul style="list-style-type: none"> Discuss electronic indexes as a source for reference research 					
<ul style="list-style-type: none"> Identify evaluative criteria for general periodical indexes 					
<ul style="list-style-type: none"> Identify representative general periodical indexes 					
<ul style="list-style-type: none"> Use general periodical indexes to locate and cite specific information 					
<ul style="list-style-type: none"> Identify evaluative criteria for newspaper indexes 					
<ul style="list-style-type: none"> Identify representative newspaper indexes 					
<ul style="list-style-type: none"> Use newspaper indexes to locate and cite specific information 					

PLAR assessment methods If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting. Do not begin to gather evidence until you have met with the Program Head/Instructor during the PLAR audit meeting in step 3 of the PLAR candidate PLAR process. 60% pass mark is required

PLAR assessment tools

1. Knowledge-based test (Learning outcomes 1-7) 60% pass mark is required.

*Reference Shelf List will be attached to the knowledge-based test

Resources : LIB 192 – Introduction to Information Resources

- 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>
- Guinness Book of World Records
- Famous First Facts
- Directory/Government of Saskatchewan
- Canadian Parliamentary Guide
- GEDS/Canada Site
- City of Saskatoon
- Consumer Reports

Resources : LIB 192 – Introduction to Information Resources

- 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

LIB 192: REFERENCE MATERIAL

1. Bishop, Kay. The Collection Program in Schools: Concepts, Practices, and Information Sources. 4th ed. Library and Information Science Text Series. Westport, Conn.: Libraries Unlimited, 2007
2. Bopp, Richard E., and Smith, Linda C., Reference and Information Services: An Introduction. 3rd ed. Englewood CO: Libraries Unlimited, 2001
3. Cassell, Kay Ann, and Hiremath, Uma. Reference and Information Services in the 21st Century: An Introduction. New York: Neal-Schuman, 2006
4. Evans, G. Edward, and Zarnosky Saponaro, Margaret. Developing Library and Information Centre Collections. 5th ed. Library and Information Science Text Series. Westport, Conn: Libraries Unlimited, 2005
5. Ford, Charlotte. Crash Course in Reference. [S.I.], Libraries Unlimited, 2008.
6. Katz, William A. Introduction to Reference Work. 8th ed. New York: McGraw-Hill, 2002.

LIB 197 – General Information Resources

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

LIB 197 - General Information Resources 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.	Mastery	Competent	Functional	Learning	None
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 representative 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. Assess 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					
• Use national, provincial, local union bibliographies of non book materials					
• Identify trade bibliographies of non book materials					

LIB 197 - General Information Resources 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.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> Use trade bibliographies of non book materials to locate specific information 					
4. Compare selective guides to reference material.					
<ul style="list-style-type: none"> Discuss rationale for the use of standard selection guides. 					
<ul style="list-style-type: none"> Identify standard selection guides to reference material 					
<ul style="list-style-type: none"> Compare standard selection guides 					
<ul style="list-style-type: none"> Identify journals that review new reference material 					
<ul style="list-style-type: none"> Compare journals that review new reference material 					
<ul style="list-style-type: none"> Use selection guides to locate and cite specific information 					

PLAR assessment methods If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

PLAR assessment tools

1. Knowledge-based test (Learning outcomes 1-5) *60% pass mark is required.

The following [Shelf List](#) will also be attached to the knowledge-based test

**Resources : LIB 197 – General Information Resources
-Reference Shelf List**

PLAR Candidates for LIB 197 should be familiar with the following:

- Biography Index
- Biography and Genealogy Master Index
- Mirriam-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

**Resources : LIB 197 – General Information Resources
-Reference Shelf List**

- Amicus
- Gale Directory of Publications and Broadcast Media
- Ulrich's International Periodicals Directory
- The Standard Periodical 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

LIB 197: REFERENCE MATERIAL

1. Bishop, Kay. The Collection Program in Schools: Concepts, Practices, and Information Sources. 4th ed. Library and Information Science Text Series. Westport, Conn.: Libraries Unlimited, 2007
2. Bopp, Richard E., and Smith, Linda C., Reference and Information Services: An Introduction. 3rd ed. Englewood CO: Libraries Unlimited, 2001
3. Cassell, Kay Ann, and Hiremath, Uma. Reference and Information Services in the 21st Century: An Introduction. New York: Neal-Schuman, 2006
4. Evans, G. Edward, and Zarnosky Saponaro, Margaret. Developing Library and Information Centre Collections. 5th ed. Library and Information Science Text Series. Westport, Conn: Libraries Unlimited, 2005
5. Ford, Charlotte. Crash Course in Reference. [S.I.], Libraries Unlimited, 2008.
6. Katz, William A. Introduction to Reference Work. 8th ed. New York: McGraw-Hill, 2002.

LIB 196 – Descriptive Cataloguing: Monographs

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 Anglo-American Cataloguing Rules (AACR), Machine Readable Cataloguing (MARC) coding and online authority records.

LIB 196 - Descriptive Cataloguing: Monographs 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.	Mastery	Competent	Functional	Learning	None
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 in the library					
• 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 AACR and in MARC format.					
• Analyze the concepts of main entry and added entry in AACR					
• 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, corporate body, or title in MARC format					
• Apply the cataloguing rules determining use and creation of uniform titles in MARC format					

LIB 196 - Descriptive Cataloguing: Monographs 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.	Mastery	Competent	Functional	Learning	None
4. Select the appropriate form of main and added entry headings from established authority files or create local authority records					
<ul style="list-style-type: none"> Examine authority records established by national libraries and apply if appropriate 					
<ul style="list-style-type: none"> Create local authority records in accordance with AACR in MARC format 					
5. Construct records for monographs with required elements for level 2 descriptive cataloguing in accordance with AACR in MARC format.					
<ul style="list-style-type: none"> Review historical development of descriptive cataloguing 					
<ul style="list-style-type: none"> Describe three levels of descriptive cataloguing and application to various types of libraries 					
<ul style="list-style-type: none"> Describe the seven areas of description for monographs 					
<ul style="list-style-type: none"> Describe the concept of "chief source of information" and its relationship to the seven areas of description 					
<ul style="list-style-type: none"> Apply cataloguing rules for elements within the seven areas of description in MARC format 					
<ul style="list-style-type: none"> Construct various types of references in MARC formats 					
6. Demonstrate processing of library materials.					
<ul style="list-style-type: none"> Explain the application of book/cutter numbers and how to derive them 					
<ul style="list-style-type: none"> 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 					
<ul style="list-style-type: none"> 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.					
<ul style="list-style-type: none"> Examine the role and purpose of written filing rules 					
<ul style="list-style-type: none"> Review various approaches to library filing rules 					
<ul style="list-style-type: none"> Explain filing letter by letter and filing word by word 					
<ul style="list-style-type: none"> Interpret problem areas in filing 					
<ul style="list-style-type: none"> Apply filing rules to searching online catalogues 					

PLAR assessment methods If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

PLAR assessment tools

1. Knowledge-based test (Learning outcomes 1-5) 60% pass mark is required.

The PLAR candidate will have access to ALA Filing Rules, AACRP (latest revision) and MARC Manual for Performance-based test.

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).

LIB 199 - Subject Cataloguing 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.	Mastery	Competent	Functional	Learning	None
1. Examine the role, purpose, structure and use of Dewey Decimal classification.					
• 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 <u>Library of Congress Subject Headings</u> (LCSH), <u>Canadian Subject Headings</u> (CSH), and the <u>Repertoire de vedettes-matiere</u> (RVM).					
• Describe the basic concepts of subject headings					
• Describe the four 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					
• Construct appropriate subject headings for library materials using Sears and the Canadian Companion					

LIB 199 - Subject Cataloguing 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.	Mastery	Competent	Functional	Learning	None
4. Analyze the role, purpose and use of Library of Congress Classification Schedules.					
<ul style="list-style-type: none"> Examine the history and basic principles of Library of Congress Classification (LCC) 					
<ul style="list-style-type: none"> Examine the structure of LCC 					
<ul style="list-style-type: none"> 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.					
<ul style="list-style-type: none"> Outline the basic sources for cataloguing copy 					
<ul style="list-style-type: none"> Demonstrate online searching, downloading and editing of cataloguing copy using national source records 					
<ul style="list-style-type: none"> Review original cataloguing processes 					
<ul style="list-style-type: none"> Construct complete cataloguing records for an online catalogue 					

<p>PLAR assessment methods If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting</p>
<p>PLAR assessment tools</p> <ol style="list-style-type: none"> Knowledge-based test (Learning outcomes 1-4) 60% pass mark is required. Performance-based test (Learning outcomes 1-4) – Passing mark of 60% 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.