**SLIS Course Objectives and Assessments/SLOs in Relation to AASL Standards**

This table illustrates the relationship of selected specific course objectives and assessments to AASL Standards.  The relationships listed here are intended to be representative, not exhaustive.

| AASL Standards | Course objective(s) | Assessments/SLOs |
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| **I. Teaching for Learning**<br>Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of th. | | : Evaluation of Online Tutorials; Creation of Online Pathfinder; Reference Interview Role-Playing; Bibliographic Instruction Podcast<br><br>**LIS 516:** Webquest, field experience journal and report, e-Portfolio |

**518. Young Adult Literature and Related Media.**
Students will demonstrate a basic knowledge of: 1) the wide array of literature available for young adults; 2) critical evaluation of books young adults read.

**LIS 518:** Teen Life journal, class discussion, final exam, discussion boards

**3.4 Research and Knowledge Creation**
Candidates use evidence-based, action research to collect data.
Candidates interpret and use data to create and share new

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| | **605. Library Management.** Demonstrate an understanding of issues of personnel management including staffing processes, membership in professional organizations, continuing education and professional development. | **LIS 605:** Position Description, Resume Assignment, Participation in Chats and Discussion Board |
| **4.3 Leadership** Candidates are able to articulate the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives. Utilizing evidence-based practice, information from education and library research, candidates communicate ways in which the library program can enhance school improvement efforts. | **605. Library Management.** Demonstrate an understanding of the importance of effective and ethical leadership and of the political ramifications of management decisions | **LIS 605:** Written analyses of articles from the professional management literature; Chats, Discussion Board |
| **4.4 Advocacy** Candidates identify stakeholders within and outside the school community who impact the school library program. Candidates develop a plan to advocate for school library and information programs, resources, and services. | **508. School Libraries.** Be able to describe an effective library program, including teaching information skills, developing public relations, working cooperatively with others responsible for student welfare and achievement. | **LIS 508:** discussion board; policy manual |
| | **605. Library Management.** Demonstrate an understanding of how to effectively negotiate management issues such as funding and how to effectively market library services | **LIS 605:** LIS-relatesd L4Td( )Tj0 Tc -(e)3Td(-)Tj-0Tw (3.8 |

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| school library collections according to current library cataloging and classification principles and standards. | **511. Collection Development and Management.**<br>**1.** Gather and analyze data relating to the information needs of a service community; **2.** Identify and evaluate the various literature reviewing sources; **3.** Identify and apply criteria appropriate for evaluating and selecting resources in all formats and for a variety of patrons' informational needs. | **LIS 511:** Community Analysis paper; Reviewing sources paper; Collection Development Policy; Weeding assignment |
| **5.2 Professional Ethics**<br>Candidates practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility. Candidates educate the school community on the ethical use of information and ideas | **518. Young Adult Literature and Related Media.**<br>Students will demonstrate a basic understanding of issues involved in censorship of materials for young adults<br><br>**508. School Libraries.**<br>Describe legal requirements (such as copyright) and professional standards (such as access to information) that affect administration of the library. | **LIS 518:** Class discussion, Articles on issues paper, Discussion board<br><br>**LIS 508:** Policy manual; discussion board |
| **5.3 Personnel, Funding, and Facilities**<br>Candidates apply best practices related to planning, budgeting, and evaluating human, information, and physical resources. Candidates organize library facilities to enhance the use of information resources and services and to ensure equitable access to all resources for all users. Candidates develop, implement, and evaluate policies and procedures that support teaching and learning in school libraries. | **508. School Libraries.**<br>**1.** Develop administrative policies, procedures, short and long-range plans, including budget and technology plans, for  school library operation and evaluation; **2.** Design library facilities that will create an environment in which a school library | |