

**School of Education**  
**Master of Arts in Education: Counseling**  
**Child Welfare and Attendance Credential Curriculum Map**

**Program and Candidate Learning Outcomes (CLO)**  
**(Legend: D=Developed; M=Mastered; P=Practiced; Color Yellow=signature assignment)**

Institution Learning Outcomes	Learning informed by faith.			Growing in a faith community.			Serving in the context of faith.			CTC Standards
<b>SOE learning Outcomes</b>	Equip: Maintains competencies in knowledge and skills of the child welfare & attendance specialist regarding the history, philosophy, and laws related to K-12 students in the California public education system.			Transform: Promotes the child welfare & attendance program through modeling servant leadership that focuses on positive outcomes for diverse school communities in the belief that all students can learn and succeed.			Empower: Engages in on-going professional self-evaluation and personal self-reflection using the dispositions. Assesses student needs routinely and uses technology to conduct, analyze, and evaluate research data and communicate results to all school stakeholders.			
<b>Program and CTC Standard Driven Candidate Outcomes</b>	1a. Candidates gain competencies in knowledge and skills of the child welfare & attendance specialist regarding the history, philosophy, and laws related to K-12 students in the California public education system.	1b. Demonstrates knowledge of the history, philosophy, and trends in Child Welfare and Attendance (CWA) Programs.	1c. Demonstrates knowledge and application of laws found in the California Education Code, Penal Code, local and civil ordinances and relevant federal and state laws.	2a. Promotes the child welfare & attendance program through modeling servant leadership that focuses on positive outcomes for diverse school communities in the belief that all students can learn and succeed.	2b. Demonstrates leadership skills and knowledge of program goals and management objectives of the CWA programs.	2c. Demonstrates K-12 student advocacy role and understanding of emotional, familial, educational, institutional and community barriers to successful academic achievement by at-risk and under-achieving K-12 students.	3a. Engages in on-going professional self-evaluation and personal self-reflection using the dispositions.	3b. Assess <i>student needs routinely and uses technology to conduct, analyze, and evaluate research data and communicate results to all school stakeholders</i>	3c. Completes a minimum of 150 hours of supervised field experience while demonstrating a command of the state, local, and federal laws pertaining to parent and pupil rights regarding the child's education and attendance	

GED 645 The Laws and Professional Role of Child Welfare and Attendance Counselor (3)	D,M,P	D,M,P	D,M,P	D,M,P	D,M,P	D,M,	D,M,P	D,M,P	D,M,P	1,2,3,4
GED 646 Child Welfare and Attendance Program; Leadership, Management, Collaboration and Parent/Community Partnerships (3)	D,M,P	D,M,P	D,M,P	D,M,P	D,M,P	D,M,	D,M,P	D,M,P	D,M,P	1,3,4
GED 647 School Culture and Addressing Barriers to Student Achievement (3)	D,M,P	D,M,P	D,M,P	D,M,P	D,M,P	D,M,	D,M,P	D,M,P	D,M,P	1,3,4,5,6
GED 688 Field Experience-Child Welfare and Attendance (150 hours) (3)	D,M,P	D,M,P	D,M,P	D,M,P	D,M,P	D,M,	D,M,P	D,M,P	D,M,P	1,2,3,4,5,6,7,8