

**School of Education**  
**Master of Arts in Education: Counseling**  
**Child Welfare and Attendance Credential Curriculum Map 2014**  
**Direct Measure**

**Program and Candidate Learning Outcomes (CLO)**  
**(Legend: I = Introduced,=Developed; M=Mastered; 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>	<b>Equip</b> 1. Engages in ongoing scholarly, professional, personal and spiritual growth. 2. Gains knowledge and skills in critical thinking, analysis, and synthesis. 3. Works collaboratively and communicates effectively as servant leaders.			<b>Transform</b> 1. Embraces the positive power of diversity through development as advocates for equity and access. 2. Applies faith-based influences and beliefs within educational organizations.			<b>Empower</b> 1. Engages in reflective educational practices that emulate Christian discipleship within an educational community focused on service and responsibility. 2. Serves as research-based transformational leaders within educational organizations.			
<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. <i>Assess 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	

