

School of Education
Master of Arts in Education: Concentration in Counseling
Pupil Personnel Services Credential Curriculum Map

Program and Candidate Learning Outcomes
(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
SOE Learning Outcomes	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.			
Program and CTC Standard Driven Candidate Outcomes	1a. Having a working knowledge of how to implement a comprehensive school counseling program using the ASCA model and understanding the cultural, political, legal, and social influences on the educational systems and the students served	1b. Maintaining competencies in knowledge, skills and practices and attitudes that demonstrate the ability to implement, maintain, and advocate a results-based counseling program	1c. Practices and models professional ethical standards set out by the American School Counselor Association and California Association of School Counselors	2a. Collecting and analyzing data in order to advocate for all students	2b. Cultivating on-going self-evaluation and life-long learning habits that promote PLNU dispositions of noble character and ASCA/CASC ethical standards	3a. Promote the comprehensive counseling program through modeling leadership that focuses on positive outcomes for student	3b. Communicate results to all school stakeholders	3c. Evaluate the on-going student needs and identify professional growth	

PPS Program Required Courses	1. School Counselor Leaders work collaboratively with other school personnel to coordinate the academic, social/emotional, and career planning needs of all students. This is achieved by:			2. Professional School Counselors demonstrate the attitude, skills, and knowledge that all students can learn, succeed, and should have equal access to quality education by:			3. Professional School Counselors will use technology for conducting and analyzing research in order to:			
GED 633 Educational Law & Finance (3)			D,M	D,M	D,M		D	D	6,14,18,22	
GED 641 School Communities in a Pluralistic Society (3)	D,M	M,P	D		D,M	D,M		D,M	1,3,8,13,18,21,24	
GED 662 Foundations of Counseling & Counseling Theory (3)	D, P	D,P	D,P		D,P	D		D	1,16,17,18,25	
GED 663 Individual and Group Counseling and Ethical Standards (3)	D	D,P	D		D	D,P		D,P	1,3,13,14,21,25,26,29	
GED 664 Counseling for Academic Achievement and Career Development (3)	D,P	D,P	D,P	D,P	D,P	D,P		D	1,4,18,19,20,21,23	
GED 667 Comprehensive Counseling and Guidance Programs: Coordination and Collaboration (3)	M,P	M,P	M,P	D,M,P	D,M,P	M,P	M,P	D,P	1,13,18,22,27,28,30	
GED 670 Advanced Educational Psychology (3)		D			D,P			D,P	1,2,11,15,23,24,29	
GED 681 Educational Measurement and Evaluation (3)		D,P		D,P		D,P	D,P	D,M,P	1,14,20,30	
GED 672 Philosophy of Education (3)	D	D			D	D		D	1,16,17	
GED 601 Foundations of Leadership and Educational Issues	D,P	D,P	D,P		D	D,M,P	D,P	D,M,P	1,12,13,16,22	

