

## Exhibit 5.1.1: CWA Course Matrix

### Pupil Personnel Services Child Welfare and Attendance Specialization Standards

In the matrix below denote the candidates' opportunity to learn and master the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the "Course Title and Number" text below. For each competency, note when the program/candidate introduces (I), practices (P), and assesses (A) the competency. Notations may occur under more than one course heading. Each notation should link to a specific place in the syllabus within that course that demonstrates that this is occurring.

Standard	Candidate Competency	SW 200: SW Policy I	SW 203: SW Policy II	SW 212: HBSE	SW 213: Diversity	SW 220: Found. Practice	SW 221: Found. Practice II	SW 224: Individuals	SW 225: Groups	SW 227: Couples & Families	SW 246: Organizations	SW 247: Communities	SW 274: Practice in	SW 275: Practice Schools II	SW 282: Adv. Field I	SW 283: Adv. Field II
	<b>Child Welfare and Attendance Standards (CWA)</b>															
1	Candidates demonstrate knowledge and understanding of the history, philosophy and trends in Child Welfare and Attendance (CWA) Programs, particularly as they relate to the professional role of the CWA Supervisor as a student advocate.		I					I					I <sup>1</sup> I <sup>2</sup>	I	P	P <sup>1</sup> P <sup>2</sup> A <sup>1</sup> A <sup>2</sup>
2	Candidates demonstrate knowledge and application of laws related to child welfare and attendance as found in the California Education Code, California Code of Regulations, Title 5, Welfare & Institutions Code, Penal Code, local and civil ordinances and relevant federal and state laws relating to pupil records, confidentiality, the custody, registration, attendance and education of minors, including suspension, expulsion and due process.	I											I A <sup>1</sup> A <sup>2</sup>	I A	P	P A

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3	Candidates demonstrate skills applicable to leadership and management of child welfare and attendance programs, including the knowledge and understanding of the development of program goals and management objectives, establishment of communication systems, identification of funding resources, case management procedures and measurement of outcomes.										I <sup>1</sup> I <sup>2</sup>		I <sup>1</sup> I <sup>2</sup> A	I A	P <sup>1</sup> P <sup>2</sup> P <sup>3</sup> A <sup>1</sup> A <sup>2</sup>	P <sup>1</sup> P <sup>2</sup> A <sup>1</sup> A <sup>2</sup>
4	Candidates demonstrate knowledge and skills related to developing, utilizing and maintaining inter- and intra-agency collaboration and partnerships with education organizations, juvenile justice courts, law enforcement, general and mental health agencies, probation and children and family services.										I		I	I	P <sup>1</sup> P <sup>2</sup> P <sup>3</sup> P <sup>4</sup> A <sup>1</sup> A <sup>2</sup>	P <sup>1</sup> P <sup>2</sup> A
5	Candidates demonstrate an understanding of the organizational culture and politics of public school and related systems particularly as they relate to the role of student advocate and the professional role of the child welfare and attendance supervisor.												I <sup>1</sup> I <sup>2</sup> I <sup>3</sup> I <sup>4</sup> A	I	P <sup>1</sup> P <sup>2</sup>	P <sup>1</sup> P <sup>2</sup> A <sup>1</sup> A <sup>2</sup> A <sup>3</sup>
6	a. Candidates demonstrate knowledge and skills pertaining to the assessment and amelioration of barriers to learning such as emotional, familial, educational, institutional, and community related factors, that facilitate an environment for underachievement or school failure.							I					I <sup>1</sup> I <sup>2</sup> I <sup>3</sup> A	I <sup>1</sup> I <sup>2</sup> A <sup>1</sup> A <sup>2</sup>	P <sup>1</sup> P <sup>2</sup> P <sup>3</sup> P <sup>4</sup> P <sup>5</sup> A <sup>1</sup>	P <sup>1</sup> P <sup>2</sup> A <sup>1</sup> A <sup>2</sup> A <sup>3</sup>
	b. Candidates demonstrate understanding and ability to apply alternative education pathways that may be appropriate for pupils experiencing difficulties in the regular school setting.												I <sup>1</sup>	I <sup>1</sup> I <sup>2</sup>	P <sup>1</sup> P <sup>2</sup>	P A <sup>1</sup> A <sup>2</sup>

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7	<p>If candidates are working toward the acquisition of the CWA credential, 150 additional clock hours of field experience are required as part of the total field placement requirement. A minimum of ninety (90) clock hours are in a school setting in direct contact with pupils. A minimum of 30 clock hours are in interdisciplinary experiences in a setting that is outside the field of education, such as law enforcement, juvenile justice, child health and welfare, mental health, social services, child protective services and community based organizations. The remaining thirty (30) clock hours can be at the discretion of the university supervisor.</p>													I P	I P	P <sup>1</sup> A <sup>1</sup> A <sup>2</sup>