



Supporting Marginalized Students

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OBJECTIVES



RECRUITMENT



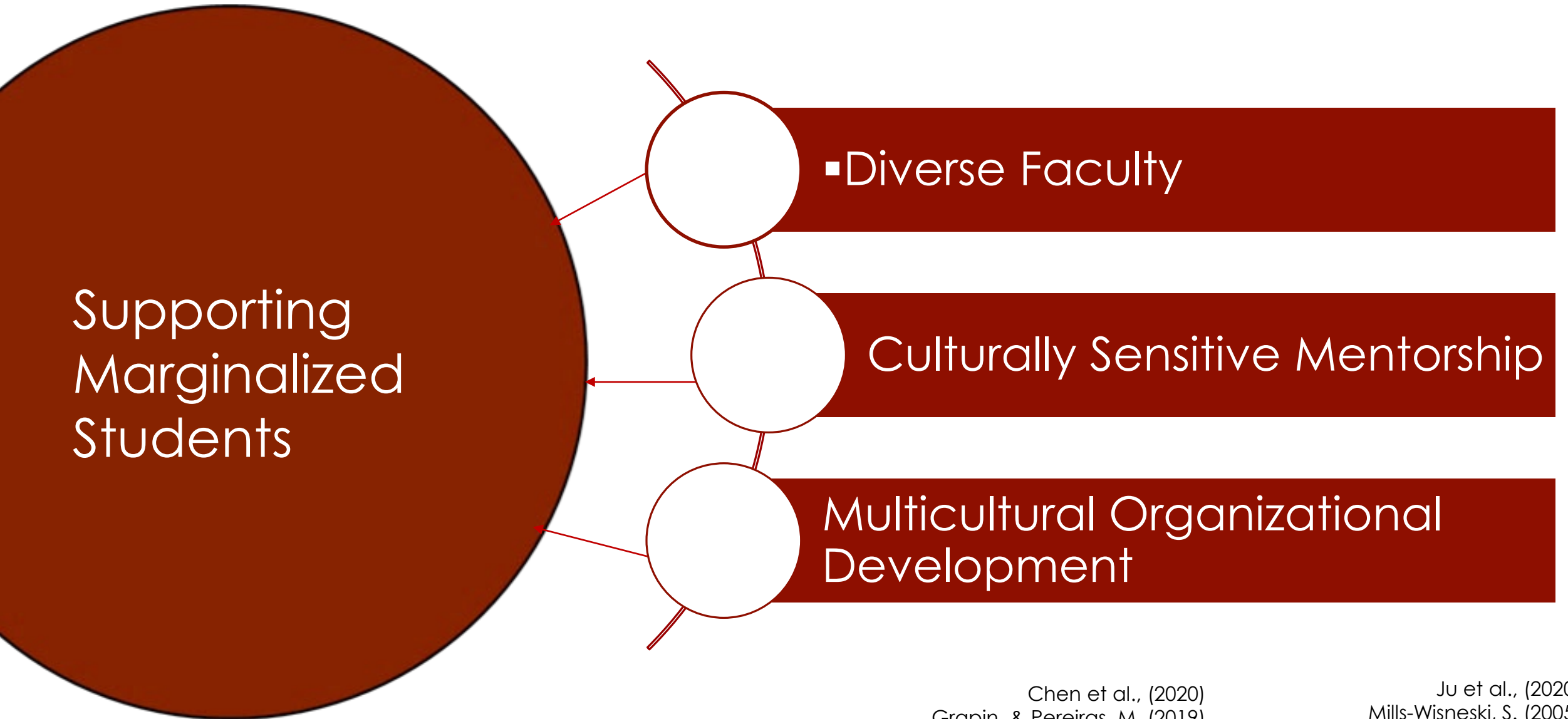
SUPPORT



RETENTION

American Counseling Association, (2014)
Counsel for Accreditation of Counseling and Related Educational Programs (2016)
Hipolito-Delgado, Estrada, & Garcia (2017)
McCallum (2016)

CONCEPTUAL FRAMEWORK



Chen et al., (2020)
Gravin, & Pereiras, M. (2019)
Henfield et al., (2013)
Jackson, (2014)

Ju et al., (2020)
Mills-Wisneski, S. (2005)
Osula & Irvin, (2009)
Zeligman et al., (2015)



Systemic Solutions

Are there programs that exemplify practices to recruit, retain, and support students who represent marginalized groups?

1

▪ Diverse faculty

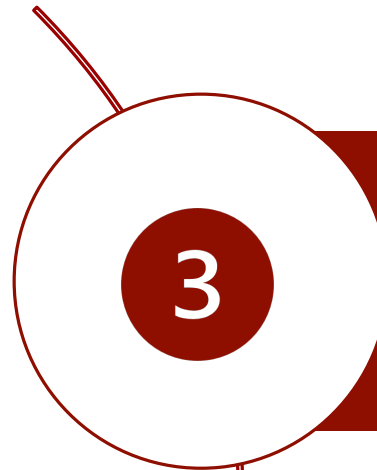
2

Multicultural organizational structure



Systemic Solutions

Are there programs that exemplify practices to recruit, retain, and support students who represent marginalized groups?



Systems of support

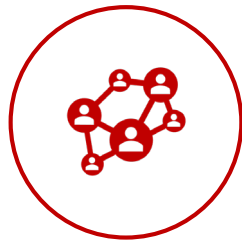


Cultural and professional identity

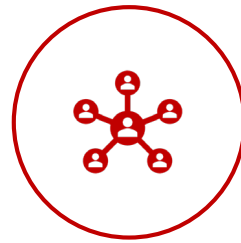
SUPPORT



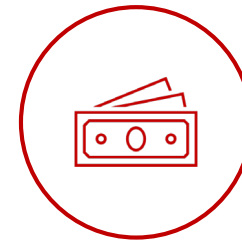
INSTITUTIONAL
OPPRESSION



INTERPERSONAL
CONNECTIONS



COHORT
MODEL



FINANCIAL
SUPPORT



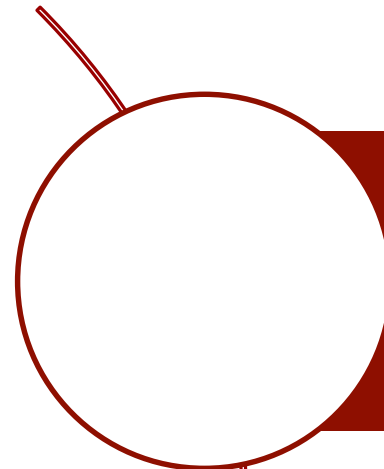
MULTICULTURAL
COMPETENCE

Arredonda & McDavis, (1992)
Bagaka, (2015)
Baker & Moore, (2015)
CACREP, (2016)
Spanierman & Smith, (2017)
Yuan, (2017)

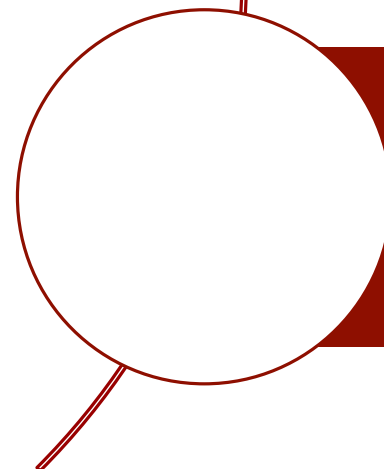


SOLUTION

What models address the CES PhD programs to recruit, support, and retain students who represent marginalized groups?



▪Holmes Scholarship Program



NBCC Minority Fellowship Program

Christian World View: Christianity and Social Justice



Recruited the marginalized

Supported their learning

Micah 6:8 (MSG)

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