

**Pupil Personnel Services (PPS) Credential Programs  
School Counseling and School Psychology  
2017 Candidate Diversity Recruitment Plan**

**November 7, 2017**

**Unit Improvement Objective: Each program will: (a) identify categories of California’s population that are currently underrepresented in the program; and (b) develop and implement a plan to recruit and admit candidates from those underrepresented categories.**

Challenge:

Proctor, Simpson, Levin, and Hackimer, (2014) concluded that few diverse communities consider non-traditional educational jobs as a career paths given challenges in the following: resources, information, familiarity with the profession, and the enrollment process.

Plan:

1. Admission Advisement Sessions – Diversity Component

In order to increase the diversity of School Counseling and School Psychology potential applicants for the respective programs, the faculty provides application and information orientation sessions fall and winter quarters on campus. Sessions introduce professional contributions to communities, learning and career opportunities, step-by-step application processes, and success stories of graduates. Additionally, Coordinators make phone appointments with potential applicants from diverse backgrounds to encourage navigation through challenges, such as identifying needed academic prerequisite, locating available and appropriate courses, financial aid, and completing testing and application requirements.

2. Case Management of Diverse Applicants

Culturally and linguistically diverse candidates receive additional support from Program Coordinators and are frequently paired with diverse peers as part of a peer buddy system. Faculty and Coordinators focus on identifying assets early including language and cultural insights that are assets to school communities. Last, faculty provide additional feedback and academic monitoring if concerns arise.

3. Involvement of Diverse Program Completers and Candidates

Current diverse graduate candidates from our School Counseling and School Psychology programs present outreach informational sessions to current undergraduate students at CSUEB. Additionally, as recruiters, program completers from diverse populations, particularly Advisory Committee Members, talk to teachers and other educators about their PPS professional roles in schools and about our programs. Classroom teachers and paraprofessionals from culturally and linguistically diverse backgrounds have successfully entered the program as a result of this recruitment.

Proctor, S., & Truscott, S. (2013). Missing voices: African American school psychologists’ perspective on increasing professional diversity. *The Urban Review*, 45(3), 355-375.

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