ATTALLAH COLLEGE
DEAN’S REPORT

Through teaching excellence, rigorous scholarship and transformative educational practices, the Donna Ford Attallah College of Educational Studies is making great strides to engage community partners on the local and state levels.

Our mission is to ensure inclusive and equitable opportunities for all students. Initial efforts to achieve this goal include launching Attallah College’s ePrize (Education Prize), the result of a collaboration with Attallah College’s funding partner OC Excellent Public Schools Initiative and the Pamela and Andrew Horowitz Family. The ePrize is designed to enable local districts and public charter schools to share and extend best practices that improve educational outcomes for underserved students.

At Attallah College, we see the future of education in meeting students where they are: at the intersections of ability, gender, language, STEM, sexual orientation, ethnicity, socioeconomic status and more.

MARGARET GROGAN
Dean, Attallah College of Educational Studies

RESEARCH AND INNOVATION

Creating opportunities for engaged learning.

CHAPMAN UNIVERSITY
Attallah College of Educational Studies

Chapman.edu/education
CEEDAR Grant for Graduate Program Redesign

The Attallah College was awarded a special grant by the California Council on Teacher Education (CCTE) Special Interest Group (SIG) on Inclusive Education. Attallah is using the grant funding, which was made possible by the CEEDAR Center — a national center funded by the US Department of Education’s Office of Special Education Programs — to redesign its accelerated five-year bachelor’s degree plus master’s in curriculum and instruction (4+1 MACI) program. The changes will align the MACI program with California state education trends, which are moving toward a universal credential design that facilitates inclusive education.

Inclusion Technical Assistance Grant

The Inclusion-Technical Assistance Collaborative (I-TAC) is a grant-funded initiative. Partnering with Attallah’s Thompson Policy Institute, its focus is on original research that increases knowledge and informs technical assistance in developing and implementing inclusive classrooms, schools and education systems across Orange County and the United States. As part of this inclusion initiative, the newly formed California Alliance for Inclusive Schooling (CAIS) has emerged from recent statewide conversations regarding how best to support inclusive teacher preparation programs to ensure good schools for all students. CAIS is an intersegmental group of professionals dedicated to the development of inclusive schools. Its mission is to support, unify and promote efforts to increase inclusive schooling.

CCTC Teacher Residency Capacity Grants

The California Commission on Teacher Credentialing (CCTC) awarded Attallah College two of 13 Teacher Residency Capacity Grants. The funds will allow Attallah to further develop collaborative partnerships with local school districts. Using the grant funding, Attallah College and its partner districts will develop and implement a new, sustainable teacher residency program for inclusive education. With a commitment to support the needs of students with diverse and unique needs in the least restrictive environment, the resulting hands-on teacher residency program will prepare inclusive dual-credentialed (multiple and mild/moderate and extensive support needs) educators.
FALL 2017 DATA SNAPSHOT

8
DEGREE PROGRAMS
B.A. in Integrated Education Studies
M.A. in Curriculum & Instruction
M.A. in Teaching
M.A. in Special Education
M.A. in School Counseling
M.A. in Leadership Development
Ed.S. in School Psychology
Ph.D. in Education

22
NAMED SCHOLARSHIPS & ENDOWMENTS

73
SCHOOL DISTRICT PARTNERSHIPS IN SOUTHERN CALIFORNIA

33
FULL-TIME FACULTY

53%
INCREASE IN RESEARCH FUNDING SINCE 2015
STUDENT ENROLLMENT

- Undergraduate 55%
- Master’s 35%
- Ph.D. 10%

94% of new master’s students received financial aid

STUDENT DIVERSITY

11% Asian-American
1% Black/African-American
25% Hispanic/Latino
2% International
6% Multiracial
4% Other
51% White/Caucasian
BLACK MALE SUCCESS

Dr. Allen’s research examines the implications of social and educational policy and practice on culturally diverse populations and explores the construction, performance and embodiment of diverse masculinities and sexualities in school contexts. One of his primary areas of research focuses on the educational outcomes and social mobility of black males navigating through the P-20 educational pipeline. His most recent project is a longitudinal, qualitative visual study examining the educational trajectories and social mobility of cisgender and gender-nonconforming heterosexual and queer black males. In particular, the project identifies contributing factors to black male school success by examining the qualitative and visual narratives of academically successful black male students.

DISABILITY STUDIES IN EDUCATION

Dr. Cosier has collaborated with schools and school districts across the country to promote and improve special education service delivery models that allow all students to learn and play together. Her work focuses on systematic development and implementation of inclusive supports and services, and the role of leadership teams in sustainable school reform. In addition, she is extensively involved in teacher development and training for quality inclusive schooling. Her book *Enacting Change from Within* (coedited with Dr. Christine Ashby) provides practical ways to frame social justice work in schools that consider teachers’ day-to-day responsibilities, encompassing a Disabilities Studies perspective while complying with the often incongruous and deeply entrenched policy and practice requirements in our schools.

LGBTQ-INCLUSIVE EDUCATION

Dr. De Pedro’s research focuses on urban educational policy, school reform, and the development of supportive and inclusive school and campus environments. The LGBTQ Youth Research and Advocacy Project, his most recent research initiative, is a collaboration among Attallah College faculty, the American Civilian Liberties Union (ACLU) of Southern California, and the Central Coast Coalition. The project’s goal is to generate awareness of the experiences of LGBTQ students in California public schools and to advocate for LGBTQ-inclusive educational policies. To achieve this goal, stakeholders (researchers, community leaders, and legal advocates) analyze and disseminate public data on LGBTQ youth to schools, districts, county offices of education, and community-based organizations throughout California.
CRITICAL LITERACY

Considered one of the architects of critical pedagogy, Dr. McLaren is a scholar and activist who lectures worldwide on the politics of education. A Fellow of the AERA and awarded the 2017 AERA Division B Lifetime Achievement Award, McLaren is the author and editor of nearly 50 books and hundreds of scholarly articles and chapters on critical literacy, the sociology of education, cultural studies and Marxist theory. His writings have been translated into more than 25 languages.

STEM EDUCATION

Dr. Yeh’s scholarship examines issues of equity in the mathematics classroom, paying particular attention to how race, gender, language and dis/ability status affect teaching and learning. Through in-depth analysis of teaching/learning communities and longitudinal studies of developing and practicing teachers, her work supports the development of curricula that advances children’s disciplinary proficiency, engagement and enjoyment of mathematics. Dr. Yeh is the lead author of the book Reimagining the Mathematics Classroom, which synthesizes research on mathematics teaching and learning, illustrating its implementation in rural, urban and bilingual settings. She is collaborating with local school districts to design technology-enhanced professional development that improves learning outcomes and nurtures teacher-led professional communities.