ATTALLAH COLLEGE DEAN’S REPORT

Our mission at Chapman University’s Attallah College of Educational Studies is to ensure inclusive and equitable opportunities for all students. In order to improve educational outcomes for all students, we strive to prepare and support the next generation of diverse, culturally responsive educators, school-based mental health professionals, and scholars.

Attallah College faculty and students engage in interdisciplinary partnerships with practitioners, policymakers, and community members in California and beyond. Our commitment to teaching, research, and service is driven by the desire for meaningful and positive impact on the local and state levels. We pay particular attention to underserved students and their families in Orange County.

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.
GATES FOUNDATION GRANT TO SUPPORT STATE TEACHER RESIDENCY PROGRAM

The Attallah College’s Thompson Policy Institute on Disability (TPI) was awarded a nearly $420,000 grant to support California’s statewide rollout of teacher residency programs. In partnership with state and national education partners, TPI is providing ongoing virtual and face-to-face technical assistance and resources to local education agencies (LEAs) and institutes of higher education (IHEs) to help develop high-quality clinical residencies. A key provider in the California Teacher Residency Lab, TPI is helping residency teams incorporate research-based best practices as the state scales up special education, STEM, and bilingual teacher residencies.

INTERNATIONAL EXPANSION OF PH.D. IN EDUCATION PROGRAM

Attallah College launched a three-year pilot program with Shanghai Normal University (SNU) in fall 2018. As part of the international exchange program, SNU doctoral students joined the fall 2018 cohort of Attallah Ph.D. in Education students. The exchange has enabled unique opportunities for students and faculty to explore global education issues. The SNU students have since returned to Shanghai, where they will complete their research and doctoral dissertations remotely, with periods of in-person instruction with Attallah College faculty.

MAKING STEM EDUCATION INCLUSIVE

A critical component of the United States’ ability to sustain readiness for future workforce demands rests in the country’s inclusion of a varying range of backgrounds, viewpoints, and abilities. Attallah College faculty are studying the systems that impact an individual’s development, identifying critical points of intervention to enhance employment and engagement outcomes in STEM for historically underserved individuals. Using labor market data and multidisciplinary scholarship, the goal is to develop interventions and opportunities for people with disabilities, women, girls, and children and families in impoverished communities all over the globe.
FALL 2018 DATA SNAPSHOT

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

NAMED SCHOLARSHIPS & ENDOWMENTS
- 22

SCHOOL DISTRICT AND CHARTER SCHOOL PARTNERSHIPS
- 72

FULL-TIME FACULTY
- 34

SCHOOL SITE PLACEMENTS
- 132

PAID GRADUATE FELLOWSHIPS & ASSISTANTSHIPS
- 28
STUDENT ENROLLMENT

- Ph.D. 14%
- Master’s 45%
- Undergraduate 42%

100% of new graduate students received financial aid

STUDENT DIVERSITY

- 13% Asian-American
- 1% Black/African-American
- 26% Hispanic/Latino
- 5% International
- 6% Multiracial
- 2% Other
- 48% White/Caucasian
FACULTY PUBLICATIONS

BREAKING FREE
The Life and Times of Peter McLaren, Radical Educator
Written By Peter McLaren and Illustrated By Miles Wilson

More than a chronicle of Dr. Peter McLaren’s professional life, the autobiographical comic book Breaking Free explores his personal influences, encounters with various key players in history—including Allen Ginsberg, Timothy Leary, the Black Panthers, and Umberto Eco—as well as the ideologies that guide his activism and beliefs.

REIMAGINING THE MATHEMATICS CLASSROOM
Creating and Sustaining Productive Learning Environments
By Cathery Yeh, Mark W. Ellis, and Carolee Koehn Hurtado

Reimagining the Mathematics Classroom synthesizes and illustrates current research on the essential elements of mathematics teaching and learning, unpacking each component—the classroom physical space; mathematical discourse, tasks, assessments; and families and communities—and providing concrete, practical strategies and tools for teachers.

INTERVIEWING FOR ASSESSMENT
A Practical Guide for School Psychologists and School Counselors
By Michael Hass

Interviewing for Assessment provides step-by-step guidelines for structuring interviews, communicating respect and understanding, and strategies for gathering information from children of different ages, cultures, and social standings. Dr. Michael Hass' book is an ideal resource for school-based psychologists and counselors and graduate courses in assessment and counseling.
AUTISM IN THE WORKPLACE
Creating Positive Employment and Career Outcomes for Generation A
By Amy E. Hurley-Hanson, Cristina M. Giannantonio, and Amy-Jane Griffiths

Autism in the Workplace explores the career experiences of Generation A, the half-million individuals with autism spectrum disorder (ASD) who will reach adulthood in the next decade. With her coauthors, Dr. Amy-Jane Griffiths offers a framework for organizations committed to hiring individuals with ASD and enhancing their work experiences and career outcomes.

A REVOLUTIONARY SUBJECT
Pedagogy of Women of Color and Indigeneity
By Lilia D. Monzó

A Revolutionary Subject is a call to educators to recognize the enormous historical legacy of and potential for revolutionary praxis that exists among Women of Color and Indigeneity. Dr. Lilia D. Monzó's book revitalizes Marx's dialectics to challenge class-reductionism, highlighting a class struggle that is also necessarily anti-racist, anti-sexist, and against all forms of oppression.

PEDAGOGIES OF WITH-NESS
Students, Teachers, Voice and Agency
Edited By Linda Hogg, Kevin Stockbridge, Charlotte Achieng-Evensen, and Suzanne SooHoo

Pedagogies of With-ness offers insight into the transformative possibilities of education when enacted as the art of being with. By centralizing the often suppressed wisdom of youth, teachers and researchers engage in new forms of critique and possibility-making with students. Teachers are invited to imagine pedagogy under this new framework, actively committed to students, their voice, and mutual engagement.