

ATTALLAH COLLEGE OF EDUCATIONAL STUDIES
DEAN'S REPORT 2024-25



CHAPMAN
UNIVERSITY

Attallah College of
Educational Studies

LETTER FROM THE DEAN



The Attallah College of Educational Studies is devoted to preparing the next generation of educators, scholars, and community leaders through a steadfast commitment to inclusive excellence, impactful research, and meaningful community partnerships. As we reflect on the 2024–2025 academic year, it is clear that our college continues to grow as a national model for equity-minded, research-driven professional preparation and community engagement.

Now at the midpoint of our 2022–2027 Attallah College Strategic Plan, this past academic year marked a pivotal moment as our efforts materialized in innovative and far-reaching ways. We launched two new undergraduate majors—Liberal Studies and Community Educational Studies—designed to increase access and expand career opportunities for aspiring educators and change-makers, while also continuing to offer a full complement of graduate degrees and embedded educator credential programs. Our faculty members distinguished themselves in research and service, securing competitive grants, earning national recognition for their contributions to scholarly literature, and uplifting communities. Finally, our alumni remained one of our greatest strengths, amplifying the influence of their Chapman education on the many lives they touch and the organizations in which they serve.

As Attallah College’s dean and having now celebrated my 20th year as a member of the Chapman family, I am deeply grateful to our faculty, staff, students, alumni, and partners whose dedication and collaboration make all of what we achieve, together, possible. The work we do at Attallah College is more than a mission—it is a promise to empower **Students Today**, support **Educators Tomorrow**, and **Impact Forever**.

With appreciation and Panther Pride,

Roxanne Greitz Miller, Ed.D.
Dean of Attallah College of Educational Studies
Donna Ford Attallah Professor of Teacher Education



MISSION

Attallah College develops equity-minded PreK-12 educators as well as higher education, community professionals, and leaders who change the world through ethical and reflective scholarship and practice.



VISION

Attallah College aims to transform teaching, learning, and social communities toward an inclusive, equitable, and just world.

STUDENTS TODAY. EDUCATORS TOMORROW. IMPACT FOREVER.



From Global Intelligence to the Classroom

Alumna, author, and former CIA and FBI agent **Tracy Walder (MAT '07)** delivered the keynote address at Attallah College’s 2025 Degree Ceremony, sharing insights from her work in global intelligence and education. Her message highlighted the power of empathy and critical thinking in shaping future leaders.



National Recognition in Early Childhood Teaching

Lexi Samuelian (BA '17, MA '18) recently earned National Board Certification as an Early Childhood Generalist, joining a select group of educators nationwide. She teaches first grade in the Los Angeles area, creating classrooms centered on respect, patience, and academic excellence.



Helping Students Grow with Confidence

George Hernandez (MA in School Counseling '24) is serving as a school counselor at Walnut STEAM Academy, where his creative lessons, such as “More Than Fluff,” help students build understanding of personal boundaries in meaningful and engaging ways.

GOAL 1



Develop education and community professionals who are well prepared to address 21st-century issues in a diverse society.

HIGHLIGHTS

HIGHLIGHTS

Transforming Undergraduate Programs

After more than a year of intensive review, cross-campus collaboration, and curriculum development, Attallah College implemented a comprehensive revision of its undergraduate offerings to meet evolving educator preparation standards and credential requirements. The newly established Liberal Studies and Community Educational Studies majors provide students with strong academic foundations for careers as classroom teachers and in education-related fields beyond the classroom.



Expanding Teacher Preparation Pathways

Attallah College introduced two new teacher preparation certificate options in Elementary Education and Special Education to meet the growing demand for credentialed teachers. These certificates allow Liberal Studies undergraduates to complete teacher credential coursework, including student teaching, while earning their bachelor's degree. Graduates can enter the workforce as fully credentialed teachers upon graduation and pursue advanced degrees while working "full-time."

Donor and Grant Support Empowering Student Success

In 2024–2025, Attallah College students received \$1.5M in combined funding from Golden State Teacher Grants, Chapman institutional aid, and donor contributions. This financial support provided critical fellowship assistance to students enrolled in the college's teacher education, school counseling, and school psychology programs, helping to reduce financial barriers and advance their professional preparation.

TEACHER EDUCATION PROGRAM
30 GOLDEN STATE STUDENTS

\$350,815

SCHOOL COUNSELING & SCHOOL PSYCHOLOGY PROGRAM
37 GOLDEN STATE STUDENTS

\$480,760

CHAPMAN AID & DONOR GIFTS SUPPORTING ALL EDUCATOR PREPARATION PROGRAMS
117 STUDENTS SUPPORTED

\$705,553

\$1,537,128 TOTAL

GOLDEN STATE TEACHER GRANTS, CHAPMAN AID, AND DONOR GIFTS SUPPORTED FELLOWSHIPS OFFERED TO STUDENTS IN 2024–2025

2024–2025 PH.D. IN EDUCATION HIGHLIGHTS



Doctoral Fellowships Advance Equity and Leadership

Cristie Suzukawa Clancy, Ph.D. in Education candidate, Leadership Studies emphasis, earned Chapman's Spring 2025 Provost's Dissertation Fellowship to complete her research on racialized experiences among BIPOC child life specialists and antiracist leadership practices. Drawing on over 20 years as a certified child life specialist, her work contributes to the profession's limited research base. Clancy credits her dissertation chair, Associate Professor **Quaylan Allen**, for his instrumental mentorship throughout her doctoral studies.



Graduate Research Earns Top Honors at Leatherby Libraries

Attallah College Ph.D. in Education students earned second and third place in the 2025 Eric M. Scandrett Graduate Research Prize. **Robin Gomes, Connor Bogenreif** and **Mirvais Aminy** were recognized for their study on culturally responsive music education; **Sevana Karagoulian** was honored for her research on nontraditional and commuter student experiences. Their faculty mentors, Professor of Education and Ph.D. in Education Program Director **Keith Howard**, and Assistant Professor of Quantitative Methods **Doug Havard**, praised the students' commitment to addressing real-world educational challenges.



Innovating Science Education Through Technology

Joelle Prate, Ph.D. candidate and first graduate of the Teacher Education emphasis, received Chapman's 2024–2025 Provost's Dissertation Fellowship. Her research explores how virtual simulations can support fifth-grade science and math learning in K-12 classrooms. Guided by Assistant Professor **Jennifer E. Kong**, Prate's work aims to bring innovative, accessible tools to improve science instruction for young learners.



Expanding Doctoral Funding Opportunities

Attallah College launched the fully funded Chapman Equity Scholars Fellowship to support prospective Ph.D. in Education students committed to addressing racial inequities in K-12 and higher education. The fellowship covers full tuition, provides graduate assistantships, research and travel funding, and health insurance. Students engage in quantitative or mixed methods research while receiving close faculty mentorship and contributing to external grant efforts. Applications are now open for the fall 2026 Ph.D. cohort.

GOAL 2



Increase the impact and influence of the college's research and scholarly activities.

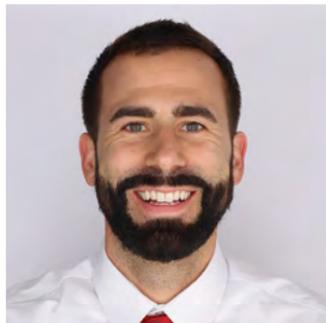
HIGHLIGHTS

FACULTY RESEARCH SPOTLIGHT



Advancing Postsecondary Research with Federal Data

Assistant Professor of Quantitative Methods **Doug Havard** was selected for the 2025 NCES Data Institute: Using Federal Datasets to Support Research on Postsecondary Education. Chosen from a competitive pool of 135 applicants, he will collaborate with a STEM-focused research group on a capstone project using NCES data, culminating in a presentation in Washington, D.C.



Examining the Growth of Equity Director Roles in Schools

Assistant Professor **Andrew Matschiner's** article, "A National Analysis of P-12 Equity Director Role Establishment," was published in the *American Educational Research Journal*. His study documents the rapid expansion of district equity director positions between 2018 and 2022, drawing on interviews and surveys with more than 70 leaders across nearly 30 states to explore the local factors driving the creation of these roles.



Scan code to learn more.



Exploring Belonging Among Black First-Generation Students

Associate Professor **Quaylan Allen's** article, "In a Way It Certainly Tells Us that We Don't Belong Here": Black First-Generation College Students Visualizing Their Sense of Belonging at a Historically White Institution," was published in *Urban Education*. The study uses visual and narrative data from 20 participants to examine how Black first-generation students experience both campus-based microaggressions and institutional spaces that foster belonging through culturally relevant programming and support systems.



Scan code to learn more.

2024-2025 ATTALLAH COLLEGE CONFERENCE HIGHLIGHTS



Equipping Educators to Support LGBTQIA+ Youth

Attallah College hosted its second annual **Imagining a Resilient Future** conference in fall 2024, focusing on supporting LGBTQIA+ youth in schools. The conference featured faculty-led presentations, research-based frameworks, and cross-disciplinary discussions to equip educators, counselors, and school psychologists with practical tools. Attendees explored inclusive mental health strategies and received electronic access to a range of resources following the event. The conference reflects Attallah College's continued commitment to preparing practitioners to foster safe, affirming environments for all students.



Empowering School Leaders Through Peace Leadership

Attallah College hosted its second annual **Peace Leadership in Schools Summit** in fall 2024, supported by the Miner Anderson Family Foundation. Organized by faculty from Leadership Studies and Teacher Education, the summit gathered Southern California school leaders to explore peacebuilding strategies for their campuses. Participants engaged in interactive training, collaborative discussions, and applied for grants of up to \$2,000 to launch campus-based initiatives. The summit reflects Attallah College's ongoing commitment to preparing leaders who foster positive, inclusive school environments.



Advancing Disability Inclusion Through Research and Advocacy

The Thompson Policy Institute on Disability (TPI) hosted its ninth annual **Summit on Disability and Inclusion** at Chapman's Musco Center for the Arts, drawing more than 500 attendees. The event featured research, advocacy, and art, with keynote performances by The Rollettes and actress and disability rights advocate Lauren Potter. In collaboration with the Orange County Department of Education and Bowers Museum, the summit showcased over 50 works by artists with disabilities. The summit continues to expand TPI's work in building community partnerships and advancing disability advocacy.

Chapman University's Attallah College faculty and students made over 75 state, national, and international conference presentations in 2024-2025, including the following conferences.



American Educational Research Association (AERA)



National Association of School Psychologists (NASP)



California Association of School Counselors (CASc)



International Leadership Association (ILA)

FAMILY SUPPORT AS A DRIVER FOR FIRST-GEN LATINX STUDENT SUCCESS

By Ben Brazil



ATTALLAH COLLEGE ASSISTANT PROFESSOR STEPHANY CUEVAS IS RESEARCHING HOW TO SUPPORT THE FAMILIES OF LATINX FIRST-GENERATION COLLEGE STUDENTS.

Assistant Professor Stephany Cuevas of the Attallah College of Educational Studies is researching how parents, siblings and extended family support Latinx first-generation undergraduate students. This work is part of Cuevas' long-standing research agenda focused on improving outcomes for Latinx students in higher education.

"There may be a historic increase in Latinx students in higher education but they're not necessarily graduating," Cuevas said. "So I am approaching this issue from the perspective of identifying how we can work with systems and support structures that are already in place."

According to 2021 data, only 32% of Latinx students aged 18 to 24 were enrolled in college compared to 33% of Black, 37% of White and 58% of Asian Americans of the same age. In the same year, 23% of Latinx students ages 25 to 29 had earned a bachelor's degree, up from 14% in 2010.

However, these numbers of degree completers still lag behind Black (26%), White (45%) and Asian American (72%) populations, highlighting the challenges Latinx students face in accomplishing their higher education goals. "I'm very interested in finding the ways that institutions can partner with families to help students graduate to improve these numbers," Cuevas said. "My

research can be used to help us design programming to help demystify what higher education is for families of first-generation students."

EXPLORING FAMILY SUPPORT

Cuevas' work is helping move the needle through identifying the nuanced role that families play in the education of their children and how universities can help engage and support this critical role.

In her recent study, "I Tell Them Generics, but Not the Specifics: Exploring Tensions Underlying Familial Support for First-Generation Latinx Undergraduate Students," Cuevas interviewed 16 Latinx first-generation college students about their experiences. Cuevas found that while students often feel supported by their families, they also experience significant frustration and tension due to their families' limited understanding of college life.

The tensions included family's unfamiliarity with college culture, bidirectional behaviors of protection from stress and continued family interactions.

Students described how their families could not fully understand the immense stress they grappled with due to the increased workload and need to perform academically.

"I would really like [parents] to understand the stress thing," said Alex, a student who took part in the study. "That it is not something you can really just get out by running or something. Stress isn't really something you can just get rid of easily. When they're not understanding, that can be even worse on me because I feel more alone and that nobody understands me. So, I really wish that I could tell them on a deeper level how I feel and how stressed I am."

Students noted that they kept information from their families to prevent further worry for them. One student hid his academic probation while another withheld her fears of letting her parents down.

Students also reported having to contend with continued family responsibilities while attending college, including helping parents financially, mentoring younger siblings and extended family members with college applications, and household responsibilities like cooking and cleaning. Students found it difficult balancing these responsibilities with their studies.

"It is essential to consider and address these tensions to further support these students' retention and academic and socioemotional wellbeing," the study concludes. "Doing so will help students succeed and develop, foster, and sustain stronger familial ties."

Students who feel supported by their parents experience better mental health, smoother social adjustment and improved academic outcomes, including higher GPAs and graduation rates. Understanding these dynamics is crucial for developing better support systems for students, ensuring they can thrive both academically and personally.

With this in mind, Cuevas' research is critical to better understanding how universities can support parents of Latinx first-generation students. It could help improve the success of Latinx first-generation students across the educational landscape. It's already being applied at Chapman.

Earlier this year, Cuevas presented the research to families during the orientation for the Promising Futures Summer Bridge Program, which helps prepare incoming first-generation students for life at Chapman. Families are also encouraged to attend resource fairs to better understand what is available to their child.

"My hope is that families feel empowered after we walk them through the different ways they can get involved and take ownership of the important role that they continue to have in their children's education," Cuevas said.

FUTURE RESEARCH

In alignment with her overall goal of increasing first-generation student success, Cuevas recently received a \$49,015 grant from the Spencer Foundation to research the educational experiences of Central American unaccompanied children, an underrepresented group in educational research. The study is in collaboration with Dr. Martha C. Franco, assistant professor of sociology at CSU Long Beach.

Within the last few years, there has been a significant increase in the number of Central American children coming to the United States without a guardian. After being detained in immigration detention centers, they have been released to sponsors and are required to attend school.

"Family can look very different for these young people," Cuevas said. "It may not be biological parents who they consider family."

Many of the children arrive in the U.S. with a significant amount of trauma and schools are not well equipped to support them, Cuevas said. The research team is aiming to identify how schools can support students by better understanding how the students define family and the perspective of educators.

"These students have a different kind of lived experience than other first-generation students," Cuevas said. "I can bring my expertise in family into this subject so we can better understand them and identify solutions for schools."



Assistant Professor Stephany Cuevas speaks at events on campus to help prepare first-generation students and their parents.

GOAL 3



Enhance collaborations to address needs and opportunities in education and community settings.

HIGHLIGHTS

Empowering Future Mental Health Leaders with Restorative Justice Practices



Associate Professor of School Psychology **Anna Abdou** and Instructional Assistant Professor of School Counseling **Randee Kirkemo** received the 2025 Community Partner Award from Groundswell at its Wave of Hope Gala. The award honored their long-standing collaboration with Groundswell’s Restorative Schools team to train future school counselors and psychologists in restorative justice practices that promote healing and belonging in K-12 settings. Through this partnership, Attallah College launched a specialized restorative justice certification program, which by its third year had prepared nearly 50 school counseling and school psychology graduate students. The program provided advanced fieldwork, mentorship, and community-building experiences to equip these future practitioners as restorative leaders in schools.



HIGHLIGHTS



KDP Expands Chapman’s Community of Future Educators

Attallah College welcomed 29 new initiates into the Chi Beta chapter of Kappa Delta Pi, the international honor society in education recognizing the top 20% of students entering the field. Led by the student leadership board, KDP provides members with networking, leadership, and professional development opportunities as they prepare for careers in education.



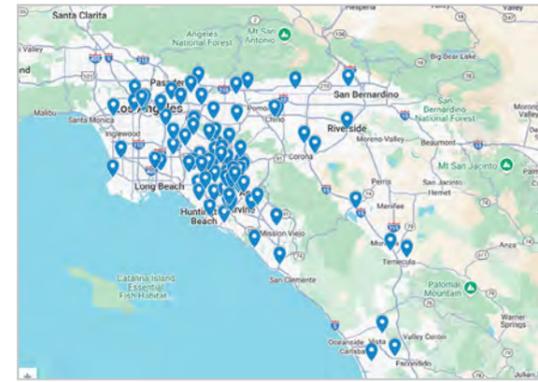
Partnering with Districts to Support Workforce Needs

In recognition of Teacher Appreciation Week, Attallah College hosted an Instructional Aide & Paraeducator Job Fair, connecting students with hiring teams from Irvine, Ocean View, Orange, Placentia-Yorba Linda, and other local districts. The event provided students with school-based employment opportunities that complements their academic schedules while supporting workforce needs in partner districts.



Capstone Course Applies Leadership Theory to Community Impact

Students in Attallah College’s Leadership Studies minor partnered with StandUp for Kids during their LEAD 497 capstone to address youth homelessness in Orange County, applying adaptive leadership theory to projects in outreach, research, fundraising, and internship development under the guidance of Instructional Associate Professor Tara Widner. The cohort raised over \$7,000 and established a new internship to continue supporting the nonprofit after graduation.



Expanding Regional Impact: Partnering with Over 90 School Districts and Community Organizations for Fieldwork

Attallah College has expanded to now include more than 90 active fieldwork agreements across southern California. These partnerships allow Attallah students to gain hands-on experiences in diverse educational settings while supporting K-12 schools and local communities. The wide network reflects Attallah College’s deep commitment to preparing future educators and mental health professionals through meaningful, community-based collaboration.

Serving Schools While Preparing Future Education Leaders

During the 2024–2025 academic year, Attallah College students dedicated thousands of hours to hands-on training in local school districts. Across the teacher education, school psychology, and school counseling programs, students provided direct service and support in classrooms and on school campuses throughout the region. These field-based experiences strengthen student learning while directly contributing to the daily work of schools and districts partnering with Attallah College.

DURING 2024–2025, ATTALLAH COLLEGE STUDENTS DIRECTLY SUPPORTED REGIONAL K-12 SCHOOLS:

TEACHER EDUCATION



44,690 HOURS

- Capistrano Unified School District
- Corona-Norco Unified School District
- Garden Grove Unified School District
- Huntington Beach City Elementary School District
- Huntington Beach Union High School District
- Irvine Unified School District
- Los Alamitos Unified School District
- Newport-Mesa Unified School District
- Orange County Department of Education
- Orange Unified School District
- Placentia-Yorba Linda Unified School District
- Santa Ana Unified School District
- Tustin Unified School District
- Walnut Valley Unified School District

SCHOOL PSYCHOLOGY



43,283 HOURS

- Anaheim Elementary School District
- Downey Unified School District
- Green Dot Public Schools
- Garden Grove Unified School District
- Huntington Beach Union High School District
- Irvine Unified School District
- Los Alamitos Unified School District
- Long Beach Unified School District
- Norwalk-La Mirada Unified School District
- Ocean View School District
- Placentia-Yorba Linda Unified School District
- Santa Ana Unified School District
- Saddleback Valley Unified School District
- Tustin Unified School District

SCHOOL COUNSELING



23,850 HOURS

- Anaheim Elementary School District
- Anaheim Union High School District
- Arcadia Unified School District
- Bellflower Unified School District
- Culver City Unified School District
- Corona-Norco Unified School District
- Charter Oak Unified School District
- Chino Valley Unified School District
- Fullerton Joint Union High School District
- Fountain Valley School District
- Garden Grove Unified School District
- Los Alamitos Unified School District
- Long Beach Unified School District
- Norwalk-La Mirada Unified School District
- Orange County Department of Education
- Placentia-Yorba Linda Unified School District
- Santa Ana Unified School District
- Saddleback Valley Unified School District
- Temple City Unified School District
- Tustin Unified School District
- Walnut Valley Unified School District

VIRTUAL REALITY AND AI COULD TRANSFORM BEHAVIORAL ASSESSMENTS IN U.S. SCHOOLS

ASSISTANT PROFESSOR JARED IZUMI IS DEVELOPING A VIRTUAL REALITY PROGRAM THAT COULD ELIMINATE BIAS FROM CHILD BEHAVIORAL ASSESSMENTS.

By Ben Brazil

The primary method that U.S. schools use to assess the behavioral abilities of young children may be biased against students from underserved communities.

This is all the more alarming considering behavioral assessments can impact the educational trajectory of a student's life.

Jared Izumi, assistant professor of school psychology in the Attallah College of Educational Studies, has been analyzing rater bias in schools since he wrote his dissertation on the subject.



Image generated by Adobe Firefly

"The decisions that are informed by these behavioral tests can be irreversible and lifelong," said Izumi, a licensed child psychologist. "If you're making those decisions for a child, you can't just go back, so the stakes are very high."

Behavioral assessments in schools rate children on social skills, aggression and anxiety, among other subjects. These are usually evaluated through rating scales. However, the current method can be problematic because the perception and biases of the person giving the ratings can negatively impact children's scores.

Fortunately, Izumi is developing a program to eliminate rater bias with the use of virtual reality and artificial intelligence.

"I wanted to look at whether we can just evaluate kids directly by observing their behavior within a virtual reality environment," said Izumi. "I want to reduce the bias associated with the rater so that we can get a truer picture of each child's functioning."

HOW IT WILL WORK

Designed for third- to sixth-grade students, Izumi's program requires children to wear a VR headset. The students will enter a virtual school environment where they will be tasked with responding to a variety of scenarios that usually play out in a classroom.

In Izumi's first iteration of the program, a person recorded the action on a computer after a child performed some action within the VR world. This initial program was used in a 2023 study as more of a proof of concept. Izumi is now working on developing and testing the use of AI in the program.

The AI would remove the need for a person to record the behaviors by automatically coding the child's reaction within the program, such as hitting another child, asking a teacher for help or attempting to problem-solve.

"For example, the AI will have to figure out how the user responded, such as by raising their hand or yelling at a teacher," Izumi said. "So the AI has to understand the intent of the child. So it would be much more complex than the current iteration."

The AI would also be able to adapt the VR environment to the children's behavior. Characters and features in the VR environment would respond in more realistic ways, encouraging children to feel as if the virtual world is real.



"IT'S ABOUT FIGURING OUT WHAT SKILLS WE NEED TO TEACH THEM THROUGH BETTER ASSESSMENT."

> Jared Izumi,
Assistant Professor of School Psychology

"Then their responses will be similar to how they respond in reality," Izumi said. "The goal is that we can have appropriate responses in VR but only if the responses in VR are similar to the responses in reality. That requires a pretty intelligent AI system."

IMPROVING SOCIAL SKILLS

In addition to improving the assessment of children's behavioral skills, Izumi hopes his program will also be used for treatment or intervention to help schools engage students who have less developed social and emotional skills.

Currently, schools use roleplaying to help children refine these skills. But Izumi said this practice is problematic.

"We're noticing in schools that kids have greater challenges with their social and emotional skills," Izumi said. "So schools will use roleplaying but having a first-grader do a roleplay is pretty pointless."

With Izumi's VR program, students will be able to repetitively practice these skills in a controlled environment.

"It's about figuring out what skills we need to teach them through better assessment," Izumi said. "But then, it's important to have adequate treatment or interventions, especially with the lack of social and emotional skills that we have seen since the pandemic. This is a new way of conducting this work that was literally impossible just a short time ago. For me, I am always thinking about how we can move the field forward."

GOAL 4



Expand, nurture and sustain a culture of continuous improvement among the college's personnel and programs.

HIGHLIGHTS

DRIVING EXCELLENCE IN TEACHER PREPARATION:

ATTALLAH COLLEGE DEAN ROXANNE GREITZ MILLER REFLECTS ON HER EXPERIENCE AS A DEANS FOR IMPACT FELLOW

Following her fellowship with Deans for Impact's Impact Academy, **Dean Roxanne Greitz Miller** implemented targeted strategies to enhance Chapman's teacher preparation programs. Focusing on the California Teacher Performance Assessments (CalTPAs), she led data-informed interventions, faculty development, and student preparation efforts to better align coursework with assessment expectations. These adaptive solutions fostered a supportive growth environment for teacher candidates navigating the rigorous state requirements. As a result, Chapman's teacher candidates achieved a 100% pass rate on the CalTPAs during the 2024–25 academic year. Dean Miller's work reflects Attallah College's ongoing commitment to continuous improvement and student success in educator preparation.



The Dean's Dozen, a selective council of 12 student leaders representing Attallah College's undergraduate and graduate programs, provided valuable insights throughout the 2024–2025 academic year.

Meeting regularly with Dean Roxanne Greitz Miller, the group offered feedback on student experiences, emerging needs, and new initiatives. In addition to advising college leadership, members supported peer-to-peer outreach, represented Attallah at campus events, and helped strengthen communication between students and administration.

Undergraduate Representatives



Abby Godfrey '26
Liberal Studies Major and
Elementary Education Minor



Annika Lindberg '26
Integrated Educational Studies
(Disabilities Emphasis) and
Political Science Double Major

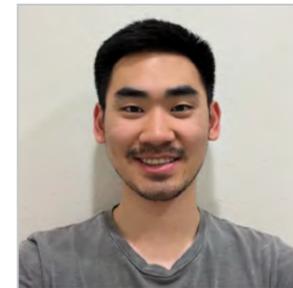


Claire Florio '28
Community Educational Studies
Major with Disability Studies
and Leadership Studies Minors



Sam Silverman '28
Liberal Studies Major and
Elementary Education Minor

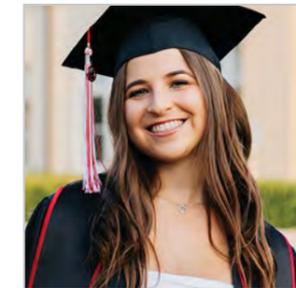
Graduate Representatives



Michael Lee '25
MA in Teaching and Single
Subject Credential (English)



Jordyn Makapugay '25
MA in Teaching with a Multiple
Subject Teaching Credential
(Elementary Emphasis)



Talia Schauder '25
MA in Curriculum and
Instruction with Multiple Subject
and Mild/Moderate Credentials



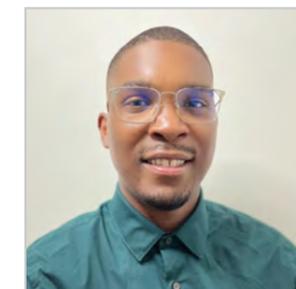
Phoebe Sidell '25
MA in Special Education with
Preliminary Special Education
Mild/Moderate Credential



Kat Dimpflmaier '26
MA in Leadership
Development



Arleth Ulloa '26
MA in School Counseling



Quindon Robinson '27
Ed.S. School Psychology
(LPCC Emphasis)



Connor Bogenreif
Ph.D. in Education
(Leadership Studies Emphasis)

GOAL 4



Expand, nurture and sustain a culture of continuous improvement among the college's personnel and programs.

HIGHLIGHTS



Strengthening Undergraduate and Academic Affairs Leadership

Instructional Associate Professor of Education **Jillian Wood** was appointed Associate Dean of Academic Affairs at Attallah College in August 2024, while continuing to serve as Director of Undergraduate Education. A Chapman Ph.D. alumna, Wood's research focuses on equity-driven organizations, adult learning theory, and inclusive learning environments. Her extensive higher education experience includes faculty and administrative roles at Chapman and California State University, Fullerton.

Our 2024–2025 New Faculty Members



Jamie D. Gravell joined Attallah College as instructional assistant professor of Secondary Education, bringing expertise in educational technology, civic education, and urban schooling. She previously served as assistant professor at California State University – Stanislaus and postdoctoral fellow at Southern Methodist University, after earning her Ph.D. in Education from UCLA.



Corinna Hathuc joined Attallah College as instructional assistant professor of Elementary Education, bringing over a decade of K-12 leadership experience, including roles as principal, assistant principal, and district curriculum coordinator. She also taught elementary grades and mathematics in public and charter schools, and holds California Multiple Subject, Administrative Services, and Gifted Education credentials.



Doug Havard joined Attallah College as assistant professor of Quantitative Methods with a joint appointment at the Fowler School of Engineering, following his Ph.D. in Education from Chapman University. His research focuses on addressing educational inequities through systemic change, drawing from prior experience as a STEM educator and aerospace engineer.



Andrew Matschiner joined Attallah College as assistant professor of Leadership Studies, teaching and advising in the Ph.D. in Education Leadership Emphasis and leadership programs. He previously served as visiting assistant professor at Miami University in Ohio, and his research on racial equity and equity directors in P-12 education has been published in leading academic journals.



Our 2024–2025 Faculty Promotions

Meghan Cosier
Promoted to full professor of Education. She also serves as Executive Director of the Thompson Policy Institute on Disability.

THOMPSON POLICY INSTITUTE ON DISABILITY INCREASING IMPACT

2024–2025 BY THE NUMBERS

The Thompson Policy Institute on Disability (TPI) is continuing to grow in its impact and support. With new grants and gifts totaling more than \$3.4M, TPI is expanding its capacity to work alongside the disability community to improve equitable, accessible and nurturing environments for learning and living.

TPI's commitment to research:



15 CONFERENCE PRESENTATIONS

8 PUBLICATIONS



\$921,127 GRANTS, GIFTS, AND CONTRACTS

TPI's engagement with educational institutions, community agencies and families:



1,438 CURRENT TRAININGS, COACHING SESSIONS, AND CONSULTATIONS



TPI's reach promotes understanding, support and opportunities for all:

43,720 SOCIAL MEDIA REACH

11,348 INDIVIDUALS EDUCATED

TPI accomplishes more when partnered:



145 CURRENT COMMUNITY PARTNERS

NEW MEMOIR FROM DONNA FORD ATTALLAH '61 CELEBRATES A LIFE OF SERVICE

DONNA FORD ATTALLAH'S "LEARNING TO GIVE AND SHARE" TELLS THE INSPIRING STORY OF A LIFE SHAPED BY A DEEP COMMITMENT TO HELPING OTHERS.

By David Moore

It's a memoir. It's a love story. It's a guide to life. These are all true of Donna Ford Attallah's book, "Learning to Give and Share: A Life of Paying It Forward." It is a gift to the Chapman Family and beyond. Through her thoughtful words, Donna offers inspiration with an added reminder of the value of being kind to others.

From the start, Donna reflects on lessons she learned from her mother, and the inspiring lessons she learned throughout her life that have long been at the core of her heart and soul. Growing up, Donna was deeply influenced by her mother's unwavering kindness and generosity. These early lessons instilled in her a lifelong commitment to helping others. When blessed with a positive outcome, Donna pays it forward for others, a commitment that she and her late husband, Fahmy Attallah, made together in how they chose to live their lives. When they met in 1961, he was an Egyptian Olympic swimmer and a school psychologist, and she was a brand-new schoolteacher straight out of Chapman College.

This book truly is a love story. Fahmy and Donna's exceptional connection—their partnership—allowed for a shared life of service to others. Considering their generosity seen throughout the Chapman campus, one might assume the two Cypress School District employees came from families of great wealth. That was not their reality. Instead, the couple made smart choices—sacrificing their wants and desires—that resulted in retirement wealth beyond their greatest expectations. Their philosophy of paying it forward was blessed with returns on investment that helped them to do even more for others. Specific acts of generosity, such as funding scholarships and supporting educational programs, have left an indelible mark on the Chapman community.

Truth be told, I read an advance draft of Donna's book more than a year ago. It was a true pleasure to revisit it now, this time with further refinement and insightful photographs, as I prepared to write this review. The book is beautifully structured, with

each chapter offering a glimpse into different aspects of Donna's life and the lessons she has learned. The inclusion of photographs adds a personal touch, making the reader feel even more connected to her journey. Having never had children, Donna and Fahmy effectively adopted all the students of Chapman as their children. Their generous spirit has touched and transformed the lives of countless others, and it will continue to do so through the legacy of generosity they created together.

Donna Ford Attallah's journey is a testament to the power of kindness and the impact of paying it forward. Her story is not just a reflection of her life but a guide for anyone looking to make a difference in the world. Through her words, readers are reminded that generosity and compassion can create a lasting legacy that touches countless lives.

"Learning to Give and Share: A Life of Paying It Forward" is not available for purchase. Instead, Donna kindly printed 1,000 copies for Chapman to distribute as gifts for those who attended a book signing celebration at Leatherby Libraries on April 8, and so that every new graduate of Attallah College of Educational Studies will receive a copy of the book for years in the future. Through the printed word, the Attallah legacy of generosity is certain to reverberate for generations to follow, most especially as new Attallah College graduates begin their careers in the classroom and beyond. If you would like to read the book, email your request to legacy@chapman.edu; we will make copies available while supplies last.



SUPPORT ATTALLAH COLLEGE OF EDUCATIONAL STUDIES

At Attallah College, we take a unique approach to shaping the future of education. We empower minds to create positive change in the world, not just through traditional methods, but also by fostering innovation and creativity. Distinguished scholars, passionate teachers, and experienced professionals all converge at Attallah College, creating a dynamic research and teaching environment for our students who are at the heart of everything we do. Ways you can make a difference by supporting our efforts include:

Increasing Attallah College's Endowment

Endowments can fund scholarships, professorships, chairs and more. Once an endowment is created, your gift becomes part of Chapman's heritage and tradition and will provide a lasting funding source. Endowed funds are an excellent way to honor a family member, mentor or loved one in perpetuity.

Undergraduate Scholarships and Graduate Fellowships

At Chapman, we're proud to offer tuition assistance to more than 84% of students. Financial aid has a profound impact on students and their families and helps to diversify the educator workforce, providing PreK-12 students with role models from diverse demographic and socioeconomic backgrounds that mirror their own.

Non-Tuition Financial Support for Educator Candidates During Field-Based Placements

Depending on the academic program, Attallah College students are required to engage in 600 to 1,800 hours of unpaid fieldwork while attending classes. Providing non-tuition fellowships (which can support costs of housing, transportation, food and childcare) enables candidates of lower socioeconomic backgrounds to choose education as a career, complete their degrees and lower their debt burden after entering the profession.

Faculty Research and Community-Based Programming

Attallah College faculty are contributing to changing education and improving our communities through multiple avenues of research and community programs, most of which actively include Chapman students as collaborators. Providing financial support for these scholarly and creative endeavors furthers Attallah College's motto of "Changing Education and Changing the World."



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