



**NATIONALLY ACCREDITED.
COMMUNITY FOCUSED.**



**CHAPMAN
UNIVERSITY**

**Attallah College of
Educational Studies**

Chapman.edu/education

ATTALLAH COLLEGE DEAN'S REPORT

As the current Interim Dean of Attallah College of Educational Studies and as a faculty member in the college since 2005, it is my distinct pleasure to share our achievements from the last year with you.

The recognition of Chapman University as a nationally ranked institution this past year by *US News and World Report*, in tandem with Chapman's designation as a research-intensive R2 institution by the Carnegie Foundation, signal what has been a decade-long focus of the entire university toward national reputation and research excellence. The Attallah College, home of Chapman's first Ph.D. program, has been a significant contributor to this distinction as well. Despite our rise in the national landscape and our recognitions, Attallah College's faculty, staff, and students remain committed to our local community's needs. Our undergraduate program's increased partnerships with our community, our C-TAG (Chapman Transfer Admission Guarantee) pipeline for future teachers with our local community colleges, and our second iteration of the ePrize competition supporting innovation in local schools in the last year have led us to adopt a new slogan which we believe encompasses both the status and the heart of Attallah College:

**NATIONALLY ACCREDITED.
NATIONALLY RANKED.
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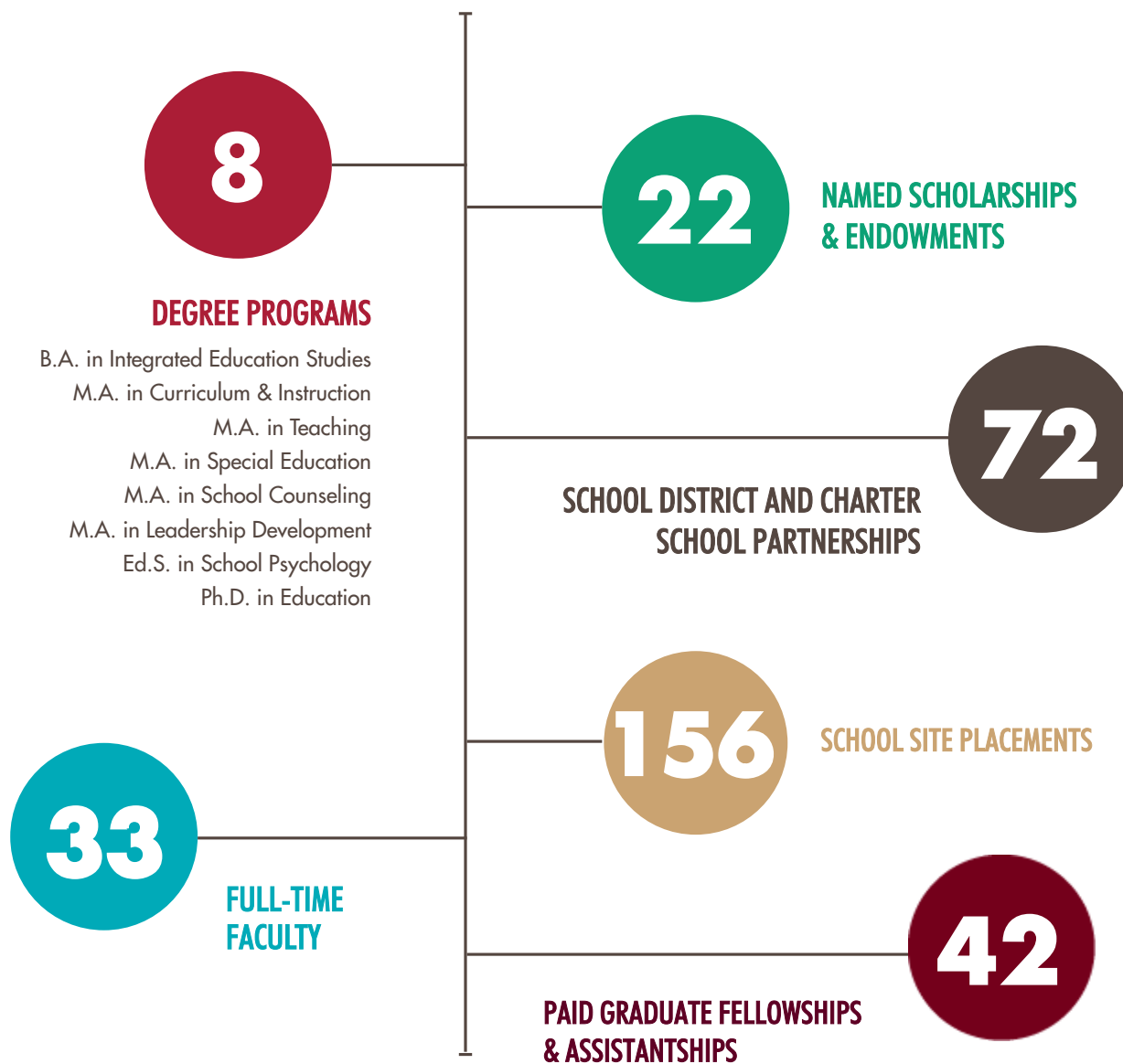
Clearly, 2019–2020 was a significant year for our college despite the many difficulties the global pandemic presented. We have pivoted our efforts in teaching, research, and community partnerships to continue our traditions of excellence and delivery of the Chapman Experience to the fullest within these difficult times. We increased student financial aid, created remote tutoring programs for local youth, and embarked on a comprehensive faculty development initiative to deliver high-quality remote instruction to our students. I am proud of these efforts and look forward to better times ahead. No matter what comes, I am confident the Attallah College will continue to develop and disseminate evidence-based practices that make a real difference for children, schools, and communities.



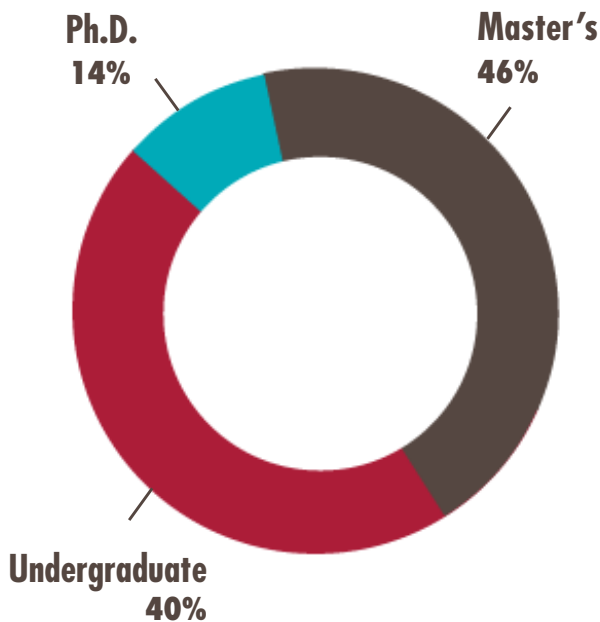
ROXANNE GREITZ MILLER, Ed.D.

Interim Dean, Attallah College of Educational Studies
Donna Ford Attallah Professor of Teacher Education
Vice Provost for Graduate Education

FALL 2019 DATA SNAPSHOT



STUDENT ENROLLMENT



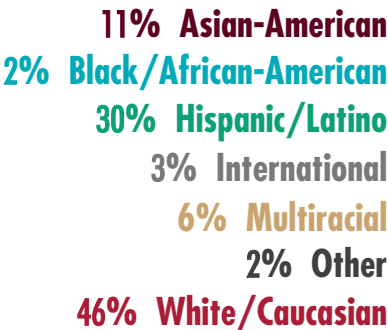
100%

of new graduate students received financial aid

8:1

Ph.D. Student to Faculty Ratio

STUDENT DIVERSITY



ATTALLAH COLLEGE NEWS



CHAPMAN AND SHANGHAI NORMAL UNIVERSITY PARTNERSHIP EXPANDS WITH SECOND COHORT

Following the successful implementation of a three-year pilot program, Chapman University and Shanghai Normal University (SNU, also known as SHNU) have further expanded their

partnership. Beginning in fall 2020, a second cohort of students from SNU enrolled in the Attallah College of Educational Studies Ph.D. in Education program.



SUPPORTING FUTURE EDUCATORS IN DIVERSE LOCAL COMMUNITIES

To address the critical shortage of qualified teachers in California, Attallah College has formalized key partnerships that open a career pipeline for local community college students. The C-TAG (Chapman Transfer Admission Guarantee) for Future Educators

outlines a pathway for community college students in Orange County who are preparing to become teachers. As part of the C-TAG launch this fall, 10 two-year, full-tuition scholarships would be awarded to community college transfer students who come to Chapman as part of the first cohort in the C-TAG program.



ATTALLAH COLLEGE EARNS STATE, NATIONAL, AND INTERNATIONAL ACCREDITATION

Attallah College earned full national accreditation from the Council for the Accreditation of Educator Preparation (CAEP) for its educator preparation program (EPP), becoming only the second EPP in California to earn CAEP accreditation. In addition to CAEP

and California Commission on Teacher Credentialing (CTC) accreditation, Attallah's School Psychology program is one of only five school psychology programs in the US and the only in California to be internationally accredited through the International School Psychology Association (ISPA).

NEW FACULTY AND NEW LEADERSHIP POSITIONS



QUAYLAN ALLEN, Ph.D.

DIRECTOR, FIRST-GENERATION PROGRAMS

Dr. Allen directs Chapman's First-Generation Programs, which support the academic, social and professional development of first-generation college students.



MEGHAN COSIER, Ph.D.

DIRECTOR, THOMPSON POLICY
INSTITUTE ON DISABILITY

Dr. Cosier oversees the Thompson Policy Institute (TPI) independent research and project-based collaborations and partnerships.



STEPHANY CUEVAS, Ed.D.

ASSITANT PROFESSOR OF EDUCATION

Dr. Cuevas' interdisciplinary research and practice focus on Latinx family engagement in students' higher education aspirations.



KEITH HOWARD, Ph.D.

ASSOCIATE DEAN FOR GRADUATE
EDUCATION AND ACADEMIC AFFAIRS

Dr. Howard oversees Attallah College's graduate level programs and serves as the institutional liaison for academics affairs.



MICHELLE SAMURA, Ph.D.

ASSOCIATE DEAN FOR UNDERGRADUATION
EDUCATION AND EXTERNAL AFFAIRS

Dr. Samura oversees Attallah College's undergraduate programs and serves as the college liaison for external affairs.



JILLIAN WOOD, Ph.D.

ASSISTANCE PROFESSOR
PROGRAM COORDINATOR,
INTEGRATED EDUCATIONAL
STUDIES

Dr. Wood's research focuses on adult learning, equity in the workplace, particularly in higher education, and the areas and ways they intersect.

THOMPSON POLICY INSTITUTE HIGHLIGHTS



ACTIVE EDUCATION WEBINAR SERIES

The COVID-19 pandemic and transition to virtual learning has compounded an already serious statewide teacher shortage in California. In an effort to support public education and ensure an uninterrupted pipeline of future educators, the Thompson Policy Institute on Disability (TPI) came together with state and

national partners to develop the California Alliance for Inclusive Schooling (CAIS) Active Education Webinars Series for teacher candidates, serving more than 1,300 participants, with overwhelmingly positive feedback.



FAST MODEL EXPANSION AT CHOC CHILDREN'S

TPI has signed a five-year agreement with the Thompson Autism Center at CHOC Children's to license the Families and Schools Together (FAST) program. The FAST program was designed to assist schools and families of children with disabilities as they navigate the school system, from preschool

through college. Often embedded within neurodevelopmental centers, the FAST program helps families, schools, and community service providers collaborate with one another in order to build an effective, high-quality learning plan for school-age children.



TPI LAUNCHES TRANSITION CA RESOURCE

Working in collaboration with state and local partners, TPI has launched the comprehensive Transition CA website. Designed to improve transition outcomes (such as employment and housing) for people with disabilities, Transition CA provides transition resources related to education, employment, and

where appropriate, independent living skills. The new site includes training information, tools, documents, and resource contacts organized by both stakeholder and subject area.



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