



CAL STATE EAST BAY

Doctorate in Educational Leadership for Social Justice (EdD)

Doctoral Program Information Session

Cohort 2025

(Fall 2024 Application Period)

Welcome!

- ✓ Introduce yourself in the chat with
 - ✓ Your name
 - ✓ Your title and where you work



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Agenda

- Current Student and Alumni Perspectives
- 5 Keys to a Strong Application & Student
- EDD Program Overview: 4 Aspects
- Tuition, Fees, & Financial Aid
- Application Process
- Q&A



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Land Acknowledgement

We would like to recognize that while we gather at Cal State University East Bay located in Hayward, CA, we are gathered on the ethno-historic tribal territory of the intermarried Jalquin (hal-keen) / Yrgin (eer-gen)Chochenyo-Ohlone-speaking tribal group, who were the direct ancestors of some of the lineages enrolled in the Muwekma Ohlone Tribe of the San Francisco Bay Area, and who were missionized into Missions San Francisco, Santa Clara and San Jose.

Source: <https://www.csueastbay.edu/news-center/2021/11/whose-land-are-you-on.html>

ON INDIGENOUS LAND

GIVE SHUUMI

www.sogoreatlandtrust.com



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Alumni & Student Perspectives

Introductions

Any questions?

What have you found most rewarding or transformative about our EdD Program?

and

What do you feel makes a successful student in our doctoral program?



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5 Keys to a strong application and successful student

1. **Experience** as a leader and/or in education
 - Generally, at least 5 years
2. Can state **a problem of practice or a topic** that you think you would like to research in your dissertation
3. **A commitment to social justice** in your essay and in your CV/resume
4. **Good writing skills**: you can make an argument based on logical steps and evidence (data, personal/professional experience, research)
5. Interest in and commitment to **self-reflection and growth**



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CSUEB's EdD in EL for SJ: Expanding Leadership Ability & Vision

- ❖ A 3-year cohort-based program
- ❖ Develops scholar-practitioners—SJ Praxisioners
- ❖ Dissertation focused on improving a problem of practice in your community
- ❖ Career advancement in practice-based professions



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Four Aspects of our EdD

1. Embedded Social Justice
2. Study What Matters to You
3. Rigorous and Supportive
4. Career Advancement with a
40-Year Community



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1. Embedded Social Justice



CALIFORNIA STATE UNIVERSITY, EAST BAY DEPARTMENT OF EDUCATIONAL LEADERSHIP

SOCIAL JUSTICE PRINCIPLES

ONE

POWER OF TRANSFORMATIVE LANGUAGE

WE BELIEVE that language has the transformative power to courageously cultivate conditions that reject systems, practices, and behaviors that reinforce unequal power relations and create new possibilities for a more just society.

WE COMMIT to being purposeful leaders who reflect upon and problematize our choice of language in our teaching, program, work and beyond.

TWO

TRANSFORMATION OF SYSTEMS

WE BELIEVE that institutional systems and policies can contribute to the maintenance and expansion of historic oppressions, particularly for minoritized and racialized groups.

WE COMMIT to 1) critically analyzing the institutional structures that contribute to minoritizing oppressed groups AND 2) leveraging our privileges, resources, and systems to lead the disruption of inequitable systems and creation of alternatives.

THREE

EMPOWERING MINORITIZED PERSPECTIVES

WE BELIEVE that empowering minoritized perspectives in critical inquiry and dialog can produce more holistic insights and inspire transformative possibilities.

WE COMMIT to becoming a community of critical practitioner scholars who empower multiple perspectives and analyses in order to provoke thought and cultivate change agency.

FOUR

COMMUNITY SOLIDARITY

WE BELIEVE that powerful change happens when people develop collective agency and efficacy to disrupt historical injustices and create more equitable learning communities.

WE COMMIT to collectively stand in solidarity with our students to build connected communities that lead the transformation of oppressive systems and practices within our educational contexts.

FIVE

CRITICAL REFLECTION

WE BELIEVE that critical, humble, and courageous self-reflection that acknowledges and identifies the ways we participate in reproducing inequalities is an essential practice for dismantling oppressive systems.

WE COMMIT to support and leverage practices of active listening and critical reflection among faculty and students that translates into leading transformative action.



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Abolitionist Leadership: ALC Definition

Abolitionist leadership **recognizes** that schools are microcosms of an anti-Black, carceral society and that carcerality structures every part of our educational system. These carceral structures **create** dehumanizing conditions and have material/bodily consequences for Black children. Abolitionist leadership **seeks to disrupt and dismantle** the carceral state, and in its place, create school structures and practices that center, love, and affirm the full humanity of Black children and the Black community. Ultimately, abolitionist leadership **seeks the universal/collective emancipation of Black communities and all oppressed peoples.**



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2. Study What Matters to You

**Develop your
determination, skills, and vision**

**as a
Social Justice Leader**

**through
Studying your own problem of practice**



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Recent Dissertations

It Takes a Team: A Framework for LGBTQ-Inclusive Leadership and Teaching by Lynn Bravewomon (2018)

Illuminating Student Voices: The Role of Faculty & Staff in Retention and Graduation by Alison Richardson (2019)

School Justice: A Case for Understanding Brown Boys' Behavior in Urban Middle Schools by Chaunise Powell (2019)

Supervising Preservice Teacher Critical Consciousness by Sonal Patel (2019)

Breaking the Barriers: Exploring Experiences & Challenges of Latinx Students Seeking to Transfer from Community College by Gregoria Cahill (2019)

Building Social and Cultural Capital in a Community-Based Preschool: If Not Now, When? By Kelli Tharpe (2020)

Beyond Suspensions: Perspectives of Middle School Students by Robin Pang-Maganaris (2021)

Navigating Cultures & Myths: Case Studies of Asian Adolescent Mental Health by Dung Kim Nguyen (2021)

¡Sí se puede! Increasing Latinx Male College Degree Attainment by Richard Watters (2021)

“Are we working together?” Engaging Culturally & Linguistically Diverse Families in Special Education by Kristin Vogel-Campbell (2021)

Black Female Intersections of Leading & Leaving: An Exploration of Sustainability in the Principalsip by Sabrina Moore (2021)

From Administrator to Transformative School Leader: Examining the Relationship Between Central Office Leadership and Site Leaders in Promoting Transformative Practices for Black Student Success by L. Renee Lama (2024)



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3. Rigorous and Supportive Program for Full-Time, Working Adults

- ❑ Program is HYBRID
 - ❑ 60 % face to face
 - ❑ 40% online
- ❑ Classes are held on Thursdays, Fridays & Saturdays
- ❑ 3 years, year-round (Summer-Fall-Spring)



EDD Program Overview



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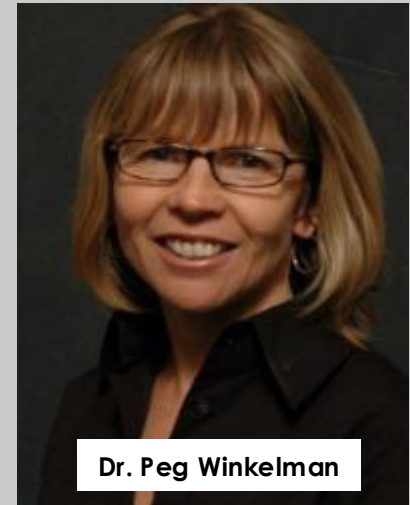
Rigorous Program, Strong Results

1. **Work with expert, engaged, accessible faculty** as teachers, researchers, and community practitioners in classes, workshops, small groups, and one-on-one
2. **Read, critique, and apply the work of foundational scholars & practitioners** in education and the latest thinkers & advocates
3. **Experience multiple levels of scaffolded practice and feedback** of research and writing to achieve a doctoral dissertation that makes a difference in your work and to the field
4. **Do on-going reflection and self-care** to enable you to grow personally as a leader for social justice



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Core EDD Faculty



Adjunct Faculty



Dr. DJ Quinn



Dr. Rosanna Mucetti



Dr. Diana Recouvreur



Dr. Alison Richardson



Dr. Judy Sakaki



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Diverse Faculty Expertise: World Class & Award Winning

❑ Faculty have a range of professional backgrounds

- Faculty are current or former superintendents or associate superintendents
- Principals, Vice Principals
- Curriculum Director
- Development Director
- K-12 teachers

❑ A range of faculty expertise: leadership, organizational, system-thinking theories; culturally and linguistically relevant pedagogies; school climate and discipline; teacher and & administrator professional development; implicit bias & decision-making, STEM

❑ Opportunities to participate on research teams, present at conferences, and publish in practitioner and academic books and journals



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Dean and Associate Dean



Dean Robert Williams



Associate Dean Ana Garcia-Nevarez



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Supportive Structures

- **Cohort Model** (~ 20 students, preK – HEd + related organizations)
- **Collaborative Faculty Mentoring/Advisory Structure**
- **Embedded, Scaffolded Course Sequence** to provide a guided experience from developing your research topic to collecting & analyzing data to finishing your dissertation
- **Writers Workshop writing support**
- **Alumni Mentorship program**
- **Ability to do Tier II / CASC credential simultaneously**



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4. Forty-Year Community

- ❑ Department of Ed Leadership is pushing for educational improvement in our Bay Area, throughout CA, & nationally
- ❑ We are standing in solidarity with you as you are
 - ❑ An educator, activist before you enter our program
 - ❑ An EdD student during your time in our program
 - ❑ As a “scholar-practitioner, praxisitioner Dr.” alumnus throughout your career

You will be our
18th EDD Cohort



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Career Advancement

- Rosanna Mucetti (2011): *Superintendent, Napa Valley USD*
- Quiauna Whitfield Scott (2015): *Superintendent, Emery USD*
- Martin Castillo (2018): *AVP for Campus Life, CSUEB*
- Gigi Cahill (2019): *Dean, Academic Affairs—Mission Center, CCSF*
- Sonal Patel (2019): *Asst Superintendent of Ed Services, San Leandro USD*
- Lisa Davies (2012): *Asst Superintendent, Hayward USD*
- Monique Walton (2022): *HS Principal, Hayward USD*
- L. Renee Lama (2024): *Asst Superintendent, San Lorenzo USD*



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EdD Fall Visit Day

Saturday, October 26th, 9:00 am- 12 noon

- ✓ Attend classes, interact with students
- ✓ Learn more about the EdD
- ✓ Get all your individual questions answered

RSVP on our website →



EDD Information Events



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Tuition, Fees, & Financial Aid

- **9 semesters**
- **~ \$7,000/semester for a total of ~ \$63,000**
- **Financial Aid** (most need FAFSA)
 - Unsubsidized loans
 - Work Study Research Assistantships (need based)
 - Ed Doctoral Grant (need based)
 - \$250 - \$3,000/per semester, based on EFC and availability
 - NEW Dissertation Expense Support (~ \$200 - \$500)
 - NEW Student Research Grant (~\$1,000)
 - Private Scholarships
 - Soroptimist Women (\$10,000)
 - AASA (\$2,500)

Tuition
installment plans
are available for
all students



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NO GRE !

Application Process

Department Application: csueb.tfaforms.net/4741063

First Round Deadline: **Dec. 1, 2024;** Rolling Admission Thereafter

- Resume/CV (upload)
- Response to Writing Prompt (upload)
- Unofficial Final Bachelor's and Master's Degree College Transcripts (upload)
- Three Confidential Recommendation Forms (email to: eddadmission@csueastbay.edu)
- Employer Statement of Support (for District employees and CSU employees) (email to: eddadmission@csueastbay.edu)



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Application Process

Recommendation and Employer Statement of Support Forms are in the application and on our website: csueastbay.edu/edd/interested/admission.html

The GRE is not required.

- Application Review: December,
- Interviews: January, February,
- Department Admission Notifications: February, March

If admitted by the Department, you'll be invited to apply to the University via **Cal State Apply**.



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Questions?



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