

**Annika Lile**

**100543075**

**Annika completed SAAJ 121 with Dr. Banks.**

**In continuation to SAAJ 122 she studied Disabilities with Dr. Banks  
and the Criminal Justice System with Dr. Goodman**

**She scored on the rubric as follows:**

<b>Racism</b>	<b>4</b>
<b>Gender Issues</b>	<b>4</b>
<b>Poverty</b>	<b>4</b>
<b>Socio-economics</b>	<b>4</b>
<b>Writing</b>	<b>3</b>
<b>Research</b>	<b>3</b>
<b>Critical thinking</b>	<b>3</b>
<b>Area of focus</b>	<b>4</b>
<b>Pepperdine Mission</b>	<b>4</b>

**DYLAN ESCOBAR**

**100551178**

**Dylan completed SAAJ 121 with Dr. Banks.**

**In continuation to SAAJ 122 he studied the Criminal Justice System with Dr. Goodman and the Environment with Dr. Peterson.**

**He scored on the rubric as follows:**

<b>Racism</b>	<b>3</b>
<b>Gender Issues</b>	<b>3</b>
<b>Poverty</b>	<b>4</b>
<b>Socio-economics</b>	<b>4</b>
<b>Writing</b>	<b>2</b>
<b>Research</b>	<b>3</b>
<b>Critical thinking</b>	<b>3</b>
<b>Area of focus</b>	<b>4</b>
<b>Pepperdine Mission</b>	<b>4</b>

**Amanda Langston**

**100539402**

**Amanda completed SAAJ 121 with Dr. Banks.  
In continuation to SAAJ 122 she studied Disabilities with Dr. Banks  
and World Religions with Dr. Satchel**

**She scored on the rubric as follows:**

<b>Racism</b>	<b>3</b>
<b>Gender Issues</b>	<b>3</b>
<b>Poverty</b>	<b>3</b>
<b>Socio-economics</b>	<b>3</b>
<b>Research</b>	<b>3</b>
<b>Writing skills</b>	<b>3</b>
<b>Critical Thinking</b>	<b>3</b>
<b>Area of focus</b>	<b>4</b>
<b>Pepperdine Mission</b>	<b>4</b>

**Sophia Bae**

**100547895**

**Sophia completed SAAJ 121 with Dr. Banks  
In continuation to SAAJ 122 she studied the Environment with Dr.  
Peterson and Disabilities with Dr. Banks.**

**She scored on the rubric as follows:**

<b>Racism</b>	<b>2</b>
<b>Gender Issues</b>	<b>3</b>
<b>Poverty</b>	<b>3</b>
<b>Socio-economics</b>	<b>3</b>
<b>Research</b>	<b>2</b>
<b>Writing skills</b>	<b>2</b>
<b>Critical Thinking</b>	<b>3</b>
<b>Area of focus</b>	<b>3</b>
<b>Pepperdine Mission</b>	<b>3</b>

**Giuli Colon-Rosenzvit**

**100545576**

**Giuli completed SAAJ 121 with Dr. Banks  
In continuation with SAAJ122 she studied World Religions with Dr.  
Satchel and Disabilities with Dr. Banks**

**She scored on the rubric as follows:**

<b>Racism</b>	<b>3</b>
<b>Gender Issues</b>	<b>2</b>
<b>Poverty</b>	<b>3</b>
<b>Socio-economics</b>	<b>3</b>
<b>Research</b>	<b>3</b>
<b>Writing skills</b>	<b>3</b>
<b>Critical Thinking</b>	<b>3</b>
<b>Area of focus</b>	<b>3</b>
<b>Pepperdine Mission</b>	<b>3</b>

**Rebecca Doublesin**

**100542890**

**Rebecca completed SAAJ 121 with Dr. Banks  
In continuation with SAAJ 122 she studied World Religions  
with Dr. Satchel and Disabilities with Dr. Banks**

**She scored on the Rubric as follows:**

<b>Racism</b>	<b>3</b>
<b>Gender Issues</b>	<b>3</b>
<b>Poverty</b>	<b>3</b>
<b>Socio-economics</b>	<b>3</b>
<b>Research</b>	<b>3</b>
<b>Writing skills</b>	<b>3</b>
<b>Critical Thinking</b>	<b>4</b>
<b>Area of focus</b>	<b>4</b>
<b>Pepperdine Mission</b>	<b>3</b>

**Tyler Desharnais**

**100551161**

**Tyler completed SAAJ 121 with Dr. Banks  
In continuation with SAAJ 122 he studied the Environment with Dr.  
Peterson and Disabilities with Dr. Banks.**

**He scored on the rubric as follows:**

<b>Racism</b>	<b>3</b>
<b>Gender Issues</b>	<b>3</b>
<b>Poverty</b>	<b>4</b>
<b>Socio-economics</b>	<b>4</b>
<b>Research</b>	<b>2</b>
<b>Writing skills</b>	<b>3</b>
<b>Critical Thinking</b>	<b>3</b>
<b>Area of focus</b>	<b>3</b>
<b>Pepperdine Mission</b>	<b>2</b>

**Holland Freeman**

**100549660**

**Holland completed SAAJ 121 with Dr. Banks  
In continuation with SAAJ 122 she studied the Criminal Justice  
System with Dr. Goodman and Disabilities with Dr. Banks.**

**She scored on the rubric as follows:**

<b>Racism</b>	<b>3</b>
<b>Gender Issues</b>	<b>3</b>
<b>Poverty</b>	<b>3</b>
<b>Socio-economics</b>	<b>3</b>
<b>Research</b>	<b>3</b>
<b>Writing skills</b>	<b>3</b>
<b>Critical Thinking</b>	<b>3</b>
<b>Area of focus</b>	<b>4</b>
<b>Pepperdine Mission</b>	<b>4</b>

Katherine George

100539134

Katherine completed SAAJ 121 with Dr. Banks.  
In continuation with SAAJ 122 she studied the Environment with  
Dr. Peterson and World Religions with Dr. Satchel.

She scored on the rubric as follows:

Racism	3
Gender Issues	3
Poverty	3
Socio-economics	3
Research	3
Writing skills	3
Critical Thinking	3
Area of focus	3
Pepperdine Mission	3

**Alex Loor**

**100540671**

**Alex completed SAAJ 121 with Dr. Banks.  
In continuation with SAAJ 122 she studied the Environment with  
Dr. Peterson and Disabilities with Dr. Banks.**

**She scored on the rubric as follows:**

<b>Racism</b>	<b>3</b>
<b>Gender Issues</b>	<b>3</b>
<b>Poverty</b>	<b>4</b>
<b>Socio-economics</b>	<b>4</b>
<b>Critical Thinking</b>	<b>3</b>
<b>Writing skills</b>	<b>2</b>
<b>Research</b>	<b>2</b>
<b>Area of focus</b>	<b>3</b>
<b>Pepperdine Mission</b>	<b>2</b>

**Sarah Ha**

**1005467**

**Sarah completed SAAJ 121 with Dr. Banks.**

**In continuation with SAAJ 122 she studied the Criminal Justice System with Dr. Goodman and Disabilities with Dr. Banks.**

**She scored on the rubric as follows:**

<b>Racism</b>	<b>3</b>
<b>Gender Issues</b>	<b>3</b>
<b>Poverty</b>	<b>2</b>
<b>Socio-economics</b>	<b>2</b>
<b>Research</b>	<b>2</b>
<b>Writing skills</b>	<b>2</b>
<b>Critical Thinking</b>	<b>2</b>
<b>Area of focus</b>	<b>3</b>
<b>Pepperdine Mission</b>	<b>3</b>

**Shea McCollum**

**100530028**

**Shea completed SAAJ 121 with Dr. Banks.**

**In continuation with SAAJ 122 she studied the Criminal Justice System with Dr. Goodman and the Environment with Dr. Peterson.**

**She scored on the rubric as follows:**

<b>Racism</b>	<b>3</b>
<b>Gender Issues</b>	<b>3</b>
<b>Poverty</b>	<b>3</b>
<b>Socio-economics</b>	<b>3</b>
<b>Research</b>	<b>3</b>
<b>Writing skills</b>	<b>3</b>
<b>Critical Thinking</b>	<b>3</b>
<b>Area of focus</b>	<b>3</b>
<b>Pepperdine Mission</b>	<b>3</b>

**Sydney Scherler**

**100550675**

**Sydney completed SAAJ 121 with Dr. Banks.  
In continuation with SAAJ 122 she studied the Criminal Justice  
System with Dr. Goodman and Disabilities with Dr. Banks.**

**Shed scored on the rubric as follows:**

<b>Racism</b>	<b>3</b>
<b>Gender issues</b>	<b>3</b>
<b>Poverty</b>	<b>3</b>
<b>Socio-economics</b>	<b>3</b>
<b>Research</b>	<b>3</b>
<b>Writing skills</b>	<b>2</b>
<b>Critical Thinking</b>	<b>3</b>
<b>Area of focus</b>	<b>3</b>
<b>Pepperdine Mission</b>	<b>3</b>

**Eliza Schoeber**

**100543396**

**Eliza completed SAAJ 121 with Dr. Banks.**

**In continuation with SAAJ 122 she studied the Criminal Justice System with Dr. Goodman and Disabilities with Dr. Banks.**

**She scored on the rubric as follows:**

<b>Racism</b>	<b>3</b>
<b>Gender Issues</b>	<b>3</b>
<b>Poverty</b>	<b>3</b>
<b>Socio-economics</b>	<b>3</b>
<b>Research ability</b>	<b>2</b>
<b>Writing skills</b>	<b>2</b>
<b>Critical Thinking</b>	<b>3</b>
<b>Area of focus</b>	<b>3</b>
<b>Pepperdine Mission</b>	<b>3</b>

## SAAJ Alumni Survey Rubric

Question	What did you learn at Pepperdine?			
n	1	2	3	4
Student	<i>Significant Learning</i> (I learned a lot that affects my everyday life)	<i>Moderate Learning</i> (I learned some that affects my everyday life)	<i>Little Learning</i> (I did not learn much)	None

Question	Please explain how your SAAJ experience has impacted your life after Pepperdine.			
n	1	2	3	4
Student	<b>Strong Alignment with SAAJ Goals</b> (Social Justice Service is part of my purpose in life)	<b>Moderate Alignment with SAAJ Goals</b> (Social Justice Service has a place in my life)	<b>Weak Alignment with SAAJ Goals</b> (Social Justice Service has a small place in my life)	<b>No Alignment with SAAJ Goals</b> (Social Justice Service has no place in my life)

Question	Has your Pepperdine SAAJ education given you something you can use in your life? What are your long-term gains?			
n	1	2	3	4
Student	<b>Significant Positive Impact</b> (It greatly changed my choice in career path and made me realize how important social justice is to me)	<b>Moderate Positive Impact</b> (It changed the way I view my career and purpose in life)	<b>Neutral Impact</b>	<b>Negative Impact</b>

**BROOKE ANDERSON**

**CLASS OF 2005**

<b>LEARNED AT PEPPERDINE</b>	<b>1</b>
<b>IMPACT ON LIFE AFTER PEPPERDINE</b>	<b>1</b>
<b>LONG TERM GAINS</b>	<b>1</b>

**ALEXANDRIA MAGIERA**

**CLASS OF 2007**

<b>LEARNED AT PEPPERDINE</b>	<b>1</b>
<b>IMPACT ON LIFE AFTER PEPPERDINE</b>	<b>1</b>
<b>LONG TERM GAINS</b>	<b>1</b>

**JENNA GODFREY**

**CLASS OF 2007**

<b>LEARNED AT PEPPERDINE</b>	<b>1</b>
<b>IMPACT ON LIFE AFTER PEPPERDINE</b>	<b>1</b>
<b>LONG TERM GAINS</b>	<b>1</b>

**RALPH SAMPANG**

**CLASS OF 2014**

<b>LEARNED AT PEPPERDINE</b>	<b>1</b>
<b>IMPACT ON LIFE AFTER PEPPERDINE</b>	<b>2</b>
<b>LONG TERM GAINS</b>	<b>2</b>

**JAZMIN LAVESSO**

**CLASS OF 2005**

<b>LEARNED AT PEPPERDINE</b>	<b>1</b>
<b>IMPACT ON LIFE AFTER PEPPERDINE</b>	<b>1</b>
<b>LONG TERM GAINS</b>	<b>1</b>

**SARAH HOUSTON**

**CLASS OF 2010**

**LEARNED AT PEPPERDINE**

**1**

**IMPACT ON LIFE AFTER PEPPERDINE**

**1**

**LONG TERM GAINS**

**1**

**DEMISSE SELASSIE**

**CLASS SOF 2014**

**LEARNED AT PEPPERDINE**

**1**

**IMPACT ON LIFE AFTER PEPPERDINE**

**1**

**LONG TERM GAINS**

**1**

## DEMISSE SELASSIE CLASS OF 2014

1. Year of graduation  
2014

2. How did the SAAJ Program impact your education at Pepperdine?

The Social Action and Justice Colloquium has had an incredibly lasting impression on the education I have received at Pepperdine University. As an applicant, I chose to apply and ultimately attend Pepperdine primarily on its stance and dedication to action and justice. The university has adopted and encouraged an environment and community of service for those who are underprivileged. While a student at Pepperdine, it is admittedly difficult to seemingly disregard the privilege of studying from renowned professors in Malibu, CA. SAAJ forced me and my classmates (most of whom I remain close friends with three years after graduation) to recognize the privilege we have for a deeper employment of empathy and consciousness as we interact and engage daily with people.

Despite this, SAAJ had an impact on how I experienced the remainder of my tenure at Pepperdine. As a Political Science major and Philosophy minor, I approached controversial and delicate philosophical thought with care for humanity and a aggression for justice. The course has solidified my choice to become an attorney and amplified my commitment to advocacy.

3. What have been the long term gains from participating in the program?

SAAJ could not be more essential and necessary than at this moment in history. Research has shown a drastic increase in political participation amongst millennials after the last presidential election. With this new generation moving away from political apathy and closer to engagement, equipping them with the appropriate tools and guiding their understanding of the world can pay significant dividends. A colloquium on environmental studies, panels on the barriers of the physically-impaired followed by a real-life simulation on a day in the life of the deaf, pregnant and blind and, sensitive discussions on race and sexuality are the civil-rights of our generation. Pepperdine must foster these safe spaces to discuss these topics in the classroom under the facilitation of a well-adept professor.

4. Things you learned that helped you after graduation

I use the experiences I had while in the Colloquium as a consultant at Deloitte Consulting LLP. I sit on many diversity committees that discuss the work-life balance of our employees. Unfortunately, recently we have had incidents on the world stage that has evoked a fear and sadness in the morale of the country (banning majority Muslim countries, immigration raids, police brutality on unarmed African-Americans). During this time, many of our employees have had these events impact their day-to-day experience and with a majority of the day spent at work, the need to address the ambiance was vital. SAAJ taught me the power of protest and resistance. SAAJ taught me that protest is intended to make those who are comfortable or oppressive, uncomfortable. The methodologies associated with protest and advocacy are instrumental in successfully delivering adequate protests. We saw some of these methodologies used during the Woman's March across the globe with more than 2.5 million people filling the streets from Seattle to Washington D.C. to London. All in all, I appreciated my time within the SAAJ Colloquium and in fact would one day hope to join for an alumni discussion/panel.

name and year of graduation: Sarah Houston, graduated 2010

How did the SAAJ Program impact your education at Pepperdine University? It did not only impact my college education, it completely defined it. Because of this class, I quickly had a core group of friends my freshman year who were talking about social justice issues in the cafeteria and joining me at events and talks that called for action. They were my SAAJ family. Honestly, I felt most comfortable with them and they pushed me the most both academically and spiritually. I also choose the classes for my major and electives based on my love for human rights, which was strengthened through SAAJ.

I will always remember the disabilities class when the man came in who was blind. I was so overwhelmed by his work and how he had taken this disability and made it define his life in the most resilient and positive way possible. Then going around myself for the day "blind" made it even more impactful. I still try to volunteer with best buddies and special olympics and this class was a huge part of that.

What have been the long term gains from participating in the program? It instilled in me a deep appreciation for how vital human rights are, and this inspired me to dedicate my life to fighting for refugees who often don't receive even basic rights. SAAJ made me want to go to law school, and inspired me to work with displaced populations in Turkey the year after I graduated during my Fulbright. Now, I am going to UVA law to pursue my dream of becoming a asylum lawyer, and I am positive that being introduced to so many people who also dedicated their lives to fighting for equality and justice through the program was integral to my development.

Things that you learned after graduation? I learned that I need to find patience. I was often so ready to move on to the next opportunity in undergrad, and then when I had to find a full time job after graduating it was very hard on me to get rejected. It was such a good thing though, because now I cherish the people I meet and opportunities I get much more. I also don't take rejection as personal as often.

I also learned how little I actually know. The more I learn about a situation, a conflict, an instance of human rights abuses, the more I see how complex and unclear it actually is. With this, I try to pass judgement less quickly and seek out dissident opinions. Finally, I learned how important mentors are (and keeping them in your life). You need to surround yourself with people who will cheer you in. But more importantly who will help you get up.

**JAZMIN LAVESSO**

**CLASS OF 2005**

**How did this SAAJ Program impact your education at Pepperdine University?**

- \*Positive relationships and mentorships with SAAJ professors throughout the four years**
- \*SAAJ cohort of students that you are able to build relationships with throughout your four years. I am still in touch and close friends with several people I met in SAAJ to this day.**
- \*Surrounded by a community of like-minded people**
- \*Field trips were helpful to understand social issues in community.**
- \*Introduced me to service learning**

**What have been the long-term gains from participating in the program?**

- \*Opened my eyes to the social issues in my community, country, and world**
- \*Helped me realize that I could use my skill set to serve others**
- \*Gave me a purpose in life—serving others**
- \*Developed a sense of social consciousness and social responsibility**
- \*Ignited a fire to use my career for good**
- \*Gave me a strong foundation and knowledge of social justice in the 21<sup>st</sup> century that I further developed in grad school and my career**
- \*SAAJ was hands down the most impactful experience I had at Pepperdine. I wouldn't be where I am today without the guidance I received from SAAJ professors. SAAJ helped me feel like I was smart and powerful and important and I could do something about all the injustice I saw in the world.**

**Things that you learned after graduation?**

- \*The system is incredibly broken and needs people to fix it.**
- \*You can use your skills and knowledge for good.**
- \*Even though the US is the richest nation on Earth, there are MANY people in need of help.**
- \*There is injustice everywhere.**
- \*It's the responsibility of people in the know to make sure injustice does not happen to anyone.**
- \*Professionalism in the workplace**

**My experience post-college:**

**\*Teach for America corps member 2009 for two years in South East Los Angeles at Huntington Park Charter School**

**\*Masters in Urban Education and Elementary Education from Loyola Marymount**

**\*Founding lead teacher for an Aspire charter school in East Oakland**

**\*K-3 lead teacher at Title 1 Distinguished School in Fruitvale, Oakland, parent coordinator, instructional coach, master teacher**

**\*New Leaders Emerging Leaders Alumna Cohort 15**

**\*New Leaders Aspiring Principals Program Cohort 16**

**\*Resident Principal Hoover Elementary**

## RALPH SAMPANG CLASS OF 2014

1. How did the SAAJ program impact your education at Pepperdine University?

At Pepperdine I was taught and encouraged to think about ways to give back to others in many of my classes. Pepperdine's motto "Freely ye received freely give" is fully embodied in the SAAJ colloquium. Each SAAJ class transformed my ideas of community, charity, and compassion. I learned to take those ideals from theory to real life practice. The impact SAAJ has given me to understand and empathize someone else's differing story has been invaluable in my post graduate life. I'll never forget the way each class touched my heart and encouraged me to communicate intentional with other people.

2. What have been the long term gains from participating in the program? Things you learned after graduation.

My long term gains are evident in my work as a teacher; because of SAAJ I am able to work with excellence and heart in the classroom, never afraid to ask the difficult questions. Always ready to aid my students through their problems. Each exercise and discussion in the colloquium, I felt was preparation for the opportunities I would have later on. Opportunities where I can pour my education and perspective into those who are in trouble or a little loss inside and outside of the classroom. With co-workers feeling burdened or students who loss their way. Without SAAJ I don't think I could of been so patient or calm when these opportunities presented themselves.

NAME Jenna Godfrey

YEAR OF GRADUATION 2007

**HOW HAS THE SAAJ PROGRAM IMPACTED YOUR EDUCATION AT PEPPERDINE** It was fundamental to my experience at Pepperdine. When I look back and think of the required activities from the course (spending the weekend on skid row, volunteering at a retirement center, volunteering at an extremely disabled day care center, etc.), I realize how much it has shaped who I am today. Additionally, I am also reminded of the time when I was selecting a university to attend- and this course really allows students to see beyond Malibu to many of the needs of the L.A. community. I couldn't have had these experiences without this course. Additionally, part of the experience was seeing how this class challenged other's classmates preconceived notions- again different from the regular Malibu bubble many of us lived in.

**WHAT HAVE BEEN THE LONG TERM GAINS FROM PARTICIPATING IN THE PROGRAM** Although I am now a M&A and capital markets lawyer- I still hold true many of the social lessons I learned in the course. I am probably one of the few corporate attorneys who actively participates in pro bono for individuals (and have received the annual pro bono award at my firm for the amount of hours I dedicate to this area). One of the many things I learned in the course was that we have a responsibility for those less fortunate- pro bono is one of the ways I try to give back to the less fortunate of our community (here in Washington, D.C.)

**THINGS THAT MAY HAVE HELPED YOU AFTER GRADUATION** As noted above- I am now a lawyer in a big law firm. With that also comes a lot of resources to help the communities that we live in (and whether I volunteer at the landlord-tenant clinic or help an inmate who may have been wrongly accused) I remember a lot of the life lessons from Dr. Bank's class. Although I have always had a passion for social justice- this course engrained in me, my responsibility to continue to push for social justice and equality.

## Alexandria Magiera Class of 2007

**How did the SAAJ program impact your education at Pepperdine University?** I really appreciated having a group of peers and friends at school who I knew shared similar values to me in terms of being oriented towards social action and justice--and not just in terms of discussion but action as well. As I think back on my freshman year of school, there is no class that I remember as distinctly as SAAJ--at that time, very few people have declared majors (and if they do, they often change), and the relationships I formed with people in SAAJ were of different substance than those in other classes. We built deeper, more meaningful connections, which as a result made the learning all the more meaningful. SAAJ helped anchor me during a very difficult time in my life (when my mom was sick, and the following year when I was sick), and it was amazing to have people around me during this time who supported me and cared about me both in class and out.

Also, given the work I currently do in education, it's interesting for me to reflect on how differently the class was structured than others at Pepperdine, in a good way. A lot of the learning in SAAJ is experiential followed by strong discussions that are rooted in texts and personal reflection. We've recently been talking a lot about how we are supporting teachers who go through our Fellows program at TNTF to be culturally responsive educators, and a concept we really want to bring to them sooner is the idea of windows and mirrors in curriculum. It's a simple concept in that it's fairly easy to understand, but it can be more complex when someone actually works to apply it. Windows are the ways you use your learning and curriculum to experience/see a different perspective. Mirrors are the experiences and learning in which you see yourself reflected. SAAJ offers students both windows and mirrors in their learning and allows them to bring their true selves to the classroom (which is the broader world and community) each day.

**What have been the long term gains from participating in this program? Things you learned that helped you after you graduated?** (I combined these...)

- Long-term friendships and connections
- An appreciation and understanding of the importance of self-reflection and continued learning and growth in any role I'm in
- A growing comfort with being vulnerable and owning my story--SAAJ was one of the first opportunities I had to open up about my mom's illness in a more nuanced developed way than I had in high school. This has been something personally has had immense positive impacts (it's a lot to process, and then add on when I got sick, and had I not begun to talk about it, I would have been an even bigger mess!). Much further down the road, I now speak publicly about this and it's allowed me to be an advocate to end Alzheimer's in a way I never imagined possible.
- I hope you know this, but my relationship with you and your continued guidance has been something that has been so influential and cannot be expressed how much I value it. It's rare to find people who will always support you and care about you, wherever you are, and you have been one of those people for me.
- SAAJ also reinforced my desire to do work that puts people first, that recognizes the strengths and goodness in whomever I'm working with. To come to my work and life thinking about the positive strengths someone brings instead of immediately seeing the gaps. This is not always easy, but it's vital. And it can be all too easy to go into work designed to drive change and put yourself first, to think that "my way is the right way" or "I know more than this person." SAAJ helped to remind me and push me to recognize the inherent value in all people, to start with someone's strengths, and to be the person who sees in them the positive when others may not.

## BROOKE ANDERSON CLASS OF 2005

How did the SAAJ program impact your education at Pepperdine University?

- When I reflect on my education at Pepperdine, SAAJ is the first thing that comes to mind. Participating in the SAAJ program provided me with a real world exposure that life in Malibu often lacks. I am extremely grateful for the hands on experiences we were provided with in SAAJ, including trips to skid row, a center for people with disabilities, and a juvenile detention facility. In addition to opening my eyes to various social justice issues, the SAAJ program improved my writing and analytical skills.

What have been the long term gains from participating in the program?

- SAAJ expanded my worldview. I grew up in a small community in Minnesota and attended college at Pepperdine, which is also a small community. SAAJ, on the other hand, was focused on the world at large and people that are all too often forgotten. SAAJ provided me with opportunities to understand and learn about the world outside of Malibu, and provided a curriculum focused on issues and cultures beyond those facing the average college student.
- In addition, SAAJ taught me how to think critically about social justice issues and the ways in which societal constructs affect different people. For example, we learned about the Americans with Disabilities Act, and then heard directly from individuals with disabilities. We learned about the stigmas a person with a disability may face, and how an individual may confront and deal with that stigma. Learning about both the technicalities and realities of a social justice issue, provided me with an opportunity to better understand social justice and to question the constructs we build in society.
- Further, SAAJ improved my writing and analytical skills. In addition to hands on experiences, we spent a lot of time reflecting on these experiences and putting these reflections on paper. We received feedback from our professors on our papers, and were able to improve our writing and analytical skills throughout our four SAAJ courses.

Things you learned that helped you after graduation?

- After graduation, I taught middle school math in inner city Jacksonville. SAAJ provided me with various opportunities to hone my public speaking skills, which were incredibly useful in the classroom. In

addition, SAAJ provided me with an opportunity to learn about teaching. During my first semester in SAAJ, I completed my community service hours volunteering as a tutor at Camp David Gonzales. After that semester, I continued volunteering and eventually worked with an instructor at Camp David to assist in his math class. This experience taught me how to be a leader, and how to manage a classroom.

- After teaching I went to law school, and today I am a practicing attorney. SAAJ was undoubtedly the best thing I did in undergrad to prepare myself for law school. Like we did in SAAJ, as a law student, I studied the theories that underpin our laws and then grappled with the realities that those theories create. SAAJ taught me how to question rather than accept everything that society creates.
- Aside from my work, SAAJ provided me with invaluable social skills. We spent a lot of time in public discourse and this taught me how to listen to others with empathy and how to speak up according to my own knowledge and beliefs.

Requests for feedback on SAAJ were sent out to 630 former SAAJ students who had since graduated. The following are attached as raw data that was received from those who responded.

Ginna Nguyen-I learned that it is okay, and it is good, to work and stand-up for those who can't fight for themselves. I learned about the complexity of our modern society; about how one action over here can majorly impact lives over there. I learned that there is never a one-line solution to societal needs and dilemmas. I think above all, I was inspired to carry on the work of my professors in SAAJ. Although I am still in the midst of establishing my own life's work, I believe I carry with me that passion and empathetic, deep caring of those in the SAAJ program. Without that, there is no chance for social justice.

Melissa Ueckert-I learned that I am not alone in my journey through life with a disability. I am more confident in raising awareness through my own stories, and I am more willing to seek help when I need it.

No name-I don't make judgements on anything because everything has its own battle.

Ashley Goldman (Married: Gendron)-I have since gained a master's degree in Conflict Management, and I can attribute some of my earliest experiences with tackling tough topics in constructive and productive ways back to my courses in SAAJ. I could not be more grateful for the education I received through this colloquium. I believe every student coming to Pepperdine needs to participate in it. Much of the population that attends, come from backgrounds of position and privilege. I am grateful that my own privilege was placed in front of me in a very safe--but still honest and truthful--environment. What a better person I am today!

Meghan Gibson-SAAJ helped me prepare for the difficulties in life and taught me how to look for jobs in non-profit organizations that I would want to be a part of. It taught me that starting one of my own is a possibility. I learned that even though I may not be exactly where I want to be and I may not have reached those goals yet, I can still bring awareness to Social Justice issues in my own work place no matter what job I am doing because every person deserves to be treated well and everyone has their own biases that may need to be, softly, pointed out to them. Small changes in daily life can make a larger impact. I may get to a point where I am able to make the grand impact I would like to make, but being a ray of light for people in everyday life can be just as important.

Virginia Rowland-I was better prepared to interact with people in the workplace with perspectives different than my own.

Omari Allen-Understanding the diversity within diversity. Also issues within the disability community were not necessarily on my radar until I took SAAJ

Kacie Scherler-I learned how to look at an issue from all sides, and not be glued to a single point of view. I learned how to listen to people who perceive the world differently than I do. I learned that many issues today are interconnected, and cannot simply be put into categories; instead, social inequalities need to be looked at holistically.

Myles Allen-Perspective

Desire Harris-Compassion for those who are different than me. I am blessed to live comfortably but shortly after graduation I was diagnosed with MS which was life changing. SAAJ taught me

Danielle Savage-To be genuine with all people no matter the preconceived notion about them. Everything we do effects those around us. Anything can make a difference

Molly Argue-The lessons covered in SAAJ opened your mind and allow you to view all topics, job tasks and decisions differently. A student will only grow, for the best, by engaging in the Pepperdine SAAJ Program.

Minda Nespoli (Miyamoto)-I learned skill sets which have allowed me to work in groups where viewpoints are different, but common ground is able to be found. I learned that social action is important and that all actions have meaning. I learned that one caring leader (Dr. Banks) can impact students not just through education in a classroom, but through true acts of kindness/concern.

Lauren Waller -The communication and leadership skills apply day to day in my life. I have a better understanding of all people.

Allison Moomey- I do not remember anymore unfortunately.

Caleb Frizzell-I learned to be open to new ideas and that it is okay to change the way you think, feel, believe. Even if your family, friends, etc don't agree.

Dugas Kathleen

Sabena Virani-Remember - it could always be worse. So count your blessings, complain less, and love/act more

Leah Bayston-I learned about different strategies of fighting for equity including social movements, etc. I was also inspired to join a group of people wanting to fight for justice like the community that SAAJ provided.

J N-As mentioned before, the ability to navigate difficult topics and personalities in the workplace, through relationships and social situations. I gained an understanding of the root causes of issues that are never talked about. I learned that much of the lip service that is given to these issues by others is not actually doing good. Only through direct action can social ills be righted and only through speaking about and educating others on these sensitive subjects can anything change.

Natalie Gomez-I have nothing but positive memories from SAAJ and I am so glad I made the decision to be part of this program. I appreciated sharing my culture, embracing others and rallying together to help others whether it was the homeless, disabled or pre-school children. I learned that service could be extremely self-fulfilling. I'm now in the advertising world, trying to convey stories from prominent brands that don't just sell but tell human stories or shed a light on cultural truths. I work on non-profit accounts pro-bono and I'm always so excited to do so! I'm so grateful for the SAAJ program because it was really what my soul needed when I was 19 years old and trying to figure out how I could make a positive impact in this world. Please feel free to send any follow-up questions! Best, Natalie Gomez

Shamiran Prater-The information I learned in SAAJ has carried me thus far in both my personal & academic life. I'm able to better debate with others of opposing viewpoints, because of the practice I had doing that in class & the knowledge I learned that gave me more to argue/educate others with. I have found information from SAAJ to be useful in many of my academic & extracurricular pursuits as well; for instance, I'm a part of the Amnesty International chapter at my current university, something I never would have done if not for SAAJ

Amelia Huckins-SAAJ shaped my worldview. I became so much more humble and empathetic by learning about different social justice issues, which helped me while I was teaching. As a teacher, I had to both put the needs of 20 third graders before my own each day while simultaneously confronting different social issues--ranging from de facto segregation to rampant poverty and antiquated mindsets about public education--daily. SAAJ helped me to conceptualize those issues and develop a plan of attack to confront them. Analyzing so many different social issues in SAAJ allowed me to see the bigger picture. As hard as teaching was at times, on the hardest days I was able to visualize what success would look like for me and my students. This helped me get through the most trying times as an educator. Now, as a law student, I still think about what I learned in SAAJ. One thing that sticks out to me is the day where we learned about ableism during my freshman year. I remember that I was blindfolded and had to navigate Pepperdine's (very hilly) campus like that all day. This summer, when I was working in the Disability Rights Section of the U.S. Department of Justice, I thought about that experience, which helped me to better understand what my disabled colleagues and the disabled aggrieved persons that we worked with went through on a daily basis. There are probably many things that I am forgetting right now, but I am so thankful for my SAAJ experience and how it shaped me into the person I am today.

Cassandra Horton (Maiden name - Thomas)-I learned to be more compassionate and understanding towards groups of people I do not understand or do not agree with. I learned to keep my eyes open for opportunities to build bridges with people that are different than myself. I learned that despite feeling inadequate, I have a place in fighting against injustice.

Vanessa Kensing (Formerly Kliest) -I was given a glimpse beyond the confines of my parental home and safe boundaries of Pepperdine to see the "real world". I was asked to confront my cognitive framework of the world and my place in it. And I was asked to be analytical about what it means to engage in social action and justice. Each of these aspects helped me build my identity, sense of self in the world, and shaped my later political, career and social choices. I am deeply thankful for the SAAJ program and specifically Dr. Banks for shaping my young mind and giving me opportunities to see beyond my small world of southern California.

Mitchell Donald-How to take up a cause

Moriarty Kalie-Compassion. Empathy. And the acceptance that my view and opinions are not the only ones in the world, nor are they necessarily correct.

Janna Shuster-How to be a humanitarian and how to balance and prioritize fiscal needs with social needs

Melissa Roche (Hall)-Generally, how other people are different and how to help/address it.

Symone Sullivan-I learned that no matter the position or background, getting people together in a small group setting to discuss things that are so crucial to life is truly invaluable. At the very least, it can lead to open discussion and sometimes even a real change in someone's viewpoint. Starting the conversation is the hardest part, but this class really showed me that it's necessary to talk about the things that hit closest to home.

**SUSTAINABILITY, VIABILITY AND ReSOURCES OF THE SAAJ  
COLLOQUIUM:**

**THERE HAS ALWAYS BEEN A HIGH STUDENT DEMAND FOR SAAJ. IN PAST YEARS THE PROGRAM HAS ATTRACTED MORE STUDENTS THAN THE PROGRAM CAN HANDLE AND THERE HAVE BEEN WAITING LISTS. STUDENTS VOLUNTEER TO TAKE THIS PROGRAM IT IS NOT REQUIRED. MANY STUDENTS COME WITH A STRONG BACKGROUND IN SOCIAL JUSTICE EITHER FROM THEIR CHURCH OR SCHOOL**

**IN RECENT YEARS PEPPEDINE HAS REQUIRED ALL SCIENCE MAJORS TO TAKE A FIRST YEAR SEMINAR IN SCIENCE. THIS HAS CUT DOWN ON THE STUDENT ENROLLMENT SINCE STUDENTS START SAAJ IN THEIR FIRST YEAR OF ENTRANCE INTO THE UNIVERSITY. IT IS ESTMATED THAT THIS HAS DIMINISHED THE NUMBER OF STUDENTS ENROLLED IN SAAJ BY APPROXIMATELY THIRTY FIVE PER YEAR.**

**THE UNIVERSITY GRANTS SAAJ A BUDGET OF \$8,000 PER YEAR. THESE FUNDS ARE USED TO DEFRAY THE COST OF SPEAKERS AND FIELD TRIPS. THE COSTS HAVE NEVER EXCEEDED THE ALLOWED BUDGET.**

**THERE IS NO SHORTAGE OF FACULTY WHO ARE INTERESTED IN TEACHING IN THE SAAJ PROGRAM. THE FACULTY IS ROTATED AND AN ATEMPT IS MADE TO INCLUDE DIFFERFENT DEPARTMENTS , RACES AND GENDERS.**

**A search of other colleges and universities that provide identical programs to SAAJ was not successful.**

**We found no other institutions that mirrored Pepperdine's SAAJ Colloquium.**

**Some institutions provided similar programs at the graduate level and some offer Social Justice as a major requiring forty units but we could find nothing that was identical to Pepperdine's SAAJ.**

**UCLA had nothing similar nor did the University of Southern California.**

**Occidental has a program in Critical Theory and Social Justice but it is not parallel to SAAJ. An example of that program is attached.**

**Loyola Marymount has a program in Social Justice but it is at the graduate level and leads to an Ed.D.**

**The University of San Diego has an undergraduate program inspired by the values of the Catholic social tradition. It is not a well defined program but rather offers opportunities to be involved in acts of social justice.**

**The University of San Diego also has a Masters Program in Education where part of the focus is on social justice and educational equity.**

**Azusa Pacific has no programs in Social Justice but one in Criminal Justice. Students are required to participate in community service but this is not a part of their academic requirements.**

**Westmont does not offer a program that relates to Social Justice.**

**Lipscomb offers an undergraduate program leading to a Bachelors Degree in Law, Justice and Society upon the completion of forty five hours of class work.**

**In conclusion, our search of nine different colleges and universities show no indication of programs that are identical to the Social Action and Justice Colloquium offered at Pepperdine University**

**Attached are some brief examples of Loyola, Occidental's, the University of San Diego and Lipscomb's programs.**



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# Educational Leadership for Social Justice (Ed.D.)

The Doctorate in Educational Leadership for Social Justice is an innovative 3-year program whose vision is a better and more socially just future for PK-12 schools and other educational and community settings. Our Ed.D. program is designed to provide experienced educators and community leaders with the tools, theories, and experiences needed to succeed in transforming educational settings into inclusive and equitable learning environments. Combining theory with practice, the curriculum provides candidates with a better understanding of the complex issues impacting education and student achievement, and prepares graduates as change

# Critical Theory and Social Justice

## Overview

Critical Theory and Social Justice (CTSJ) is fundamentally interdisciplinary, drawing on ideas from across traditional academic disciplines. "Critical" refers to various bodies of theory and method: Marxism, psychoanalysis, the Frankfurt School, deconstruction, critical race studies, queer theory, feminist theory, postcolonial theory, and intersectionality that interrogate the essentialist assumptions that underlie social identities. "Social justice" refers to an extra-judicial concept of fairness that is focused on exposing and ending social inequalities. The aim of the CTSJ Department is to promote understanding of how categories such as "race," "sexual orientation," and "nationality" help people recognize and combat some injustices and hinder them from recognizing and combating others.

The department's course offerings are divided into three levels:

100-level classes teach students how to think critically about a wide range of topics, including race, gender, sexuality, and nationality.

200-level classes teach students how to participate in a seminar, including how to contribute to class discussion and how to research and write a scholarly paper.

300-level classes teach students a major body of critical theory or a research methodology.

## Major Requirements

The major in Critical Theory & Social Justice requires ten courses (40 units) selected in consultation with the student's departmental advisor. Each CTSJ major chooses an emphasis in one of three areas: Critical Race Studies, Postcolonial Studies, and Feminist/Queer Studies.

Of the ten courses, at least eight must be offered by the CTSJ Department. Each student is required to submit a major declaration that outlines what the student defines as her/his goals for completing the major.

## COURSEWORK

One course at the 100 level

# Service/Social Justice

Inspired by Gospel values and the Catholic social tradition, USD encourages students to serve with compassion, foster peace and work for justice. In this spirit, University Ministry offers students opportunities to serve and encounter people who suffer injustice, and to reflect on their vocation as disciples of justice and citizens of the world.



## Romero Immersion Programs

The Romero Immersion Programs are designed to form hearts that long for justice; to empower students to always be conscious of the poor; and to encourage students to live in solidarity with the lost, the least, and the leftout.

## Students for Life

Students for Life is a UM-sponsored student organization dedicated to preserving the dignity of human life at all stages through educational, community outreach, and service programming.

## Local Service Opportunities

There are many opportunities for community engagement in San Diego. Check out some opportunities available during the academic year.

## Post-Graduate Service Opportunities

Do you feel called to serve domestically or internationally post-USD? Learn about faith-based volunteer programs and where our recent alumni are serving.

## Catholic Social Thought (CST)

Catholic Social Thought is a rich heritage of wisdom and a living tradition of the Church's commitment to work for a just and peaceful society. Find out how USD is living out the tradition.

# Master of Education

TRANSFORM YOUR CLASSROOM WITH INNOVATIVE TECHNIQUES

[VIEW SPECIALIZATIONS](#)

## Master of Education

### Online Master of Education

#### Become a Teacher That Makes an Even Greater Impact

The University of San Diego's online Master of Education (MEd) degree program prepares students with the knowledge and skills they need to enhance their teaching — with an emphasis on 21st century skills, equity and social justice, classroom inquiry and a professional response to the Common Core Standards.

This 100% online Master of Education program is offered through USD's School of Leadership



The specializations offered through USD's Master of Education degree program provide a strong researched-based curricular foundation with immediate practical classroom applications. Specializations include:

STEAM (Science, Technology, Engineering, Arts, and Mathematics)

- Inclusive Learning: Special Education and Universal Design

- Curriculum and Instruction
- Literacy and Digital Learning
- School Leadership

## Who is the MEd Degree For?

The online Master of Education program is designed for experienced educators who seek to become designers of learning and enhance their skills.

The program is designed for practicing K-12 teachers with a minimum of two years of teaching experience from a wide variety of classroom settings, including public district, charter, independent or non-traditional schools. This diversity of backgrounds allows students to leverage knowledge, experience and real-world applications from their peers to enrich learning throughout the program.

## Learning Outcomes

In addition to the graduate learning outcomes shared across all of USD's Master-level programs, the curriculum is designed to achieve the following program learning outcomes:

1. Understand the impact of social justice and educational equity on today's classroom
2. Explore human cognition and learning and their implications for educators and educational researchers
3. Review major educational research methods and paradigms and how action research can improve classroom practices
4. Apply techniques such as ethnography, grounded theory, case study, document analyses and focus groups to analyze data and interpret findings
5. Employ acquired skills to an action research project in your area of specialization

To learn more about the program's goals and learning outcomes click [here](#).

## Degree Requirements

The online Masters of Education program consists of five foundation courses including a capstone action research project as well as five specialization courses, for a total of 10 courses equal to 30 credits. Full course descriptions can be viewed by clicking on your area of specialization below.

Core courses:

- Social Justice and Educational Equity (EDUC 520)
- Cognition and Learning (EDUC 521)
- Educational Research Methodology (EDUC 522)
- Qualitative Methods in Educational Research (EDUC 523)
- Capstone Seminar (EDUC 550)

To view additional courses by specialization, click on your area of interest below:

- STEAM Specialty Courses
- Inclusive Learning: Special Education and Universal Design Specialty Courses
- Literacy and Digital Learning Specialty Courses
- Curriculum and Instruction Specialty Courses
- School Leadership Specialty Courses

## Why Choose the University of San Diego

- Top 100 nationally ranked university
- Immersive and unique career-building education
- 100% online = flexibility for working professionals
- Complete the degree in 20 months

USD Alumni Profile: Amy Zapatka on Her Pursuit for Education Equity





## Undergraduate Programs

Lipscomb University's Institute for Law, Justice & Society (LJS) undergraduate legal education program looks at the legal system as a vehicle for bringing about social change. By blending LJS course offerings with classes from a variety of academic areas including psychology, sociology, history, political science, business, Bible, and communications, students explore how laws impact society. As a result, students wanting to make a difference in the world discover ways they can institute legal change for resulting social change, and vice versa. Students will also critically analyze the notions of equality, justice and fairness.

Students majoring in Law, Justice & Society can earn either a Bachelor of Science or a Bachelor of Arts degree. The major requires the completion of 45 hours specific to the Law, Justice & Society program. In addition to the specific required classes for all Law, Justice & Society majors, students must select an emphasis area for the

remaining 12 hours in the program. Each emphasis is comprised of numerous classes from which students may

select.

To minor in Law, Justice & Society, students would need to complete 18 hours selected from the program's core curriculum.

## **Majors: Bachelor of Arts or Bachelor of Science**

**Total Hours: 45**

**Law, Justice & Society Major—Conflict Management Emphasis**

**Law, Justice & Society Major—Law & Ethics Emphasis**

**Law, Justice & Society Major—Social Change Emphasis**

**Law, Justice & Society Major—Customizable Emphasis**

## **Minors**

**Total Hours: 18**

**Law, Justice & Society Minor**

## **Our Mission**

The program's mission is to provide an integrated, multidisciplinary learning environment that will develop a

practical liberal arts knowledge<sup>1</sup> of the many areas of influence the American legal system<sup>1</sup> has on society, within the context of ethics and Judeo-Christian values.

**1 (800) 333-4358**

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