Liberal Studies
and
Human Development & Family Studies
Capstone Festival
and
Presentation of Distinction in the Major Honors
Tanimura & Antle Family Memorial Library
Thursday, December 14, 2017 @ 8:30 am
8:30 a.m. - 8:45 a.m. Welcome and Introductions
Dr. Deedee Perez-Granados, Liberal Studies Department Chair
Dr. Jose Luis Alvarado, Dean, College of Education

8:45 a.m. - 9:00 a.m. Podium Presentation 1
(Rm 1188)
* 10 min Presentation + 5 min Q&A = 15 minutes
  ● Gabriela Gutierrez-Perez ~ What do Mexicana Maestras that Suffer from Depression Need to be Effective Teachers?

9:00 a.m. - 9:15 a.m. Podium Presentation 2
(Rm 1188)
* 10 min Presentation + 5 Q&A = 15 minutes
  ● Megan Fletcher ~ Get Out: Preparing Families for Emergencies

9:25 a.m. - 9:45 a.m. Poster Session 1*
(Rm 1188)
* 12 min Presentation + 8 min Q&A = 20 minutes

1. Jarique Buchholtz ~ The Restorative Justice Project in Schools
2. Roxanne Guel ~ Strengthening the Teacher Toolkit: Effective Autism Inclusion Methods
3. Samantha Mejia ~ The War on Homework: A Look into the Importance of Bringing Our Home into What We Learn Inside the Classroom.
4. Carlington Kenoyer ~ Teaching Mental Health in Schools
5. Omar Nava ~ Latina/o Testimonios: Empowerment through Stories and Counter-Stories
6. Mariah Nisbet ~ The Sexualization of Women and the Portrayal of Social Media
7. Talia Valle ~ Integrating Liberal Studies and Psychology
8. Anali Vargas-Sanchez & Spencer Smith ~ Sit With Us: Benefits of Inclusion
9. Marisol Fuentes  ~ Teachers That Care for Students Make a Difference
10. Melissa Barrera Rubio  ~ A Gardening Implementation Manual for 2nd Grade Educators

9:55 a.m. - 10:10 a.m.  Podium Presentation 3  (Rm 1188)
* 10 min Presentation + 5 min Q&A = 15 minutes
● Jeanette Zavala  ~ Si Se Puede: Increasing Latino Parent Involvement and Student Academic Achievement

10:10 a.m. - 10:25 a.m.  Podium Presentation 4  (Rm 1188)
* 10 min Presentation + 5 Q&A = 15 minutes
● Amanda Spinola Lindsay  ~ What’s Missing From Our Liberal Studies Education: A Humanizing Pedagogy, that Builds Self Confidence and Wrestles with Trauma

10:35 a.m. - 11:05 a.m.  Panel Session 1*
* 8 min Presentations + 6 min Q&A for group = 30 minute session

Panel 1 The Power of Play & Movement  
(Rm 1188)
● Annie Santos  ~ Not So “Free:” Increasing Elementary School Children’s Free Time
● Tyler Elwin & Mary Rossi  ~ Play it Forward: The Importance of Cooperative Learning and Structured Play During Recess
● Lizzy Balcom  ~ Get them Moving: Increasing Physical Activity in the Classroom

Panel 2 Expanding the Curriculum  
(Rm 1180)
● Kamarie Turner  ~ An Effective Sexual Education Curriculum for Freshman High School Students
● Alyssa Berkowitz  ~ Play, What is it Good For?
● Caylee Dean  ~ Save the Elephants and Rhinos! Why You and Future Generations Need to Care

Panel 3 Issues of Discipline and Control  
(Rm 1170)
● Flor De Maria Gomez & Sylvia Chavez  ~ PBIS: Moving Beyond a Focus on Behavior to Relationships
● Angel Estrada  ~ Building a Bridge: Challenging Negative Perceptions of School Resource Officers
● Rei'Monique Greenstreet  ~ It Pays to Behave: Investigating Effective Classroom Management
Panel 4 Beyond Stress and Control
(Rm 1173)

- Lisa Cardenas ~ It is a Win-Win For Both: Cross-Age Peer Tutoring
- Alyssa Bomarito ~ Reclaiming Childhood: Effects of Homework on Elementary Students
- Violet Pickard ~ It’s About Time: Managing Stress and Schedules in Education

11:15 a.m. - 11:45 a.m. Panel Session 2*

Panel 1 The Importance of Inclusiveness
(Rm 1188)

- Lindsay Frias ~ Climate Change: Why is a Positive School Climate Imperative for Learning?
- Carmina Tirado & Iliana Izquierdo ~ Let's Talk: Increasing Communication with Dual-Immersion Parents
- Jasmine Negrete ~ Blooming Relationships: Increasing Communication Between Parents and Teachers

Panel 2 The Importance of Caring
(Rm 1180)

- Elva Maria Martinez ~ The Importance of Implementing Cariño between Teachers and Students
- Stephanie Iriarte ~ They Don't Teach You This In School
- Destinee Harris ~ Journey through Education with Special Needs

Panel 3 The Education of Students with Special Needs
(Rm 1170)

- Courtney Musselman ~ Slipping Through the Cracks: A Look into Special Education Referrals
- Juan Ramén López ~ Play it Forward: Integrating Special Education Students During Recess
- Amanda Puleo ~ What Makes that Autistic Student Tick: Strategies for Classroom Behaviors

Panel 4 Diversifying What and How We Teach
(Rm 1173)

- Daniella López González ~ Teotihuacan: Las Aztecas Come Home
- Linda Guzmán ~ Uplifting the Power of Chicano Studies in Universities
- Karina Y. Ortega ~ Embracing Los Valores de la Cultura Mexicana in the Classroom Curriculum or Lessons I Learned from Mi Mamá
11:55 a.m. - 12:25 p.m. Panel Session 3*
*8 min Presentations + 6 min Q&A = 30 minute session.

**Panel 1 College Student Concerns**  
(Rm 1188)  
* 12 min Presentations + 6 min Q&A = 30 minute session  
- Ryan Haynes ~ A Forgotten Demographic: Low-Income First-Generation College Students  
- Alicia Bushey ~ 250 Pages of I Don’t Understand: Reading Struggles For Freshmen College Students

**Panel 2 Maestras Dedicadas en la Lucha de Educación**  
(Rm 1180)  
30 minute session  
- Nancy Cervantes  
- Maria de Jesus Chavarin  
- Lizbeth Garcia  
- Karina Mercado Naranjo  
- Vanessa Valenzuela

**Panel 3 Crossing the Border into School**  
(Rm 1170)  
* 12 min Presentations + 6 min Q&A = 30 minute session  
- Federico Garcia Hernandez ~ Los 800,000: Testimonios: La Voz de DACA (DREAMERS)  
- Crystal Jara González ~ The Confluence of Values: DACA Youth Meet M.L. King, Jr. and Emma Lazarus

12:35 p.m. - 12:50 p.m. Podium Presentation 5  
(Rm 1188)  
* 10 min Presentation + 5 Q&A = 15 minutes  
- Anselma Martinez Gomez ~ Buscando Mi Propio Alguien: (Re)Membering Mi Educación

12:50 p.m. - 1:05 p.m. Podium Presentation 6  
(Rm 1188)  
* 10 min Presentation + 5 Q&A = 15 minutes  
- Savannah Trudeau ~ Bridging the Literacy Gap: A Critique of Computer-Based Instruction

1:05 p.m. – 1:30 p.m. Presentation of Awards  
(Rm 1188)  
- The Karen Lynn Rezavy Liberal Studies Award for Community Impact  
- Distinction in the Major Honors

Master of Ceremonies - **Dr. Miguel Lopez**  
Liberal Studies Department
8:45 a.m. - 9:00 a.m.  Podium Presentation 1  

Gabriela Gutierrez-Perez ~ What Do Mexicana Maestras That Suffer from Depression Need to be Effective Teachers?

The Capstone considers what Mexicana teachers who suffer from depression need to be effective teachers. The purpose the Capstone was to listen to Mexicanas who suffer from depression to learn what Mexicana teachers are doing, or need to do, to be effective in their classrooms in the Mexicano community. The research centered on three *pláticas*--community-based conversations mixed with questions. Held one week apart, the *pláticas* helped the researcher listen, digest, and create new questions for each subsequent interview. Findings indicate that there are insufficient methods that support Mexicana teachers with depression. Thus, there is much work that needs to be done to support Mexicana teachers in our communities who suffer from depression.

Capstone Advisor:  Dr. Miguel López

9:00 a.m. - 9:15 a.m.  Podium Presentation 2  

Megan Fletcher ~ Get Out: Preparing Families for Emergencies

The focus of this Capstone project is on the effects of natural disasters on families and young children. This is an important issue because parents have to prepare to take care of themselves and their children if an emergency strikes. An argument is made that preparing children for emergencies can reduce the negative physical and emotional impact of the traumatic event. Considerations of the issue, should include the perspective of parents at Mimi’s Daycare in California because they are primary caregivers of young children. Three action options emerged from the data and explored as ways to address the issue presented: educating parents on how to communicate with their children when a disaster happens, providing parents with a list of items to put in an emergency kit, and inspiring parents to create an evacuation plan and practice it with their family. Based on the findings, action was taken to provide parents with resources that will help them prepare their families for emergencies.

Capstone Advisor:  Dr. Patricia Whang
Poster 1

Jarique Buchholtz ~ The Restorative Justice Project in Schools

Over the past decades punitive like policies, like Zero Tolerance, have increasingly been implemented in school systems. These policies have had a negative impact on students. One result is that students have come into contact with law enforcement and have, often, been treated poorly. Many have ended up in the juvenile court system at an early age—a reality which, in turn, affects their future since the youth now have a record. A Restorative Justice policy is an alternative to Zero Tolerance policies. A Restorative Justice policy not only helps develop student and staff, it also creates a self-aware community. There are multiple parties involved, including administration, law enforcement, victims, offenders, and the community. Through long-term use, students are now able to use Restorative mediation practices outside of school that will positively impact their community.

Capstone Advisor: Dr. Miguel López

Poster 2

Roxanne Guel ~ Strengthening the Teacher Toolkit: Effective Autism Inclusion Methods

The focus of this Capstone Project is on Autism inclusion methods. This is an important issue for teachers because they are often not given the tools and resources to effectively include their students with Autism Spectrum Disorders into a general education classroom. It is argued that some of the most effective methods include more teacher training, peer-mediated instruction, and antecedent procedures. Considerations of the issue, should include the perspectives of both Special Education and General Education teachers. Three themes/action options emerged from an analysis of the data and were explored as ways to address the issue presented. Antecedent procedures are argued to be the most effective way to achieve the goals of Autism Inclusion.

Capstone Advisor: Dr. Patricia Whang
Poster 3

Samantha Mejia ~ The War on Homework: A Look into the Importance of Bringing Our Home into What We Learn Inside the Classroom.

The conversation about being for or against homework is a frequent topic of conversation. But, it is always just that—a conversation of being for or against homework. This paper reframes the question: How can we provide students with homework that allows them to connect what they are learning in school with their families and communities? I start with the status quo of past homework and how teachers have not taken into consideration the lives of their students when it comes to assigning work outside of the classroom. Then, to look at the present state of homework, I surveyed local teachers, through an online, short-answer questionnaire. The results I found just barely touched the surface of the success that can be accomplished by bringing a child’s funds of knowledge, that which includes their community outside of school, into the classroom. What I propose for the future is that we take a deeper look into what we use homework for and challenge teachers to begin sending work to be done by listening to, as well as sharing, stories. Since I only interviewed one group of teachers, I have set the stage for more in-depth research to be performed based on how we can provide an alternative to the discussion, which I believe is bringing a child’s home into their work. The research shows that homework should not be banned, but instead transformed into a connection of what children are learning and how they perceive their world outside of the classroom.

Capstone Advisor: Dr. Miguel López

Poster 4

Carlington Kenoyer ~ Teaching Mental Health in Schools

Mental illness impacts at least fifteen percent of children under the age of ten. Mental illness typically does not become a topic of discussion until children are older, and is not frequently talked about in schools. Exposing children to a curriculum that focuses on mental health disorders that impact their age group will create a more equitable learning environment for all students. By informing students about mental health issues that may impact them, it is possible to provide students with understanding and ways of coping with their own mental health. This capstone strives to inform students of issues that are prevalent in their age range, provide tools and tricks for students to help with understanding mental health, and create a classroom setting that is more accepting of those dealing with mental health issues.

Capstone Advisor: Dr. Miguel López
Poster 5

Omar Nava ~ Latina/o Testimonios: Empowerment through Stories and Counter-Stories

Through testimonios Latinas/os can preserve their culture, reaffirm their identities, defy their marginalization, create space for dialogue, and empower each other. Latina/o testimonios are the recorded lived experiences of individuals that bridge the Latinidades through differences and commonalities. This paper recognizes the conflicting narratives between the majoritarian stories of mainstream society and the counter-stories of marginalized individuals and groups. A variety of testimonios are presented and analyzed in this paper. While stories give us insight on the experience of others, they also have the power to challenge and destroy dominant perspectives. The testimonios in this paper are not intended to rank our oppressions in some sort of hierarchy. While this paper does evoke oppositional discourse, its true objective is to utilize the power of testimonios to build a social justice curriculum for elementary school education. This paper includes a lesson plan on storytelling and a lesson plan on student developed critical inventories of their lives.

Capstone Advisor: Dr. Miguel López

Poster 6

Mariah Nisbet ~ The Sexualization of Women and the Portrayal of Social Media

Both men and women use Social Media as a critical means to gain news, for social influence, communication, and as for entertainment. Over the years, there has been an uproar about the sexualization of women through social media. Negative notions of women are portrayed through the computers and cell phones. Societal pressures such as gender stereotyping, men viewing women as a sex symbols, or individuals trying to build a “perfect” body type are an increasing trend among male and females on social media. In addition, bullying via body shaming has a negative impact on the health and happiness of women. But the blame cannot just be on men, the way that women compete with each other, through negative comments and jealous acts, or the way women do these sickening acts to themselves, also contributes to the sexualization of females as well. Social Media can also be a huge outlet for challenging the negativity that the sexualization of women causes. Women have used their posts as ways to gain confidence, unity as well as learning to self-identify via the internet. Acting as a form of empowerment social media can also point to a hopeful future in defining the power of women in society.

Capstone Advisor: Dr. Miguel López
Poster 7

Talia Valle ~ Integrating Liberal Studies and Psychology

Behavioral issues have been in the rise of primary schools which interferes with instruction and learning within the classroom. Behavioral issues affect the student’s environment and requires the teacher to take time away from instruction to discipline students. Students who have these issues and disorders are defined as children who have emotional and behavioral difficulties ranging from social abnormalities and emotional stresses. Children with emotional and behavioral disorders (EBD) are seen as a problem within a classroom. Unfortunately, teachers are not properly trained well to deal with students who have EBD. On the other hand, school psychologists are qualified to support students’ emotional and behavioral issues and create solutions that will aid the teacher in their classroom. To provide students with comprehensive solutions, teachers in a credential program should be required to take basic human development classes given in Psychology License programs. This will ensure the compatibility within teacher and psychologist along with both knowing terms and some theories on how to help the child.

Capstone Advisor: Dr. Miguel López

Poster 8

Anali Vargas-Sanchez & Spencer Smith ~ Sit With Us: Benefits of Inclusion

The focus of this Capstone project is on understanding the benefits of an inclusive classroom setting. This is important because, there is a stigma that special education students hinder the learning of general education students, but the data provided in this paper will show otherwise. The primary stakeholders’ perspectives that were surveyed were three special education educators familiarized with an inclusive setting, one being a teacher and the other two teacher aides. Three ways to improve inclusion include co-teaching, increased training, and using technology to assist students. Based on the findings collected from the interviews and research formulated in this paper, an action to reach out to parents/guardians was undertaken to increase the knowledge of inclusion.

Capstone Advisor: Dr. Patricia Whang
Poster 9

Marisol Fuentes ~ Teachers That Care for Students Make a Difference

Caring should be an important component of a student’s education. Caring has many perspectives and different definitions. People often confuse caring for and caring about. Yet, for decades these two terms have been used interchangeably, but incorrectly. As Noddings (2013) argues, “caring for, describes an encounter or set of encounters characterized by direct attention and response. It requires the establishment of a caring relation, person-to-person contact of some sort.” In contrast, Noddings notes, “caring about expresses some concern but does not guarantee a response to one who needs care.” Therefore, caring for requires teachers to take action to fulfill student’s educational needs. This Capstone documents what caring in education is (or should be), why is it important, and the results of a survey that documents students’ perspectives on teacher’s caring.

Capstone Advisor: Dr. Miguel López

Poster 10

Melissa Barrera Rubio ~ A Gardening Implementation Manual for 2nd Grade Educators

Salinas California is a small urban community mostly inhabited mainly by Hispanics who work the fields in the Monterey County. Like Salinas, many cities across the United States inhabited by minority groups are affected by air pollution, lack of access to nutritious and affordable food, and are affected by bad infrastructure and roads resulting in “ghettos.” As a result of the hard work of fieldworkers, the City of Salinas is surrounded by lush vegetation. Yet, portions of the City lack green spaces and trees. Through the implementation of a gardening curriculum in schools, educators can influence our students’ health and knowledge by taking them outdoors to learn about the environment so that they can practice positive nutrition and exercise habits. This Capstone highlights a gardening curriculum for educators through lesson plans surrounding the children’s book Linnea’s Windowsill Garden.

Capstone Advisor: Dr. Miguel López
Jeanette Zavala ~ Si Se Puede: Increasing Latino Parent Involvement and Student Academic Achievement

Parent involvement, despite class, race, gender, and socioeconomic status, has been strongly correlated with academic achievement. However, research has also indicated that there is a large gap between White and Latino student academic achievement. It is argued that Latino parents do want to be involved but are faced with many circumstances that do not allow them to be present in school. It is vital for teachers to do whatever is in their power to communicate and involve Latino parents. The focus of this Capstone Project is to explore what teachers are doing today to involve parents, but particularly, what teachers are doing to reach out to Latino Parents. This is an important issue because academic achievement is important for the students’ future. In order to prevent social reproduction, Latino students must succeed academically. After interviewing five teachers at Acorn Elementary, three action options emerged as ways to help increase Latino parent involvement. Based on the findings, action was undertaken to help teachers increase parent involvement.

Capstone Advisor: Dr. Patricia Whang

Amanda Spinola Lindsay ~ What’s Missing From Our Liberal Studies Education: A Humanizing Pedagogy, that Builds Self Confidence and Wrestles with Trauma

A Humanizing Pedagogy is more than a teaching style that is discussed as an alternative pedagogy in a “methods” class. Rather, it is a pedagogy that respects and uses the lives, history, and perspectives of students as an integral part of educational practice. It is an approach that avoids generic teaching methods that objectify and strip students of their own values as well as a pedagogy that involves the relationships that teachers form with their students by sharing knowledge and experiences. A Humanizing Pedagogy confirms to students that they are more than a test score; it shows students that teachers care about who they are as a person; and, it demonstrates to students that teachers are more than just authority figures in an institution where they are forced to be for 13 years of their lives. This Capstone brings to light how educators can make their curriculum meaningful, how they can connect with students on a deeper level, and how sharing personal experiences can open doors to children, allowing them to cope with their past. Trauma, specifically sexual assault, impacts students and negatively shapes the learning environment. Personal statements, dialogue and stories are shared in this Capstone to demonstrate just how imperative a Humanizing Pedagogy is. Social Justice Circles, music, literature, and video are all incorporated into the lesson plans that are laid out in this Capstone.

Capstone Advisor: Dr. Miguel López
10:35 a.m. - 11:05 a.m.  
Panel Session 1*  
* 8 min Presentations + 6 min Q&A for group = 30 minute session

Panel 1 The Power of Play & Movement  
(Rm 1188)

Annie Santos ~ Not So “Free:” Increasing Elementary School Children’s Free Time

Free play has been drastically decreasing recently and this is an issue for young children. Factors contributing to this decline include external influences, such as school, parents, and activities. This issue is important for children’s lives, impacting their health and developmental skills. This project works toward providing more opportunities for children to experience free play throughout their everyday lives. The primary stakeholder perspectives obtained were the parents of children who are directly affected by this issue. Based on an analysis of the data and relevant research literature, an action was undertaken to respond to the lack of free play in a way that informs the individuals impacted by this issue.

Capstone Advisor: Dr. Patricia Whang

Tyler Elwin & Mary Rossi ~ Play it Forward: The Importance of Cooperative Learning and Structured Play During Recess

Cooperative learning and structured play (CLASP) are two things that have gone unappreciated in the modern educational setting. CLASP provides a number of scholarly benefits, including increased school involvement, higher GPA, improved interpersonal relationships, and an increased ability to work as a team. This capstone explored the best way to properly utilize CLASP within the school setting. The three primary stakeholder perspectives obtained were the Principal and Vice Principal, teachers, and students; all three groups of stakeholders stand to benefit from CLASP pedagogy. A prototype program was implemented in a local elementary school. Based on the results, the best way to utilize CLASP in the school setting is proposed. Furthermore, implementation of CLASP programs is minimal, while the results can be monumental.

Capstone Advisor: Dr. Patricia Whang
Lizzy Balcom ~ Get them Moving: Increasing Physical Activity in the Classroom

The focus of this senior capstone project is on increasing the amount of physical activity within the classroom. Studies show that living a sedentary lifestyle can be detrimental to your health, yet we require students to sit still in classrooms for hours on end. For this project several teachers were interviewed to see how physical activity could be increased for students in classrooms. Through what was learned from the research conducted, an action was taken that responds to the issue of increasing physical activity in the classroom.

Capstone Advisor: Dr. Patricia Whang

Panel 2 Expanding the Curriculum
(Rm 1180)

Kamarie Turner ~ An Effective Sexual Education Curriculum for Freshman High School Students

Sex education across America is not mandated in every state, meaning there is great variation in terms of how students are prepared to make decisions about engaging in sex. Youth Risk Behavior Surveillance reported that 49% of freshman students reported engaging in sexual activities before the age of thirteen. The lack of trained teachers as well as the topics and curricula that is presented to high school freshmen is the real crisis in America. Many researchers have explored implications of sex education across the United States and a common theme is the need for educational reform. This study looks at educational reform, pertaining to sex education, California standards for sex education, social influences, mental and emotional factors, as well as short- and long-term effects of not gaining a meaningful sex education experience during one’s first year of high school.

Capstone Advisor: Dr. Miguel López

Alyssa Berkowitz ~ Play, What is it Good For?

This Capstone is a policy proposal designed to have schools take on a play based education for students from kindergarten to twelfth grade. This paper discusses the history of styles of teachings in the United States and critiques them. In addition, the Capstone offers research of how play based education could potentially be more beneficial to students and their education.

Capstone Advisor: Dr. Miguel López
Caylee Dean ~ Save the Elephants and Rhinos! Why You and Future Generations Need to Care

Capstone Advisor: Dr. Miguel López

Flor De Maria Gomez & Sylvia Chavez ~ PBIS: Moving Beyond a Focus on Behavior to Relationships

School-Wide Positive Behavioral Intervention and Supports (SW-PBIS or PBIS) is a classroom management system that has become increasingly popular in our k-12 educational systems. PBIS was originally created for special needs students and it is now being enforced in schools with large number of minority student populations. This classroom management method relies on a token rewards system that focuses on reinforcing positive behavior in the classroom. Issues with this classroom management system encompass it being a form of exclusionary discipline, a student conditioning system, and not a culturally grounded and/or responsive system. For this Capstone Project, teachers and students were interviewed to better understand their thoughts on ways to improve PBIS. Improving PBIS is important because the reward system used raises questions as to whether students are being controlled and conditioned versus encouraged to grow in a holistic manner. Based on an analysis of the data and the relevant research literature, the researchers used what they learned to formulate an action that responded to the focus issue in a way that inspired, informed, or involved a particular audience.

Capstone Advisor: Dr. Patricia Whang

Angel Estrada ~ Building a Bridge: Challenging Negative Perceptions of School Resource Officers

This capstone addresses the negative perceptions of School Resource Officers (SROs) on local high school campuses. One common concern is that at risk students will have a higher rate of going to jail if they go to a school with a SRO. This capstone provides insight that counteracts such common stereotypes of the relationship between resource officers and the School to Prison Pipeline. An argument is made that schools can benefit from SROs because of the critical role they can play on campus. SROs function at a higher level than police officers or security guards. More specifically, SROs can serve as mentors, counsellors, and provide safety when necessary. Based on an analysis of the data and the relevant research literature, the researcher used what he learned to formulate an action that responded to the focus issue in a way that inspired, informed, or involved a particular audience.

Capstone Advisor: Dr. Patricia Whang
Rei'Monique Greenstreet ~ It Pays to **Behave**: Investigating Effective Classroom Management

The focus of this Capstone project is on improving the work ethic of students by reducing challenging behavior that comes with classroom transitions and management. This is an important issue for educators because when an instructor spends too much time redirecting students, a lot of crucial learning time can be lost. Consideration of the issue, should include the perspectives of the training and program specialist and child program assistants. Based on the findings, action was taken to help refine the educational opportunities and help decrease challenging behavior during instruction time.

Capstone Advisor: Dr. Patricia Whang

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**Panel 4 Beyond Stress and Control**  
(Rm 1173)  
12 min Presentations + 6 min Q&A = 30 minute session

Lisa Cardenas ~ It is a Win-Win For Both: Cross-Age Peer Tutoring

Improving the benefits of cross-age peer tutoring is explored in this capstone project. This is important because students will be more successful in school if they receive extra support with the subjects they are struggling with. An evidenced based argument is offered that an effective cross-age peer tutoring program will help to promote a positive school environment for students to thrive in. The three stakeholder perspectives examined were elementary school teachers and a principal because they participate in a cross-age peer tutoring program. Three themes emerged from an analysis of the interview data, training the tutors, organizing and planning the lessons, and scheduling time for both training and planning. These themes were explored as ways to address the issue presented. Training is argued to be the most effective way to achieve the goals of a successful cross-age peer tutoring program. Based on the evidence, action was taken to train cross-age peer tutors.

Capstone Advisor: Dr. Patricia Whang
Alyssa Bomarito ~ Reclaiming Childhood: Effects of Homework on Elementary Students

The focus of this Capstone Project is on homework and its effects on elementary students. This is an important issue because students are put under a great amount of stress at a young age. An evidence based argument is offered that homework is not beneficial academically, mentally or emotionally for young students, and is therefore not justifiable for the stress and pressure it puts on them. The three primary stakeholder perspectives examined were those of teachers, students, and parents because of their relation to the issue and for the comparison of each participant's opinion. Scholarly literature was analyzed and data was collected from all participants to get their various points of view regarding the issue. Three themes emerged from an analysis of the data. Three action options are presented to assist this issue in a positive light.

Capstone Advisor: Dr. Patricia Whang

Violet Pickard ~ It’s about Time: Managing Stress and Schedules in Education

The focus of this Capstone Project is on supporting students to help reduce stress and manage time effectively. This is an important issue because many students struggle with managing schoolwork and outside activities. In addition, studies indicate links to a peak in anxiety and depression in adolescent years, which can impact overall student performance. The three primary stakeholder perspectives analyzed were middle school students, parents of students, and teachers/administrators, due to their direct experiences with the focus issue. Three themes emerged from an analysis of the data and explored as ways to address the issue presented. The distribution of academic planners featuring revised tips on managing time and anxiety is argued to be the most effective way to achieve the goals of assisting middle-school students with time and anxiety management.

Capstone Advisor: Dr. Patricia Whang
Panel 1  The Importance of Inclusiveness  
(Rm 1188)

Lindsay Frias ~ Climate Change: Why Is a Positive School Climate Imperative for Learning?

Many people look back with gratitude that high school is a thing of the past, primarily due to negative social interactions among peers. The focus of this Capstone Project is on obtaining a better understanding of the social climate in high school and how this is relevant to student development. This is an important issue because a student’s feeling of belonging can be directly related to his/her academic success and overall wellbeing. Evidence supporting this claim was obtained through literature and interviews at a local high school. The three primary stakeholder perspectives analyzed were those of the principal and the two assistant principals at Ocean View High School. In addition, three action options were proposed in this Capstone Project to create a more welcoming school climate.

Capstone Advisor: Dr. Patricia Whang

Carmina Tirado & Iliana Izquierdo ~ Let’s Talk: Increasing Communication with Dual-Immersion Parents

In 2016, California passed Proposition 58, which repealed Proposition 227. The latter proposition, passed in 1998, prohibited the use of non-English instruction in public schools across California. Since then, bilingual education programs such as dual-immersion, or two-way immersion programs have seen a rise in enrollment. Due to its novelty, parental involvement is crucial for the success of the program. This Capstone project focuses on understanding the obstacles that parents of second language learner students, specifically those in dual-immersion programs face when it comes to their involvement. Several factors such as language barriers, parent/teacher misunderstanding, and time restraints, can impact the level of involvement from parents. The primary stakeholder perspectives obtained were two teachers and an administrator, due to their direct experiences with the focus issue. Based on an analysis of the data, three action options emerged as possible ways to build relationships and promote the involvement of dual-immersion parents.

Capstone Advisor: Dr. Patricia Whang
Jasmine Negrete ~ Blooming Relationships: Increasing Communication between Parents and Teachers

The focus of this Capstone project is on strengthening the communication between parents and teachers by providing an alternative method of communication that will suit both parties. Both parties have expectations for one another that need to be communicated in order to benefit the students. The primary stakeholder perspectives surveyed were the parents of the children and the teachers and administrators. Three action options emerged from an analysis of the data and were explored as ways to address the issue presented. Parents were provided with access to an application called Bloomz, which is accessible by smartphones, tablets and computers.

Capstone Advisor: Dr. Patricia Whang

Panel 2 The Importance of Caring
(Rm 1180)

Elva Maria Martinez ~ The Importance of Implementing Cariño between Teachers and Students

Today, for too many Latinos, schools focuses on feeding the brain and not the heart and soul. The majority of Latino students are unable to go to their teachers and ask for academic help, let alone ask for help with a personal problems. Metaphorically, students are the seed and, thus, teachers should cultivate trust and care with students. Es una tristeza to know that many Latino youth experience family separation, are unable to focus, and are mentally, physically, and emotionally abused at home. Working with migrant students, I see the need for cariño in the classroom. This experience has brought me to tell and write about the historias of three of my students. These historias give inspiration to the importance of implementing trust and cariño in the classroom. In doing so, the results will lead into a successful “humanizing educational experience” as Bartolome (1994) argues. In short, many Latino youth are not getting the cariño they scream for. As a teacher, how would you know how to care for a student that is unable to focus, is regularly absent, and shows signs of tristeza? Unfortunately, The Liberal Studies Department and other programs, such as Mini-Corps, do not adequately prepare future teachers on how to implement cariño between teachers and students. Will you, a future teacher, strive to make a difference and educate yourself in the importance of cariño, as Valenzuela (1999) refers to, authentic caring?

Capstone Advisor: Dr. Miguel López
Stephanie Iriarte ~ They Don't Teach You This in School

Compassion Fatigue is an outcome commonly connected to occupations such as nursing, psychiatric care, and social work due, in great part, due to the intensity of the nature of the work with traumatized individuals. Although common to these fields, Compassion Fatigue is rarely addressed in the teaching profession. Research documents that Compassion Fatigue is the result of empathetic and compassion exhaustion from interacting with individuals who deal with secondary traumatic stress (STS), past traumas, and/or current events. Compassion Fatigue creates a state of erosion in one’s mental and physical health due to the inability to cope with everyday exhaustion. The erosion of one’s health can lead individuals to burnout at work, isolation in one’s social life, and can even lead to more serious mental health conditions such as anxiety and depression. This erosion of one’s mental and physical health is not just a concept—it happened to me! Thus, we should no longer assume that teachers do not suffer from Compassion Fatigue. Rather, teacher education programs, like Liberal Studies, should train future educators how to be prepared to work with students with stress and trauma. What is clear is that Compassion Fatigue is, in part, the cause of the rise in new teacher burnout rates and the high levels of teachers leaving the profession in their first years of teaching, especially in urban public schools. Unfortunately, because there is little to no focus on teachers suffering from Compassion Fatigue, my project is informed by the research from other occupations. In the course of my own experience of dealing with Compassion Fatigue, I found myself neglecting my priorities. The only thing that made me feel anything was expressing my pain through art. This manifested into my capstone in which visually display how I view Compassion Fatigue.

Capstone Advisor: Dr. Miguel López

Destinee Harris ~ Journey through Education with Special Needs

For my Capstone Project, I have completed a self-reflection of my journey through school as a student in the Resource Specialist Program (RSP). I wanted to reflect on my education because it is important for educators to self-reflect in order to be aware of their strengths and weakness, as well as, any bias that they may have of which he or she is unaware. By doing self-reflections, teacher know themselves and, thus, are better able to help their students. As a future educator, I want to be able to meet the needs of all my future students. If I hadn’t reflected on my education journey then I would not have been able to see that my school experiences is what I will being with me into the classroom as a teacher, and that I will encounter students who will be just like a “mini Destinee.” Also, I wanted to share my story so as to shine a light on how RSP students are capable of being successful in college. For my research I conducted a survey that looked at the following: student’s feelings about shifting between RSP (special day class) and Mainstream class, as well as, students’ feelings about their RSP.

Capstone Advisor: Dr. Miguel López
Courtney Musselman ~ Slipping Through the Cracks: A Look into Special Education Referrals

Special Education is offered in many schools today and more and more students are being referred to this type of education. For this capstone project three local special education teachers were interviewed about the referral process and what could be done to improve it. This is an important issue because many students are slipping through the cracks when it comes to be identified and others are being overly identified. The referral process is important because it provides students with an equal opportunity for education. Findings from the interviews and information from a relevant literature review were used to develop an action to be applied before referring students to special education to ensure they are receiving a proper education.

Capstone Advisor: Dr. Patricia Whang

Juan Ramén López ~ Play it Forward: Integrating Special Education Students During Recess

For this Capstone Project, the researcher investigated how teachers and administrators view the participation of students with special needs in recess opportunities and how to improve that participation. This is an important issue because students need the social aspect of playing with different children and going out of their comfort zones. This will help them as they grow older. Based on an analysis of the data and the relevant research literature, the researcher used what he learned to formulate an action that responded to the focus issue in a way that inspired, informed, or involved a particular audience.

Capstone Advisor: Dr. Patricia Whang
Inclusion of autistic students in mainstream classrooms may make it difficult for teachers to recognize and decrease disruptive behaviors. That is, mainstream teachers may not know how to respond to these specific behaviors and their classroom management techniques may not work with autistic students. It will take intentional work to identify strategies to regulate the disruptive behaviors of students with autism. To address this issue, directors or teachers who specialize in autism, as well as the perspectives of mainstreamed public or private school teachers were obtained through interviews. Three action options emerged from an analysis of the data. A teacher training program used once a year is argued to be an effective way to maintain a safe and organized mainstream classroom.

Capstone Advisor: Dr. Patricia Whang

Panel 4  Diversifying What and How We Teach
(Rm 1173)

Daniella López González ~ Teotihuacan: Las Aztecas Come Home

As a future teacher, I want my students to have the opportunity to explore art in the classroom, but art with a purpose. I will use art as a form to teach students about their culture and their background. In my research about field trips as places for the study of culture and art, I was not able to find much. Rather, I discovered there is a lack of art curriculums for education professionals to teach students about culture. I decided to build a curriculum around art that included a field trip to a museum. I developed my curriculum based on Teotihuacan, one of the oldest Mesoamerican cities. The de Young Museum in San Francisco, California is hosting a Teotihuacan exhibition. I created curriculum to teach students about Teotihuacan supplemented with a field trip to the de Young Museum to integrate art into the classroom which ultimately makes learning more engaging for students.

Capstone Advisor: Dr. Miguel López
Linda Guzmán ~ Uplifting the Power of Chicano Studies in Universities

The lack racial diversity among the faculty and the existence of a Eurocentric curriculum across most universities is undeniable. In the 1960’s, these realities lead to student strikes at many universities, including San Francisco State University. One outcome of these student strikes was the establishment of Ethnic Studies as part of the curriculum. Currently, twenty-one of the twenty-three CSUs have an Ethnic Studies requirement—CSUMB does not. More specifically, within the Chicanx community, students drop out of college due to a lack of support. Chicanx students face a variety of challenges as they adjust to the university setting. The establishment of a Chicanx Studies program is needed at the universities to help Chicanx students succeed academically and personally. This Capstone address the question: Why do we need a Chicanx Studies program?

Capstone Advisor: Dr. Miguel López

Karina Y. Ortega ~ Embracing *Los Valores de la Cultura Mexicana* in the Classroom

Curriculum or Lessons I Learned from *Mi Mamá*

As a migrant student, I didn’t see myself included in the curriculum. This absence began a process by which my identity as a Mexicana started to slowly vanish. This capstone is designed to inspire maestras to integrate and value Mexican students’ cultura. Throughout my K-12 experience, I felt like I had two identities. At school, a new culture—American culture—was being introduced to me. But, at home I had to be speak and behave a different way—as a Mexicana. It was a battle of two different worlds, a battle that was hard to fight. As a future maestra, I analyze how one can come to see where these two different worlds have much in common. For instance, how the values and chores of a Mexican home can be seen as more than just “chores,” but as responsibilities and concepts that are to be learned. Concepts that can be incorporated in the daily classroom-based learning that students experience.

Capstone Advisor: Dr. Miguel López
11:55 a.m. - 12:25 a.m. Panel Session 3*

Panel 1 Supporting the Needs of College Students
(Rm 1188)
12 min Presentations + 6 min Q&A = 30 minute session

Ryan Haynes ~ A Forgotten Demographic: Low-Income First-Generation College Students

The focus of this Capstone is on the need for support for low-income first-generation college students. An evidence based argument is made that these students are at a major disadvantage as compared to their counterparts. Consideration of the issue, should include the perspectives of high school students who will be the first in their family to apply and go to college. Three action options emerged from the analysis of data. Based on an analysis of the data and the relevant research literature, the researcher used what he learned to formulate an action that responded to the focus issue in a way that inspired, informed, or involved a particular audience.

Capstone Advisor: Dr. Patricia Whang

Alicia Bushey ~ 250 Pages of I don’t understand: Reading Struggles for Freshmen College Students

The focus of this Capstone project is on the reading struggles of first year college students. This is important because reading is a fundamental need in secondary education and in our society. If people are challenged in this area, they will struggle both in higher education, as well as certain aspects of daily living. The three primary stakeholder perspectives examined were college teachers and tutors, because of their relevant expertise, as well as their roles and responsibilities. Based on an analysis of the data and the relevant research literature, action was taken to help first-year college students overcome their reading challenges and thus, hopefully be able to move toward graduation and not become an added statistic to the dropout rate.

Capstone Advisor: Dr. Patricia Whang
Panel 2  Maestras Dedicadas en la Lucha de Educación  
(Rm 1180)  
30 minute session

In this paper we, a crew of maestras dedicadas, use the framework of Lucha Libre to frame a culturally sustaining curriculum that fosters a positive cultural identity, more equitable education, the meaningful involvement of Mexicana mothers in their children’s educación, and ensures Mexicano students’ greater success. This Capstone project reflects our analysis of the research on what makes a good maestra and how we, as luchadoras for the educación, can create changes in the public schools so as to support Mexicano students inside and outside the classroom. At the core of our Capstone are our testimonios, writings where we explored our identity in order to become a dedicada maestra for our students.

Nancy Cervantes  
Maria de Jesus Chavarin  
Lizbeth Garcia  
Karina Mercado Naranjo  
Vanessa Valenzuela Gonzalez

Capstone Advisor: Dr. Miguel López

Panel 3 Crossing the Border into School  
(Rm 1170)  
12 min Presentations + 6 min Q&A = 30 minute session

Federico Garcia Hernandez ~ Los 800,000: Testimonios: La Voz de DACA (DREAMERS)

The focus of this capstone is to share the experiences that Dreamers are going through today, since President Trump used his Executive power to end DACA. Through a focus on three philosophical reasons why Dreamers should receive legal status in this country, I describe the life of a dreamer and the daily fight for his own “American Dream.” Dreamers are committed to the U.S., to education, and our communities. This capstone presents testimonies from different Dreamers around the U.S.A. who are experiencing psychological harm because of the risk of being deported and separated from their love ones. Compassion and mercy could help us understand why we should have empathy for the 800,000 Dreamers.

Capstone Advisor: Dr. Miguel López
Crystal Jara González ~ The Confluence of Values: DACA Youth Meet M.L. King, Jr. and Emma Lazarus

This paper highlights the ways in which DACA recipients feel labeled and dehumanized by the unjust revoking of DACA. More specifically, the Capstone frames the unjust revoking DACA through an analysis of Dr. Martin Luther King’s Letter from a Birmingham Jail, Attorney General Jeff Sessions’ DACA speech, and Emma Lazarus’ poem, The New Colossus. The analysis demonstrates how DACA values echo the values in Lazarus’ poem and King’s letter--values that directly challenge Sessions’ values. While this Capstone is my voz, it is more importantly the voz of the eight hundred DACA recipients who are fighting to maintain their lives in the U.S., their home country.

Capstone Advisor: Dr. Miguel López

12:35 p.m. - 12:50 p.m. Podium Presentation 5 (Rm 1188)

Anselma Martinez Gomez ~ Buscando Mi Propio Alguien: (Re)Membering Mi Educación

This capstone is of a series of poemas that reflect my K-16 educación. Los poemas are more than reflections, they are mi historia--my journey to (re)member mi propio alguien. Through these poemas I seek to raise mi voz regarding the dehumanizing and subtractive schooling experiences I encountered during my public school education because I was labeled as an English Language Learner (ELL), as undocumented, and as an immigrant. In addition, I endeavor to give voz to mi identidad as a mujer. Los poemas are my testimonio--papelitos guardados that call for a more humanizing pedagogy and curriculum. These poems are pieces of who I am and who I desire to become--una maestra dedicada haciendo qué hacer.

Capstone Advisor: Dr. Miguel López
Savannah Trudeau ~ Bridging the Literacy Gap: A Critique of Computer-Based Instruction

As we move forward in an emerging digital society, a greater emphasis is being placed on technology-based instruction. As a result, computer-based literacy instruction has become more prevalent in schools and after-school programs with the goal of strengthening students’ literacy skills. Throughout Monterey County, a large portion of the student population are English Language Learners (ELLs). The focus of this Capstone project is a discussion and critique of a specific computer-based literacy program, Read Naturally. This program expects students to already have a basic knowledge of the English language and as a result, the difficult assessments and high expectations leave ELLs feeling discouraged and falling further behind academically than their non-ELL counterparts. This project is an effort to supplement the Read Naturally curriculum to increase student engagement and enhance their ability to retain information. The ultimate goal is to provide more effective strategies for ELLs to develop their literacy skills and foster a love for reading, rather than having them associate reading with failure.

Capstone Advisor: Dr. Patricia Whang

The Karen Lynn Rezavy Liberal Studies Award for Community Impact

Criteria for Selection:
- This award is open for full-time students pursuing a Bachelor of Arts in Liberal Studies
- Student must be in Good Academic Standing and have a GPA of 3.0 or higher
- Student’s intention must be to enroll and complete a credential program to become a teacher
- Students must have demonstrated a commitment to the community through Service Learning and other community involvements.

Fall 2017 Awardee: Federico Garcia Hernandez
Distinction in the Major Award

Distinction in the Major is bestowed on graduating students who merit recognition that does not fall in traditional university records of achievement (i.e., university honors). Faculty, staff, or students may nominate a graduating senior for this recognition. Self-nominations are encouraged.

Areas of recognition may include:

- Outstanding Service ~ Students who provide service to individuals, schools, the university, or the community that is beyond course requirements and meets needs in the spirit of the mission of the Liberal Studies Department and/or the CSUMB Vision Statement.
- Academic Achievement ~ Students who show significant improvement during their academic careers or who have CSUMB-only GPAs over 3.50.
- Personal Challenges ~ Students who have overcome significant obstacles to meet educational goals.
- Course-Specific Achievement ~ Students who in one course or across several courses in the Department distinguished themselves in their achievement, in projects, or assessment.

Awardees are listed below:

Lucero Alvarez           Rei'Monique Massie
Miranda Aven            Samantha Mejia
Erica Behler            Courtney Musselman
Alyssa Bomarito         Omar Nava
Alicia Bushey           Hoai Nguyen
Lisa Cardenas           Karina Ortega
Maria de Jesus Chavarin Leonardo Ortiz
Bianca Cobarrubias      Annie Santos
Tyler Elwin             Spencer Smith
Julia Felice            Darriane Soliven
Lindsay Frias           Amanda Spinola Lindsay
Federico Garcia Hernandez Savannah Trudeau
Gabriela Gutierrez-Perez Janinn Enelly Valenzuela
Ryan Haynes

Megan Fletcher - Human Development and Family Studies
Congratulations from the College of Education, Liberal Studies, and Human Development and Family Studies Faculty and Staff

Dean of the College of Education
Dr. Jose Luis Alvarado

Adjunct Faculty
Dr. Christi Cervantes
Ms. Janinne Chadwick
Dr. Jennifer Colby
Ms. Aimee Escalante, M.A.
Dr. Antonio Gallardo
Ms. Judy Huddleston, M.F.A.
Ms. Salina Lopez
Ms. Christine Mark-Griffin
Ms. Tessa Mauro, M.A.E.
Dr. Rozanne Regules

Department Chair
Dr. Deedee Pérez-Granados

Faculty
Dr. Kimberly Crossman
Dr. Ondine Gage
Dr. Miguel López
Dr. Browning Neddeau
Dr. Paoze Thao
Dr. Scott Waltz
Dr. Rob Weisskirch
Dr. Patty Whang

Academic Advising Coordinator
Erika Miguel, M.S.

Administrative Support Coordinator
La Tanya Wilson, M.A.

Peer Mentor
Renee Edwards