Liberal Studies Senior Capstone Festival

and

Presentation of Distinction in the Major Honors
Location: Tanimura & Antle Family Memorial Library

Presentations start in Room 1180
Date: Thursday, May 17, 2018
Time: 8:30am – 1:30pm
California State University, Monterey Bay
College of Education

LIBERAL STUDIES SENIOR CAPSTONE FESTIVAL
& Distinction in the Major Honorees

Tanimura & Antle Family Memorial Library
Thursday, May 17th, 2018 from 8:30am – 1:30 pm

Schedule of Events

8:30am - 8:45am Welcome and Introductions
Dr. Deedee Perez-Granados, Liberal Studies Department Chair
Dr. Jose Luis Alvarado, Dean, College of Education

8:45am - 9:00am Podium Presentation 1
* 10 min Presentation + 5 min Q&A = 15 minutes
Carlie Dawson ~ The Importance and Challenges of Self-Reflecting on Identity and Privilege for White Pre-Service Teachers

9:00am - 9:15am Podium Presentation 2
* 10 min Presentation + 5 Q&A = 15 minutes
Cecilia Gonzalez ~ White Teachers Critically Reading Multicultural Literature and Self

9:25am - 9:45am Poster Presentations Session 1*
*12 Min Presentation + 8 min Q&A - 20 minutes

1. Kimberly Ackley ~ A New Interpretation of Physical Education in the Elementary School Setting
2. Kayla Baum ~ I Just Can't Help It: Building Awareness of Music Therapy for Students with Academic Stress
3. Janessa Britto ~ The Role of Authority on Campus: Creating a New Paradigm between Students and their Authority Figures
4. Kelly E. Cornejo ~ Benefits of Implementing Physical Activity for Elementary Students in the Classroom
5. Cassie Pierson ~ Prevention Programs of Substance Abuse for Young Adolescents
6. Sandra Figueroa ~ A Recipe for Success: Libros del Corazon, Cultura y Las Comadres
7. Analuisa Flores ~ The Effectiveness of Therapy in the Public School System
9:50am - 10:10am  
**Poster Presentations Session 2***  
(Rm 1180)  
*12 min Presentation + 8 min Q&A = 20 minutes*

8. Logan Maloney ~ *A Lucha Libre* Curriculum: Just Wrestling? Or Lessons to be Learned in a Culturally Enhancing Pedagogy

9. Cecilia Melgoza ~ *Loteria*: Is it Just a Game or is it a Writer's Tool to Embracing an Immigrant Mexicana's Journey to Embrace Education?

10. Kelsey Sherry ~ Impact of Media on Young Adults with Eating Disorders

11. Denisse Tejeda ~ Educating El Salvadoran Students for Academic Success

12. Danika Torres ~ Highway to Hell: Redefining School Discipline to Unclog the School to Prison Pipeline for Latino Youth

13. Christian Zepeda ~ Effects of Waldorf Education on Elementary School Students

10:15am - 10:30am  
**Podium Presentation 3***  
(Rm 1180)  
*10 min Presentation + 5 min Q&A = 15 minutes*

Kayla E. Cota ~ Integrating the Arts to Enhance the Development and Academic Performance of Students Receiving Special Education Services

10:30am - 10:45am  
**Podium Presentation 4***  
(Rm 1180)  
*10 min Presentation + 5 min Q&A = 15 minutes*

Evelyn Gomez & Monserrat Navarro ~ What Do We See? Looking at Our *Comunidad* through the Eyes of Latino Youth & Maestras

10:55am - 11:30am  
**Panel Presentation Session 1***  
(Rm 1180)  
*7 min Presentations + 7 min Q&A for group = 35 minute session*

**Panel 1: Technology in Schools***

- Ivan Cruz-Aguillar, Sr. ~ Importance of Digital Devices in a School in the Monterey County
- Jenna Coveney ~ Promoting Critical Thinking through Technology in the Classroom
- José Rodriguez ~ Effects of Mobile Technology on Students in the Classroom

**Panel 2: The Social and Mental Well Being of Students***

- Karolina Camacho ~ Children's Mental Health: Reimagining Teacher Preparation
- Maya Ramirez ~ Equal Education for All: Myth or Reality. Creating Teachers Who Care
- Jacqueline Gomez ~ Student Related Trauma and Teacher Response
- Heather Pezel ~ Creating a Kind and Just World: The Power of Literature to Create Hope for Foster Youth
Panel 3: Educating English Language Learners
(Rm 1173)

- Stephanie Chavez ~ Effects of Standardized Tests on English Language Learners at the Elementary School Level
- Maria V. Ortiz ~ Impact of Bilingual Education on English Language Learners’ Academic Achievement
- Diana Lizbeth Soria ~ Prospects and Challenges of Education Facing Latino Students
- Tanya Navarro ~ Empowering English Language Learners for Academic Success

Panel 4: White Teachers Working in Racially Diverse Classes
(Rm 1176)

- Tambrina Fairbanks ~ If You're Willing to Do the Work: A White Girl’s Discovery of Her Own Whiteness and Her Responsibility to Diversity as a Future Educator
- Whitney Hirst ~ Out of My Class Now: How White Identity Affects Disciplinary Actions for White Teachers

11:40am - 12:15pm  Panel Presentation Session 2*
*7 min Presentations + 7 min Q&A for group = 35 minute session

Panel 1: Special Education
(Rm 1180)

- Miguel Zazueta-Ruiz ~ Benefits of Educational Services for Students with Disabilities
- Makalah Vosmera ~ Preparing Pre-Service Teachers to Work Effectively with Autistic Students
- Adilenne Leon ~ Cuz You Don’t Want Me to Give Up: The Importance of Mentorship for Students with Disabilities
- Wendy Baker ~ How a Humanizing Pedagogy Positively Effects the Social Emotional Needs of Children with ADHD

Panel 2: Connecting the Classroom to the World
(Rm 1170)

- Paige Henning ~ The Morality of Elementary School Food
- Desiree Vargas ~ Moving From The Streets To The Classroom: Understanding the Teacher’s Role for Creating a Robust Education for Homeless Youth in the Classroom
- Melyssa Smith ~ Cultivating Kindness through Children’s Literature
- Joseph Castillo ~ Inserting Moral Authority into the Curriculum

Panel 3: Preparing Pre-Service Teachers
(Rm 1173)

- Lisa Nathan ~ Student-Teacher Rapport and Its Impacts on Students’ Sense of Fulfillment
- Arcelia Velasquez ~ Implementing Teaching Strategies to Enhance Critical Thinking Through Literature High School Students
- Karla Ortiz ~ Effects of Las Comadres in Latino Parental Involvement
- Michelle Newcombe ~ Fostering the Concept of Autonomy in School-Aged Children
Panel 4: Working with Latino Families and Youth In New Ways
(Rm 1176)

- Mary Ann Bañuelos and Brianna Bañuelos ~ Drawing Upon the Enseñanzas y la Educación of Mexican Mothers and Children's Literature to Support Children's Learning
- Reyna Maldonado ~ Healing from the Choque: A Chicana's Journey to Become a Maestra
- Maria Tena Gonzalez ~ Listening to La Patronas y A Mi Misma: Un Curriculo Hacia las Lineas Que Cruzamos en Nuestas Vidas
- Sandra Rocha and Edgar Monjaras ~ No Todo lo que Brilla es Oro: Mama’s Fountain of Wisdom for Cultivating Educational Opportunities for Her Children

12:25pm - 12:40pm  Podium Presentation 5  (Rm 1180)
* 10 min Presentation + 5 Q&A = 15 minutes
Alanna R. Elder ~ Benefits of Instructional Models for Teaching Elementary English Learners

12:40pm - 12:55pm  Podium Presentation 6  (Rm 1180)
* 10 min Presentation + 5 Q&A = 15 minutes
Yessica Muñoz Tapia ~ From Shame to Pride: Dentro Y Fuera De La Clase

12:55pm – 1:30pm  Presentation of Awards  (Rm 1180)
- The Karen Lynn Rezavy Liberal Studies Award for Community Impact
- Distinction in the Major Honors

Master of Ceremonies – Dr. Miguel López
Liberal Studies Department
LIBERAL STUDIES SENIOR CAPSTONE FESTIVAL
PRESENTATION ABSTRACTS

8:45am - 9:15am  Podium Presentations - Session 1*  Rm 1180
* 10 min Presentation + 5 Q&A = 15 minutes

Podium Presentation 1
8:45am - 9:00am

Preparing Pre-Service Teachers to Combat the Notion of White Privilege
Presenter: Carlie Dawson

Abstract: The privilege of white culture continues to dominate the field of education; there is sufficient evidence to indicate that white pre-service teachers are not critically self-aware of their racial identity and privilege. They are not challenged to think about the normalcy of whiteness and privilege in education because they have not been properly exposed to subject of whiteness. This senior capstone research project examines whether white pre-service teachers have reflected upon their identity and privilege. Through a review of the literature and a survey of white pre-service teachers, the results indicate that they believe it is important to critically self-reflect on one’s racial identity, but they do not feel that the issue of whiteness has been sufficiently addressed in the Liberal Studies curriculum.

Capstone Advisor: Dr. Paoze Thao

Podium Presentation 2
9:00am - 9:15am

White Teachers Critically Reading Multicultural Literature and Self
Presenter: Cecilia Gonzalez

Abstract: This Capstone documents the importance of white teachers learning to critically read multicultural literature while simultaneously engaging in a critical examination of whiteness. In particular, the study shows how my “white privilege” and “white fragility” impact my reading of multicultural literature. Through a personal case study, I examine how a “close” reading of three “diverse” pieces of multicultural children’s literature—a “black” book, a “white” book and a “Mexicano” book—tripped” me up, for it required me to redefine my understanding of “multiculturalism” and “diversity.” By connecting theory and my personal reflections on my personal identity, I identify ways for white educators to effectively and appropriately incorporate multicultural literature into classrooms. I argue that white teachers must have a deeply grounded understanding of their own racial and cultural identity as well as an awareness of other cultures and racial groups. Specifically, I argue that when white teachers lack this knowledge and awareness, it is essential that they seek out this information through research and consulting with “experts” in order to meaningfully grasp and identify cultural concepts that impact the story.

Capstone Advisor: Dr. Miguel López
**Poster 1**

**A New Interpretation of Physical Education in the Elementary School Setting**

**Presenter:** Kimberly Ackley

**Abstract:** Despite substantial evidence of the countless cognitive and physical benefits physical education in elementary school classrooms provides, there are some schools in the United States that do not offer an adequate combination of both physical activity and education about nutrition, health and wellbeing. To fully encapsulate the subject of Health and Wellness Education (HWE), students must not only be engaged physically outside of the classroom, they must also be engaged holistically with an equal emphasis on mind, body, and spirit inside the classroom. This student engagement would include daily lessons regarding mental wellbeing, a consistent and reserved period of time for physical activity, and the ability to analyze the nutritional value of meals they are offered inside and outside of the school cafeteria to make healthier choices on their own. Not only is it necessary for schools to make room for these curricular modifications, it is also imperative to consistently provide them throughout the entire school-year and throughout a child’s entire elementary experience. If children are not steadily receiving HWE, they are at risk of becoming obese, falling into the stigmatized world of anxiety or depression without self-help skills, and potentially developing life-threatening diseases such as type two diabetes, certain cancers, and cardiovascular disease later in life. This paper explores the many ways that HWE can be positively implemented in elementary schools to avoid this growing epidemic.

*Capstone Advisor: Dr. Miguel G. López*

---

**Poster 2**

**I Just Can’t Help It: Building Awareness of Music Therapy for Students with Academic Stress**

**Presenter:** Kayla Baum

**Abstract:** Academic stress is seen as the ‘invisible disability’ and can negatively influence a child’s academic performance and experiences at school. If students were given the tools and resources to aid them in their troubles, they will be more successful in the future. Music is an essential tool for helping children cope with everyday stressors. Listening to music has been found to have benefits with intellectual development, motivation, confidence, and creative thinking. My goal in doing this research is to give teachers a better understanding of academic stress in children and create a useful curriculum involving music to implement in fifth grade classrooms. In particular I show that actively engaging with music in the classroom will help students gain a sense of security and belonging with their peers.

*Capstone Advisor: Dr. Miguel G. López*
**Poster 3**

**The Role of Authority on Campus: Creating a New Paradigm between Students and their Authority Figures**

**Presenter: Janessa Britto**

**Abstract:** Many minority students within Elementary Schools, Middle Schools, and High Schools have been targeted and criminalized by their own authority figures. In areas where high minority populations and lower incomes are present, schools have or have had a high amount of security. There is security such as surveillance cameras, metal detectors, and a strong presence of police officers or SRO's (Student Resource Officers) on campus. Throughout this paper, I have unraveled why these kinds of school’s experience such a high level of security and how that in turn effects the students within them. I have researched the perceptions that authority figures such as principals, teachers, and SRO's have on children of minority groups by looking through the eyes of racism and discrimination; or if this problem has stemmed from something else. I have also provided the perceptions students have towards their own authority figures on campus and why students may have an issue, or none at all, with their authority figures.

**Capstone Advisor: Dr. Miguel G. López**

---

**Poster 4**

**Benefits of Implementing Physical Activity for Elementary Students in the Classroom**

**Presenter: Kelly E. Cornejo**

**Abstract:** Adequate amounts of research on the quantity of sedentary time students spend in classrooms have been directed throughout recent years, raising much concern. The concept of educational instruction and physical movement coinciding with each other throughout the school day has been seen in a positive light. The public education system continuously strives to implement the most effective practices to ensure appropriate development of student learning. Schools constantly yearn to create ample opportunities for children that show progress in the improvement of cognitive behavior. This senior capstone examines the benefits of implementing physical activity for elementary students in the classroom through the use of literature review, survey with 45 students and with teachers. The result findings indicate that implementing physical activity in the classroom has been proven to benefit children’s physical well-being, mental health as well as academic performance. Keywords: physical activity, academic performance, healthy, movement, brain function.

**Capstone Advisor: Dr. Paoze Thao**
Poster 5

Prevention Programs of Substance Abuse for Young Adolescents

Presenter: Cassie Pierson

Abstract: This senior capstone research project examines the prevention programs of substance abuse for young adolescents. Through the use of literature review and surveys with students, parents and teachers in three high schools in the Tri-county area, the project findings identify the types of substances that adolescents are using and recommend some prevention programs to schools for consideration on how to best address the epidemic of substance abuse among adolescents.

Capstone Advisor: Dr. Paoze Thao

Poster 6

A Recipe for Success: Libros del Corazon, Cultura y Las Comadres

Presenter: Sandra Figueroa

Abstract: This capstone explores my journey of empowerment, healing, and to finding my cultural identity through Mexicana literature. For this paper, I analyze four books, to identify cultural concepts that are woven into each book and across the four books. These concepts, grounded in the research on literature, cover the areas of Mexican culture, gender, urban life, education, etc. At times there are harmonious connections between the concepts and at other times the concepts clash. For this paper I present four key concepts that give “voice” to each book. The concepts presented in this paper represent las Mujeres as hijas, as estudiantes, and as maestras. I document how the literature speaks to our souls, affirms our cultural identity and builds community.

Capstone Advisor: Dr. Miguel G. López

Poster 7

The Effectiveness of Therapy in the Public School System

Presenter: Analuisa Flores

Abstract: The purpose of this paper is to analyze the positives and the negatives of having an on-site therapist for each primary and secondary school. Currently 4% of preschoolers are being diagnosed with depression (Statistic Brain, 2015). Schools need to do something to stop this epidemic. One person dies every two hours due to suicide, (AFSP, 2015) which can be easily be prevented if students received help from an early age. The options provided are having prevention programs readily available for students, integrated projects set into the curriculum, and mandatory psych evaluations for students. To analyze these options the criteria used is how much access the students would have to the options, the amount of time it would take to complete each option, and the overall impact that the options would create in the students’ life.

Capstone Advisor: Dr. Miguel López
Poster 8

*A Lucha Libre Curriculum: Just Wrestling? Or Lessons to be Learned in a Culturally Enhancing Pedagogy*

**Presenter:** Logan Maloney

**Abstract:** Though framed by scholars as sport, ritual, and theater, *lucha libre* also provides educators with a powerful template for the design of a culturally enhancing pedagogy. Within Mexico, *lucha libre* is battle between “*rudos*” and “*técnicos*,” “bad guys” and “good guys. But in the classroom, *lucha libre* frames the battle between a Eurocentric pedagogy, the “*rudos*,” and a culturally enhancing pedagogy, the “*técnicos*.” This Capstone documents how a *lucha libre* curriculum, built upon Xavier Garza’s *Maximilian & the Mystery of the Guardian Angel: A Bilingual Lucha Libre Thriller*, provided a class of sixth-graders with a curriculum that enabled the students to gain the insights and tools they need to enhance their culture so that they can better themselves and others for the future. Specifically, the Capstone examines the students’ growth through a focus on their mask-making, reading analyses, and personal reflections. The central question posed throughout the curriculum is: For whom should we be *luchadores/luchadoras*?

*Capstone Advisor: Dr. Miguel G. López*

---

Poster 9

*Lotería: Is it Just a Game or is it a Writer's Tool to Embracing an Immigrant Mexicana's Journey to Embrace Education?*

**Presenter:** Cecilia Melgoza

**Abstract:** Most individuals, be they in Mexico or “*el Norte,*” believe there is much feminism in *la cultura Mexicana* because of prevalence of *machismo*-ism. Unfortunately, that is a misconception, or, in fact, an error. Rather, there is a deep history of feminist *mujeres* in Mexican, long before, and since, the advent of the term feminism. In this capstone, I examine, in depth, the power of feminist figures within *la cultura Mexicana* through a “close” reading of Guadalupe Garcia McCall’s young adult novel, *Under the Mesquite*. In particular, I argue how *Mexicana feministas*, such as Sor Juan Inés de la Cruz, Rosario Castellaños, the Tex-Mex “crossover” singer Selena, and, even, the “contested” historical figure of La Malinche, Malintzin, serve as important “role models” for young *Mexicana inmigrantes*, especially as they seek to balance their role within *la familia* with their pursuit of *una educación*. I document how we, as *maestras*—those who value, and thus seek to place, *la cultura Mexicana* at the core of the *currículo*—must teach *Mexicanas* the meaning of feminism. In particular, I show how, through the study of historical and contemporary *feministas Mexicanas*, young *Mexicanas* can learn how to navigate their lives with greater cultural pride and possibility.

*Capstone Advisor: Dr. Miguel López*
**Poster 10**

**Impact of Media on Young Adults with Eating Disorders**

**Presenter: Kelsey Sherry**

**Abstract:** This senior capstone research is to examine the effects of media on young adults (age 18-24) with eating disorders. Through the use of literature review, interviews with five young adults with eating disorder and surveys of classmates in a small Liberal Studies class at a California State University on personal body image their relationship with the media, the results indicated that the media has both positive and negative effects on young adults with eating disorders depending on the different sources of media that may have alternate effects on the psyche of the young adults. The media also benefits young adults on keeping them up with current events as well as providing resources for them from recovering from eating disorder as well.

*Capstone Advisor: Dr. Paoze Thao*

**Poster 11**

**Educating El Salvadoran Students for Academic Success**

**Presenter: Denisse Tejeda**

**Abstract:** There are many El Salvadoran students in many schools in the Monterey Bay Area; however, many teachers are not aware that El Salvadoran student population continues to grow. Most importantly, El Salvadoran students will be part of the future of the United States; as a result, it is important to educate El Salvadoran students for academic success. The purpose of my project is to discover ways in which teachers educate El Salvadoran students for academic success. After interviewing teachers, conducting anonymous surveys where El Salvadoran voiced their opinions, and interviewing two program staff member, the findings indicate that there are many programs that are in place and that teachers in the Monterey Bay area already teach El Salvadoran students for academic success.

*Capstone Advisor: Dr. Paoze Thao*
Poster 12

Highway to Hell: Redefining School Discipline to Unclog the School to Prison Pipeline for Latino Youth

Presenter: Danika Torres

Abstract: The school to prison pipeline for Latino students can be defined as the process by which school policies, procedures, pedagogy, and people contribute to disengagement, loss of trust in authority, damaged relationships, questioning of the curriculum, and a distrust in the education system. Latino students are at a greater risk of entering the criminal justice system as a result of this process. This paper analyzes current approaches to school discipline, surveys male high school students, teachers, and administrators, and interviews with a teacher and a principal to obtain data on how discipline contributes to the school to prison pipeline epidemic. The collection of data and synthesizing of research has made it clear that inequalities exist in disciplinary practices across races. Latino youth are disproportionately exposed to harsh, exclusionary disciplinary consequences, which parallels the inequities found in the criminal justice system. Redefining school discipline can help alleviate the unprecedented number of Latino students currently at risk of entering the school to prison pipeline.

Capstone Advisor: Dr. Paoze Thao

Poster 13

Effects of Waldorf Education on Elementary School Students

Presenter: Christian Zepeda

Abstract: As society becomes more critical of public education, alternative education systems are becoming more popular. The Waldorf education system, based on the philosophy of Rudolf Steiner, has increased in popularity and commonality each decade. Currently, 23 Waldorf institutions exist in California. With this increase in popularity, it is important to analyze and examine the effectiveness of this method of education. An examination of Waldorf education, through research and interviews of Waldorf teachers and administration, will provide parents and teachers with an understanding of its strengths and weaknesses. Ultimately, Waldorf education provides a positive environment for students, yielding positive effects but this alternative education system still harbors criticism from society and former students.

Capstone Advisor: Dr. Paoze Thao
Integrating the Arts to Enhance the Development and Academic Performance of Special Education Students

Presenter: Kayla E. Cota

Abstract: There are several great benefits that the visual and performing arts have to offer. Specifically, for students who are receiving special education services, the arts can potentially have a significant impact. However, for reasons, such as budget cuts and lack of resources, the arts are being eliminated in many schools and classrooms. This senior capstone research project examines the ways in which the visual and performing arts could enhance the academic performance and the development of students who receive special education services. Through the use of literature review, parent and teacher surveys, parent and teacher interviews, the result findings support the notion that the visual and performing arts could enhance both the development and academic performance of students receiving special education services while simultaneously preparing them for independent experiences.

Capstone Advisor: Dr. Paoze Thao

What Do We See? Looking at Our Comunidad through the Eyes of Latino Youth & Maestras

Presenters: Evelyn P. Gómez & Monserrat I. Navarro

Abstract: This capstone captures our work, as dos maestras, to co-develop, teach and reflect upon a currículo for a class of sixth graders in Salinas. As maestras—una Chicana y una Mexicana—from “the hood,” we are deeply committed to the health of our comunidad. Accordingly, we sought to develop a currículo that would develop “academic” literacy skills while also teaching youth how to “see” their own comunidad via photography. The currículo was also designed to elicit the pride that youth have in their comunidad, in part through a critique of the “sensationalist” media that regularly portrays the “East Side” in a negative manner. Borrowing from Wendy Ewald’s life giving work, I Wanna Take Me A Picture: Teaching Photography and Writing to Children, we designed un currículo de justicia social that would enable sixth-graders to “see” and critically reflect upon issues of inequality as reflected in photographs of housing—houses, apartments, and trailers—from across the city of Salinas. Throughout the capstone, we reflect, via testimonios, about our own development as maestras who seek to more fully understand why and how we should develop un currículo de justicia social.

Capstone Advisor: Dr. Miguel G. López
Panel 1 - Technology in Schools
(Rm 1180)

Importance of Digital Devices in a School in the Monterey County

**Presenter: Ivan Cruz-Aguilar, Sr.**

**Abstract:** Digital devices, such as laptops, tablets, and mobile phones, are becoming a part of almost everyone’s lives, even children. Today, it is very common to see young children interacting with these digital devices everywhere either at home, in the car, or at a shopping center. For this reason, this senior capstone research project examines how important it is for elementary school students in the Monterey County to have digital devices and how they use them. Through use of literature review, interviews with teachers and parents, and anonymous surveys with elementary students, the findings reveal that digital devices have a big impact on students’ success that make teachers, students, and parents’ lives easier.

**Capstone Advisor:** Dr. Paoze Thao

Promoting Critical Thinking through Technology in the Classroom

**Presenter: Jenna Coveney**

**Abstract:** This senior capstone project examines how technology promotes critical thinking in the classroom. Through the use of literature review, surveys and in depth interviews with teachers in the Monterey Peninsula, the results reveal that many teachers use technology in their classrooms to promote critical thinking on a daily basis, but only half of them could teach media literacy in their classrooms. Even though teachers keep students engaged and are comfortable using technology to promote critical thinking in their classrooms, they are not confident in teaching media literacy in their classrooms.

**Capstone Advisor:** Dr. Paoze Thao
Effects of Mobile Technology on Students in the Classroom

Presenter: José Rodriguez

Abstract: This senior capstone research project is to examine the effects of mobile technology on students in the classroom. Studies pointed out that students cannot afford to purchase the mobile technology devices that are being used in the classrooms today. Other factors that prevent students from fully participating in classroom activities also involve their inability to comprehend the course materials. Students want to learn from their teachers and rather than from mobile technology. Through the use of literature review, survey with teachers and students, mobile technology could help students access their classwork should reliable internet is available. The results indicate that learning how to use mobile technology at a young age will help students become better users. However, mobile technology should be optional in the classroom. It is also recommended that the time spent on mobile technology for students should be reduced.

Capstone Advisor: Dr. Paoze Thao

Panel 2: The Social and Mental Well Being of Students
(Rm 1170)

Children's Mental Health: Reimagining Teacher Preparation

Presenter: Karolina Camacho

Abstract: Current research sheds light on the importance of the mental health of school-age children and researcher’s efforts continuously point out that there is need for more to be done to support children with mental health needs, in the context of the classroom, in the United States. Particularly focusing on children with internalizing behavior under Emotional Disturbance, this paper will provide reasoning as to why these children have a need for prevention and intervention services, the reality of the lack of general knowledge teachers have on children’s mental health, and the need for elementary school teachers to have children’s mental health education and training, specifically for internalizing behaviors, both before and throughout their service. To address these issues, I analyze my university’s, CSUMB, courses to verify that undergraduates are not being adequately prepared in terms of children’s mental health education and training. I therefore argue a change to the Liberal Studies pathway that adds courses that are specifically about social, emotional, and behavioral issues, as well as children’s mental health, particularly from the Human Development and Psychology departments. These courses are essential to the education of upcoming teachers because they provide the means to socially and emotionally support each students’ development and success. My findings highlight the lack of mental health courses that CSUMB requires of their upcoming teachers, however more research needs to be done to remedy this fact.

Capstone Advisor: Dr. Miguel G. López
Student Related Trauma and Teacher Response

Presenter: Jacqueline Gomez

Abstract: Millions of urban students at very young ages are exposed to trauma in what are defined as “socially toxic environments,” neighborhoods that negatively impact their lives, physically, emotionally, and socially. This capstone explores how schools, via curriculum, can support children who are living with conditions of Post-traumatic Stress Disorder (PTSD), who have become desensitized to “social toxins,” who may suffer from other psychological development impairments. In particular, the capstone explores “gun violence, a main contributing factor to social “toxicity” of a community violence which results in PTSD in students. In addition, the capstone illustrates how the lack of trusting relationships between teachers and students create barriers which, in turn, impede academic and personal growth. Accordingly, the capstone focuses on a curriculum designed to embed caring into the daily lives of students, thereby promoting student healing and venues by which students can cope with trauma. Nel Nodding’s notion of caring is employed as a tool to aid teachers in how to construct better relationships with trauma exposed students. Specifically, the curriculum, built upon the fundamentals of the continuity of people, the inner circle, and human made objects is applied to a series of picture books that foster students’ reflection upon their communities and the daily realities they experience.

Capstone Advisor: Dr. Miguel G. López

Creating a Kind and Just World: The Power of Literature to Create Hope for Foster Youth

Presenter: Heather Pezel

Abstract: Within our community, there are children in the foster care system who suffer for various reasons. As these children journey through life, they do not always come across caring adults, worthy peer relationships, or are given a voice to talk about their experience when wanted. Yet, as adults, and as educators, we are responsible for providing children with a “kind and just parent” (Ayers) whether in the classroom, at home, or in foster care placements. This capstone documents how Jacqueline Woodson’s young adult novel, After Tupac and D Foster, and William Ayer’s, A Kind and Just Parent, were woven together into a curriculum for adults that work with at risk youth. The curriculum guides teachers to recognize what children in the foster care system might experience and how we educators can support them. The curriculum was designed with the goal of helping all of society’s children, but especially the most vulnerable, to understand their own lives through the characters in the novel, and, in turn, use the novel as a tool to enable peers to relate more deeply to foster youth. By using young adult literature to bring to light what foster care youth experience, educators can “normalize” the idea of the foster care system, hopefully presenting it in a new, more positive, light. The curriculum, is designed to help children and teachers within our community feel more comfortable talking about foster care by giving children the chance to talk about their experience, while building healthy peer relationships, thus, building a kind and just world along the way.

Capstone Advisor: Dr. Miguel G. López
Equal Education for All: Myth or Reality. Creating Teachers Who Care

Presenter: Maya Ramirez

Abstract: All children deserve a quality education, regardless of their life at home, the availability of school resources, or even one’s criminal record. Though most current and aspiring educators would find this statement agreeable, the fact of the matter is that very few educators pursue a career in teaching inside a juvenile detention facility. Whether it is due to lack of comfort in this setting or the pre-fixed opinions about what someone who is convicted of a crime “deserves,” the reality is that educating privileged students is safer and more desirable. The result is that children who have been convicted of a criminal act are often provided educators who can be categorized as “the bottom of the barrel”—teachers who could not find a job elsewhere and are “stuck” working with kids that they do not care about. On the other end of the spectrum, there are also educators who are passionate about helping and educating this population of youth and make this type of work their life-long work. These educators believe that all, especially the most vulnerable and with the greatest of needs, are deserving of a quality education. Moreover, these educators believe their work is not just to “save” youth, but to open up their perspective on different paths available in their life. So, how do we fix this? A search must be made for educators who are passionate about not only educating youth in the criminal justice system, but towards providing them with an education that allows them to decide upon a life trajectory they would like to pursue. Acknowledging that making “better choices” is undoubtedly the more difficult route, but through a sound education, there is this opening up of another route instantly made available.

Capstone Advisor: Dr. Miguel G. López

Panel 3: Educating English Language Learners

Effects of Standardized Tests on English Language Learners at the Elementary School Level

Presenter: Stephanie Chavez

Abstract: In the U.S., standardized tests have become high stakes for English language learners (ELLs). With the No Child Left Behind legislation, along with Title I and III, students have to take the standardized tests even though they have little exposure to the English language. Through use of literature review, surveys and interviews with teachers and principals at the elementary school level, this senior capstone examines the effects of standardized tests on the ELL students. Research reveals that ELL students who are required to take standardized tests feel frustrated and stressful with a low level of self-esteem. In addition, acquiring a second language takes time, dedication, and guidance from teachers and parents. It is important to note that ELL students’ needs must be met in order for them to participate in the standardized tests.

Capstone Advisor: Dr. Paoze Thao
Impact of Bilingual Education on English Language Learners’ Academic Achievement

Presenter: Maria V. Ortiz

Abstract: Bilingual education has always been a controversial topic in the history of the United States. While some people advocate for its effectiveness, others consider it insignificant in the grand scheme of things. This capstone examines the role of bilingual education in English language learners’ learning at the elementary school level. Through the use of literature reviews, online research, interviews of teachers and principals, and anonymous student surveys of Santa Cruz County, result findings reveal positive effects on bilingual education in English language learners’ learning. There are many positive outcomes for bilingual education, as well as a few challenges. It is helpful for students to make a connection to their native language and use the knowledge they already have to transfer it to a new language. However, support and funding continue to be an ongoing issue for bilingual education and it cannot be carried through accurately without these components. With more public knowledge of the positive effects of bilingual education, it can encourage increasing support for this needed service.

Capstone Advisor: Dr. Paoze Thao

Prospects and Challenges of Education Facing Latino Students

Presenter: Diana Lizbeth Soria

Abstract: Latino students have become the majority of the minority population in schools in the United States. Therefore, it is important for schools to look for effective ways to ensure that Latino students acquire the academic skills necessary for college preparation. There are various excellent institutions serving Latino students. Many of these students are placed as high risk by school institutions that are unable to expand their personal, cultural and linguistic strengths that they bring to school. As a result, they become discouraged in school leading them to drop out of school, rather than pursuing higher education. Studies indicate that Latino students are three times likely to drop out of school than African American and White students (Granada and Contreras, 2010, p.18). As Latino students proceed through the American schooling system, their lack of resources and relationship with teachers continue to undermine their success in education. Latino students continue to face challenges and as a result, they are the ones with the lowest rate in high school and college completion affecting their chances for a stable employment.

Capstone Advisor: Dr. Paoze Thao
Empowering English Language Learners for Academic Success

Presenter: Tanya Navarro

Abstract: This senior capstone research project examines the issue of empowerment of Hispanic English Language Learners (ELLs). Through the use of literature review and interview with a specialist in a middle school level, issues that have impacted the ELL students included academic disparities, dropout rate, modified curriculum and cultural relevance and the lack of motivation and aspiration. The result findings indicate that there is a need to implement culturally relevant curriculum and instructions along with language support that could facilitate and empower the ELL students for academic success.

Capstone Advisor: Dr. Paoze Thao

Panel 4: White Teachers Working in Racially Diverse Classes

(Rm 1176)

If You're Willing to do the Work: A White Girl’s Discovery of Her Own Whiteness and Her Responsibility to Diversity as a Future Educator

Presenter: Tambrina Fairbanks

Abstract: White educators in the U.S. view multiculturalism differently than most “people of color.” As a white person, this was true for me. Thus, my ability to teach multicultural literature was negatively impacted by my ability to critically read multicultural literature, an “inability” that has been shaped by the white lens through which I see the world. The purpose of this self-study was to go through a process of reflection in regards to my white-identity, how it impacts me, and how it affects my ability to teach multicultural literature effectively. This study was completed by the deep analysis of three picture books and my critical readings of key literature on whiteness, white-identity, and white fragility. I first read and analyzed each picture book alone and then analyzed it with the guidance of Dr. Miguel López. The goal of this study was to “observe” my “white-lens” while reading of multicultural literature so that I could equip myself to critically teach this literature to both white students and students of color so that they can feel affirmed and grow in empathy and critical consciousness. Through this study I found that I need to be educated on what I am reading “over,” or missing, when reading books that focus on cultures that are seen as “different” from white American “norms” and on the difficulties that students face due to their cultural and racial identity. I argue that if they are willing to do the work, white teachers are capable of becoming successful teachers of multicultural education that recognizes and affirms students of all cultural identities while also challenging the status-quo.

Capstone Advisor: Dr. Miguel G. López
Out of My Class Now: How White Identity Affects Disciplinary Actions for White Teachers

**Presenter:** Whitney Hirst

**Abstract:** Being a white person in today's culturally blended society typically means one has never had to critically assess all of the privilege and fragility that comes along with being “just white.” Yet, as a white teacher, a critical analysis of race is vital to ensure our discipline practices are fair, kind and just. This study reviews the rates at which students of color are suspended or expelled in comparison to white students, examines the ways in which public schools are currently handling discipline, and the ways in which educators can transform disruptive disciplinary actions. Being a white future teacher that has never had to wrestle with a racial identity impacted by injustice, I feel strongly that both educating myself of racial injustice and finding alternative ways to discipline disruptive behavior within the classroom is imperative. With hopes of becoming a high school history teacher, I hope to create a classroom environment of both vulnerability and inclusiveness to ensure that transparent classroom discussions are both safe and meaningful. This requires both self-awareness and respect in the classroom and a clear understanding of repercussions when these are missing. My goal for this consistent and transparent course of disciplinary actions is to shift the focus on discipline from getting in trouble or kicked out class into a well-rounded mindset of love and respect for everyone in the classroom.

*Capstone Advisor: Dr. Miguel G. López*

11:40am - 12:15pm  
Panel Presentations Session 2*

* 8 min Presentations + 6 min Q&A = 30 minute session.

**Panel 1: Special Education**

(Rm 1180)

**Benefits of Educational Services for Students with Disabilities**

**Presenter:** Miguel Zazueta-Ruiz

**Abstract:** This capstone research project examines the benefits of educational services that schools offer to students with disabilities for a smooth transition from elementary school level to middle school and high school level. Federal and state laws, e.g. the Individuals with Disabilities Education Act (IDEA) of 2004, ensure that students with disabilities receive a Free Appropriate Public Education (FAPE) specifically designed to provide services to meet the needs of individual student with disabilities through the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990. Through the use of relevant literature review and surveys with special education teachers, principals, and parents, various types of educational services have been identified and recommended to schools and various organizations serving students with disabilities in the Monterey County Area.

*Capstone Advisor: Dr. Paoze Thao*
Preparing Pre-Service Teachers to Work Effectively with Autistic Students

Presenter: Makalah Vosmera

Abstract: The Commission on Teacher Credentialing of the State of California mandates that teacher preparation programs prepare effective and knowledgeable pre-service teachers to teach all students. Through the use of literature review, interviews and surveys with graduating Liberal Studies students, this senior capstone examines whether Liberal Studies graduating students are being prepared to work effectively with autistic students or not. The findings indicate that they take introductory education courses on autism spectrum disorder along with other forms of disabilities, but they do not receive sufficient breadth and depth coverage on how to work effectively with autistic students in regular classrooms.

Capstone Advisor: Dr. Paoze Thao

Cuz You Don’t Want Me to Give Up: The Importance of Mentorship for Students with Disabilities

Presenter: Adilenne Leon

Abstract: This abstract chronicles my educational journey as a student with a learning disability to that of being an emerging maestra. More specifically, I document how my educational journey was (and, at times, still is) a traumatic one, in great part because my disability was not diagnosed until late in my K-12 schooling. I explore how the addition of “accommodations,” via an IEP, to my schooling helped ease some of the educational challenges I faced. But, I also document how these accommodations have never sufficiently provided me with an equitable or quality education. Thus, I share how, during my college education, the addition of strong mentorship and a caring community has provided me with essential “non-academic” support that has enabled me seguir adelante. I then describe how this mentorship and cariño enable me to meaningfully pursue school amidst the multiple roles I enact as mujer, madre, esposa, estudiante, y maestra. Then, the capstone documents how, as an emerging maestra, I build upon my own journey to support a sixth-grade student who also has a learning disability. I show, as a reflection of my own life, how my presence as a mentor who provides cariño enables my mentee to flourish. I argue, from her and my enriched educational experiences, the importance of accommodations, but more so for the importance of strong mentorship and a caring community for students with disabilities.

Capstone Advisor: Dr. Miguel G. López
How a Humanizing Pedagogy Positively Effects the Social Emotional Needs of Children with ADHD

Presenter: Wendy Baker

Abstract: A quantitative study was conducted at a Monterey High School using a twelve question, cross-sectional survey using a Likert Scale to determine whether a relationship exists between teacher attitudes involving students with ADHD and their knowledge about the disorder. This study indicates teachers who have a negative experience hold negative attitudes, while teachers who have had positive experiences with students with ADHD have positive attitudes regarding the disorder. Thus, this capstone argues for an attitudinal and pedagogical shift in how teachers see ADHD and how they care about students, as their obligations as teachers to teach the whole child. Students with ADHD are increasingly being integrated into general education classes. However, because mainstream teachers often hold negative attitudes about students with ADHD, teachers are not always accommodating of students’ needs. Disability Studies research considers how profiling educationally marginalized students based on a perceived difference have allowed teachers to recognize disabled students as deficient, lacking self-control and social behaviors and inferior (Collins, 2003). This shift, wherein teachers address their own negative attitudes towards students with ADHD, fosters teachers’ greater acceptance of students with ADHD. Therefore, this capstone focuses on the importance of teachers embracing an ethic of care within a humanizing pedagogy (Noddings, 2013, Bartolome, 1994). Caring respects the perspectives, language and knowledge of the students and helps to frame a humanizing experience for students who are traditionally dehumanized, (Bartolome, 1994). This approach can enable teachers to more fully support an ADHD child in constructing a positive sense of self, which, in turn, fosters a child’s ability to succeed in school and in their lives.

Capstone Advisor: Dr. Miguel G. López

Panel 2: Connecting the Classroom to the World (Rm 1170)

The Morality of Elementary School Food

Presenter: Paige Henning

Abstract: This paper will explore food insecurity that too many American school students are dealing with without support. I will address and discuss on whether there is a moral obligation for taxpayers to fund the free and reduced lunch program that many of America's youths rely on. Despite this lunch program, many of these children living at or below the poverty level and are still going about their day hungry. I will be presenting local research found in Monterey County to explain the willingness of taxpayers to help children keep and maintain access to food. I then did a policy review of three school districts in Monterey County and how food can be more easily accessed within the schools communities.

Capstone Advisor: Dr. Miguel G. López
Cultivating Kindness through Children's Literature

Presenter: Melyssa Smith

Abstract: Every year over a million people die from acts of violence. Humanity, historically has and continues to plague the world with fear and hatred which can be seen in world wars, mass shootings, and racial violence. Where there is fear and hatred kindness does not exist. The purpose of this paper is to define the meaning of kindness and to set forth a K-8th grade curriculum that cultivates kindness—kindness for one’s self and for others. Kindness is defined as a quality that engages people in being friendly, generous and considerate, and it is a main foundation of many of the world’s many religions. The Dalai Lama has declared kindness as his religion and travels the world sharing a philosophy that embraces kindness and compassion. Saint Mother Teresa spent her entire life living kindness through her service to others less fortunate. This capstone examines a set of children's picture books as the cornerstone of the curriculum. The curriculum documents how literature and the lives of “the saints” can model, for children, what kindness is and why it matters in a chaotic world.

Capstone Advisor: Dr. Miguel G. López

Moving From the Streets to the Classroom: Understanding the Teacher's Role for Creating a Robust Education for Homeless Youth in the Classroom

Presenter: Desiree Vargas

Abstract: Homeless youth within the educational system have been neglected through the lack of teacher education. Teachers have been misdirected through their education in the Bachelor of Arts degree and the teacher credential program. They are learning how to teach to an “ideal” classroom filled with students who are always ready and mentally prepared to learn. Teachers are not made aware that every student brings a different background to the classroom, and how that background could affect their academics and behavior. Teachers are unaware on how to deal with issues such as homelessness in the classroom, and that the students’ situations outside of the school grounds that could be very traumatic. This has led to a deficiency for a robust education that homeless youth deserve. Some deficiencies that results are students’ experience academic struggle, lack of interest in school, and behavioral issues. The experience of homelessness is considered traumatic due to the effect on emotional stress, emotional well-being, lack of control of environment, and feeling helpless. Research for this paper was conducted by interviewing four teachers and two principals who have dealt with homelessness in the educational system. Through the knowledge that was gained, I created a trauma informed curriculum for the Liberal Studies B.A that enables education to teachers on how to adjust to homeless youth in the classroom. They will learn through the curriculum how to see signs of trauma in a child; they will learn why that matters, and they will learn how to assist a child in that situation through resources and accommodating schoolwork.

Capstone Advisor: Dr. Miguel G. López
Inserting Moral Authority into the Curriculum

Presenter: Joseph Castillo

Abstract: In this capstone project, I argue for the importance of incorporating the teaching of morals and ethics within the classroom. I ground this argument in a critical analysis of William Ayers’ *Teaching Toward Freedom* and a curriculum that links Ayers’ thesis with Dr. Martin Luther King Jr.’s *Birmingham Letter*. The review of *Teaching Toward Freedom* is designed to elicit *why* this is a critical book for the field of teacher education. In particular, the analysis focuses on Ayers’ development of a philosophical argument about the need for public school educators to commit to “moral” and “ethical action” within the curriculum. In developing his argument, Ayers grounds his thesis in the beauty of the arts, especially literature as the tool for “seeing” and “enacting” moral and ethical education. Then, borrowing from Ayers, I present a curriculum based upon Dr. King’s seminal work. I detail how this curriculum should be implemented and argue, in turn, how it will facilitate students’ efforts to combat social injustices in their community.

Capstone Advisor: Dr. Miguel G. López

Panel 3: Preparing Pre-Service Teachers

(Rm 1173)

Student-Teacher Rapport and Its Impacts on Students’ Sense of Fulfillment

Presenter: Lisa Nathan

Abstract: This senior capstone research project examines how student-teacher rapport impacts students’ sense of fulfillment. The purpose of this research paper is to bring awareness and change to our current academic system with regards to how teachers interact with their students. All too often, teachers look solely at how students are performing academically. Teachers should also focus on the reason why the lower achieving students are performing that way. Through the use of literature review, an interview with five teachers and a survey of 59 students, the results indicate that teachers have good rapport with students; whereas their students do not feel that they have good rapport with their teachers.

Capstone Advisor: Dr. Paoze Thao
Fostering the Concept of Autonomy in School Aged Children

Presenter: Michelle Newcombe

Abstract: Studies show that autonomy in school-age children helps foster a high sense of efficacy and benefit students in terms of academics and in becoming well-rounded members of the society. This senior capstone research project explores how autonomy is taught successfully in Japanese schools and how it could be facilitated in schools. Through the use of literature review and survey with Japanese exchange students and with the Liberal Studies students, the results are inconclusive. However, it is evident that a well-structured fostering of self-determination is needed for the success of fostering the concept of autonomy in school-aged children involving both parents and teachers as social agents.

Capstone Advisor: Dr. Paoze Thao

Implementing Teaching Strategies to Enhance Critical Thinking through Freedom of Choice of Literature for Low Income High School Students

Presenter: Arcelia Velasquez

Abstract: Critical thinking is when a person makes a inference on a topic through analyzation, and inductive reason. This form of inferences uses a set of prior skills and knowledge to come to a conclusion. It is a teacher’s job to provide students the tools to enhance their critical thinking. Through this paper I will discuss skills teachers use to enhance their students and the impact literature plays in enhancing those skills. Critical thinking is not just important in the school setting but in the outside world. Students will need to adapt to their work environments and collaborate with peers to solve projects. They will need the inductive reasoning skills to create resolution rather than potential theories. The skills becomes most important in college where students must learn the content for their field while learning how to apply it. In my paper I will propose how critical thinking is an important piece to master when students are at the high school and the tools teachers are using to enhance the strategy. I will also discuss how literature is the best enhancer for critical thinking.

Capstone Advisor: Dr. Paoze Thao
Effects of *Las Comadres* in on Latino Parental Involvement in Schools

**Presenter:** Karla Ortiz

**Abstract:** Parent involvement is essential to every child’s education. This senior capstone examines how a group of pre-service and in-service teachers called “Las Comadres” could really involve Latino parent involvement in their children’s education. While school perceives parental involvement in their traditional way, Los Comadres perceived that “platicas – conversation” is the culturally appropriate way to involve Latino parents in their children’s education regardless of their language barriers.

**Capstone Advisor:** Dr. Paoze Thao

---

**Panel 4: Working with Latino Families and Youth in New Ways**

(Rm 1176)

**Drawing Upon the Enseñanzas y la Educación of Mexican Mothers and Children’s Literature to Support Children’s Learning**

**Presenters:** Mary Ann Bañuelos and Brianna Bañuelos

**Abstract:** This capstone documents the quest of a madre y su hija to document their own educational journey to include within their own schooling “culturally enhancing pedagogies” (López, 2017) that build upon the enseñanzas y educación of Mexicana familias. As a mother-daughter dyad, we argue that schools must shift from the current Eurocentric/Common Core-centered patterns of “doing school” that ignore the rich teaching and learning environments that are part of everyday life within Mexican homes. Accordingly, we argue that it is essential for educators, especially teacher-educators, first, to “see” and appreciate the cultural richness of the “funds of knowledge” (Moll, et al., 1992) that Mexican mothers cultivate within their daughters (Villenas & Moreno, 2010) through “pedagogies of the home” (Delgado-Bernal, 2010). We argue that this new way of “seeing” empowers a new way of “parent involvement,” one grounded in respeto for how Mexican mothers are their daughters’ maestra (Valdés, 1996). We model how a set of picture books that lovingly portray Mexicana madres y hijas can serve as the “base” for new tarea, “homework” that fosters the sharing of historias entre mamás y hijas. We close by arguing that this tarea, one built on a mestiza consciousness (Anzaldúa, 2012), empowers Mexicana hijas within the classroom and at home as they engage in the sharing of rich family s with their madres.

**Capstone Advisor:** Dr. Miguel López
Healing from the *Choque*: A Chicana’s Journey to Become a *Maestra*

**Presenter: Reyna Maldonado**

**Abstract:** This capstone is *mi testimonio* of my journey to become a *maestra*. I show, through critical self-reflection, the importance of three essential concepts in a maestra’s development: a *choque*, *cariño*, and *comunidad*. Specifically, I document how taking LS 380, *Teaching for Social Change*, joining a *comunidad* of *comadres*, and having *pláticas* with a *Mexicano* professor and *Mexicana* peers collectively created within me a *choque*. I elaborate on how important this *choque* was for it disrupted my view of self, education and my idea of what it means to be a teacher. Through a series of *papelito guardados*, I document how essential it is for emerging *maestras* to have multiple and sustained *pláticas* on “difficult” topics within *mi cultura*, topics that are rarely talked about within the college classroom, and when the topics are discussed, they are often superficial or tinged with “racist” and “discomforting” cultural stereotypes. By reflecting on my journey, I also argue for the importance of *cariño*—loving mentorship—and *comunidad*—the safe space where one can heal. I argue that with *cariño* and a *comunidad*, I was able to heal *mi identidad*. I document this healing of *mi identidad* through an explanation of three *historias*: my past, present, and future. I conclude by presenting *una nueva visión de educación*, a braided thread of *mi identidades* as a Chicana and una maestra.

Capstone Advisor: Dr. Miguel G. López

---

**No Todo lo que Brilla es Oro: Mama’s Fountain of Wisdom for Cultivating Educational Opportunities for Her Children**

**Presenters: Sandra Rocha and Edgar Monjaras**

**Abstract:** This Capstone redefines parent involvement and, thus, what it means to be a parent involved in the education of one’s child. Parent involvement is traditionally viewed through a mainstream lens that focuses on parents attending parent-teacher conferences, helping with homework, and volunteering in the classroom. In contrast, we, two *Mexicanos*, argue there needs to be a new vision of parent involvement. We argue that the traditional viewpoint ignores cultural differences, poverty, racism, and other social issues that Latino families face. More importantly, we argue that the traditional approach to parent involvement disempowers Latino parents. Through our examination of Guadalupe Valdés’ *Con Respeto: Bridging the Distances Between Culturally Diverse Families and Schools: An Ethnographic Portrait*, we were challenged to reassess our own ideas of what it means for parents to be involved in their child’s education. We have come to see that Valdés validates our Latino cultural values, wisdom and *la educación* that is instilled within our *familias* through our *consejos*, *dichos*, y *historias*. The Capstone reports findings of a survey of parents from two classrooms and the impact of a curriculum involving a culturally relevant assignment as well as insights from our own reflections of our exploration of parent involvement. We document that parents perceive themselves to be significantly involved in their children’s lives in ways that are not recognized within the traditional definition of parent involvement. We present the findings to validate the importance of a culturally relevant curriculum based on *historias* and *dichos*. These *historias* and *dichos* hold wisdom, intelligence, and life lessons that should be valued in our *educación*. Therefore we recommend that schools should adopt a new philosophy to incorporate these cultural values.

Capstone Advisor: Dr. Miguel G. López
Listening to *Las Patronas y A Mi Misma: Un Currículo Hacia las Líneas Que Cruzamos en Nuestas Vidas*

**Presenter:** Maria Tena Gonzalez

**Abstract:** For many Mexicano youth, the core curriculum rarely connects with their lives and rarely do they have the opportunity to select the topics that they must study. Yet, for these same Mexicano students, multicultural literature can be a powerful tool that enables them to school and the curriculum. *La Línea*, a young adult novel, is such a book. For this capstone I developed a currículo around *La Línea* to enable sixth grade students to examine what *líneas* they have crossed. In addition, the currículo connects *La Línea* to the women of Las Patronas, those who feed the migrants riding *La Bestia al norte*. This connection is vital so that youth can see that we all have a Patrona, those who help us through life by handing us a bag of food, a bag of hope. Through this “immigration” currículo, students learn to see connections between school and their lives, are meaningfully educated, and build unity. In particular, the youth reflect on the different patronas that they have encountered in our educational and life journey. Finally, in this capstone, I, as a maestra, reflect on the *líneas* I have crossed and I give homage to las patronas who have supported me, academically and in my daily life.

Capstone Advisor: Dr. Miguel G. López

**Podium Presentations Session 3** (Room 1180)

12:25pm - 12:55pm

* 10 min Presentation + 5 Q&A = 15 minutes

**Benefits of Instructional Models for Teaching Elementary English Learners**

**Presenter:** Alanna Elder

**Abstract:** English language learners (ELLs) are the fastest growing population in education and make up nearly one out of every four students in California classrooms. They are in need of successful classroom models in the mainstream elementary classroom to benefit their education. The purpose of this study is to examine the benefits of instructional models for teaching mainstream elementary English language learners, which is done through the review of literature and mainstream teacher surveys. Of the surveys conducted, 84% of the teachers believe that their current classroom models in place are beneficial to ELLs, such as growth in reading comprehension, fluency, accuracy level, and language development. The findings of this capstone indicate that there is a need for instructional models in the mainstream classrooms that will benefit English language learners at the elementary school level.

Capstone Advisor: Dr. Paoze Thao
Podium Presentation 6
12:40pm - 12:55pm

From Shame to Pride: *Dentro Y Fuera De La Clase*

**Presenter:** Yessica Muñoz Tapia

**Abstract:** This Capstone is *mi testimonio* of my growth as a critical reader and a future *maestra*, a growth that emerges from my engagement with culturally enhancing literature and *Las Comadres*. I document how critical it is for *maestras* to meaningfully engage with culturally enhancing literature through *mis reflexiones* on my “close” reading of Luis Rodríguez’ *América Is Her Name*. Through this case study, I document how “brown” books are a powerful tool for *Mexicana’s* engagement with *identidad*. I also argue that equally crucial are the ways in which educators skillfully support students in the navigation of *identidad*, especially in terms of feelings of shame and pride. It is crucial for educators to extend *cariño* and to create “safe spaces,” often outside of the classroom, so that *maestras* can meaningfully engage with such revelations. I show how *cariño* and the support of a network of like-minded *mujeres* enabled me to move forward to joyfully embrace my *cultura* through a *currículo* that challenged me to explore my feelings *dentro* the classroom, but which followed me *fuera* the classroom and into my home. A *currículo* that healed me, and empowered me to move from shame to pride.

*Capstone Advisor: Dr. Miguel G. López*

---

**12:55pm – 1:30pm**

**Presentation of Awards (Rm 1180)**

**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.

**Spring 2018 Awardee:** Kayla E. Cota
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:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wendy Patricia Baker</td>
<td>Cecilia Melgoza</td>
</tr>
<tr>
<td>Mary Ann Bañuelos</td>
<td>Edgar Monjara</td>
</tr>
<tr>
<td>Karolina Camacho</td>
<td>Yessica Muñoz Tapia</td>
</tr>
<tr>
<td>Stephanie Chavez</td>
<td>Tanya Navarro</td>
</tr>
<tr>
<td>Kelly Elizabeth Cornejo</td>
<td>Monserrat Ixtlizihuatl Navarro</td>
</tr>
<tr>
<td>Kayla Elizabeth Cota</td>
<td>Maria Vega Ortiz</td>
</tr>
<tr>
<td>Carlie Rose Dawson</td>
<td>Heather Ann Pezel</td>
</tr>
<tr>
<td>Alanna Renee Elder</td>
<td>Brittany L. Pickard</td>
</tr>
<tr>
<td>Tambrina K. Fairbanks</td>
<td>Amanda Charlotte Puleo</td>
</tr>
<tr>
<td>Sandra Figueroa</td>
<td>Sandra Guadalupe Rocha</td>
</tr>
<tr>
<td>Flor De Maria Gomez</td>
<td>Spencer Dickinson Smith</td>
</tr>
<tr>
<td>Cecilia Rose Gonzales</td>
<td>Denisse Tejeda</td>
</tr>
<tr>
<td>Roxanne P. Guel</td>
<td>Danika Marie Torres</td>
</tr>
<tr>
<td>Whitney Lorah Hirst</td>
<td>Desiree Kassandra Vargas</td>
</tr>
<tr>
<td>Carlington Grace Kenoyer</td>
<td>Arcelia Paola Velasquez</td>
</tr>
<tr>
<td>Adilenne Nabile Leon</td>
<td>Makalah Ann Vosmera</td>
</tr>
<tr>
<td>Anselma Martinez Gomez</td>
<td>Jeanette Zavala</td>
</tr>
<tr>
<td>Samantha Marie Mejia</td>
<td>Christian Anthony Zepeda</td>
</tr>
</tbody>
</table>
Congratulations from the College of Education
Liberal Studies and Human Development and Family Studies
Faculty and Staff

Dean, College of Education
Dr. Jose Luis Alvarado

Department Chair
Dr. Deedee Pérez-Granados

Department 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

Lecturer 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, M.A.
Ms. Christine Mark-Griffin
Ms. Tessa Mauro, M.A.E.
Dr. Roxanne Regules

Academic Advising Coordinator
Erika Miguel, M.S.

Administrative Support Coordinator
La Tanya Wilson, M.A

Peer Mentor
Renee Edwards

California State University
Monterey Bay
Liberal Studies Department