Liberal Studies

Capstone Festival

and

Presentation of Distinction in the Major Honors

Tanimura & Antle Family Memorial Library

Friday, December 21, 2018 @ 9:00 am
Schedule of Events

9:00am - 9:15am  Welcome and Introductions
Dr. Deedee Perez-Ganados, Liberal Studies Department Chair
Dr. Jose Luis Alvarado, Dean, College of Education

9:15am - 9:30am  Podium Presentation 1  (Rm 1188)
* 10 min Presentation + 5 min Q&A = 15 minutes
  ● Stephanie Murabito and Kelly Richardson ~ West Side Story: Success Within Special Education Through Arts Integration

9:30am - 9:50am  Podium Presentation 2  (Rm 1188)
* 15 min Presentation + 5 min Q&A = 20 minutes
  ● Alejandra Montoya and Kymber Lewis ~ Playing with Food: Harvesting Students’ Minds by Rewriting the Curriculum in a Cookbook

9:55am - 10:15am Poster Presentation Session*  (Rm 1188)
* 12 min Presentation + 8 min Q&A = 20 minutes

1. Samantha Bulmer ~ History is Liberation: A Social Justice Framework for History Education
2. Melissa Castro ~ Wrestling with Trauma Through Literature
3. Daisy Godoy Hernandez ~ Beating Back the System: Supporting Marginalized Youth and Their Families Beyond the Juvenile Justice System
4. Andrew Johnson ~ Move It or Lose It
5. Araceli A. Maldonado ~ Put on Your Tights and Grab Your Cape: Latina Superheroes Changing la Educación [Education] through Comics
6. Stephanie Montezuma ~ The Domino Effect of Challenging Behaviors
7. Morgan Nava ~ Maestras con Cariño: Teaching Caring Through the Lens of Immigration Within the English Language Arts Curriculum
   [English: Teachers with Caring: Teaching Caring through the Lens of Immigration within the English Language Arts Curriculum]
8. Michelle Telles ~ Is a Hug Enough? How Much Emotional Support Do Our Special Education Students Need?
9. Candice Nasaire and Tina Marie Jimenez ~ No You Can’t Touch My Belly: Moving from Blaming the Victim to Empowering Teen Mothers in the Public School System
10:20am - 10:35am  Podium Presentation 3  (Rm 1188)
* 10 min Presentation + 5 min Q&A = 15 minutes
  ● Kaitlin Sylvia Sue Palmer ~ GeNiUS: ScIeNCe AcCeSS for UNdErRePResenTaTeD UNiVERSiTY PArTiEs

10:35am - 10:55am  Podium Presentation 4  (Rm 1188)
* 15 min Presentation + 5 min Q&A = 20 minutes
  ● Claire Fuerst and Annabel Negrete ~ Unmasking Our Identities: An Artistic Vision of Pre-Service Teachers’ Journey to Racial and Cultural Awareness in Service of the Community

11:00am - 11:35am  Panel Presentation Sessions*
  * 10 min Presentations + 5 min Q&A for group = 35 minute session

  **Panel 1 Art Matters**  (Rm 1188)
  ● Lorena Maribel Alvarez ~ Forming a New Reality Through Art
  ● Carron Prudhon ~ The Universal Language of Music: Why Music is Important in Education
  ● Art Ortiz ~ Bringing Meaning Back: Adding Significance to Arts Curriculum

  **Panel 2 Outside Supports for Learning**  (Rm 1180)
  ● Rose Munoz Villegas ~ Buddies Matter: Student Helper Preparedness in a Reading Assistance Program
  ● Hailey Edwards ~ Homework Without Barriers
  ● Mirna Chavez ~ Respect My Time: Parents, Children and Teachers Reimagining Homework

  **Panel 3 Beyond Academics: Social Emotional Learning**  (Rm 1170)
  ● Shannen Menor ~ Mental Health Matters: Social and Emotional Learning
  ● Anthony Carter ~ Don't stress it, Address it!: Addressing the Whole Child
  ● Mariah Lambert ~ Getting Comfortable With Being Uncomfortable: How to Develop Students’ Interpersonal Skills

  **Panel 4 Creating Justice In and Beyond the Classroom**  (Rm 1173)
  ● Olivia Cardoza ~ It's All in a Block: Crossing Neighborhood Boundaries to Integrate Schools
  ● Guadalupe Espinoza ~ It’s Not Always a Perfect Equation: The Need for a Compassionate Pedagogy Within la Educación Matemática  
    [English: It’s Not Always a Perfect Equation: The Need for a Compassionate Pedagogy within Mathematics Education]
  ● Nancy Garcia ~ Community Circles as a Space for Healing and Restorative Justice
  ● Zachary Saucedo ~ When the Equation Doesn't Add Up: Reimagining Math Education for Urban Teachers
Panel 5  Parent Involvement  
(Rm 1176)

- Maria Estela Chavez and Abby Cuevas ~ Ready, Set, Involved: The Power of Parents
- Danielle Cervantes and Teresa A. Morales ~ Spreading the Wealth: Understanding Inadequate Housing and Family Resource Centers
- Nora Cabrera ~ Si Se Puede: If Only They Would Let Us! Mother as Maestras  
  [English: Yes We Can: If Only They Would Let Us! Mother as Teachers]

11:45am - 12:05pm  Podium Presentation 5  (Rm 1188)
*15 min Presentation + 5 min Q&A = 20 minutes
- Edith Diaz, Clarissa Diane Carrillo, and Claire Going ~ Let's Talk About It: Special Education Communication Barriers with General Education Teachers

12:05pm - 12:25pm  Podium Presentation 6  (Rm 1188)
*15 min Presentation + 5 min Q&A = 20 minutes
- Liliana Vega-Villanueva and Marlet Roman ~ Desarrollando Nuestra Identidad: Using Cultura y “Traditional” Arte to Document Maestras’ Journey to Voz  
  [English: Developing our Identity: Using Culture and “Traditional” Art to Document Teachers’ Journey to Voice]

12:25pm - 1:00pm  Presentation of the Distinction in the Major Awards  (Rm 1188)

Master of Ceremonies  
Dr. Deedee Pérez-Granados, Chair, Liberal Studies Department
Podium Presentation 1
9:15am - 9:30am

West Side Story: Success Within Special Education Through Arts Integration

Presenters: Stephanie Murabito and Kelly Richardson

Abstract: Arts education programs can provide the necessary skills students need for future success, including communication skills and confidence. The Turnaround Arts program at Rosa Parks Elementary School has advanced overall student success, particularly benefiting students in Special Education. Both Special Education teachers and the Arts Specialist at Rosa Parks Elementary were interviewed and the Turnaround Arts Program was observed. Each teacher described their experiences within this program to be noteworthy and recognized the importance it has had on their students’ success in the classroom. Based on an analysis of the data and the relevant research literature, we used what we have learned to formulate an action that responds to the focus issue in a way that inspires, informs, or involves a particular audience. Our action involved educating the public about the Turnaround Arts Program and what benefits it has brought to Rosa Parks Elementary through informative flyers.

Capstone Advisor: Dr. Patricia Whang

Podium Presentation 2
9:30am - 9:50am

Playing with Food: Harvesting Students’ Minds by Rewriting the Curriculum in a Cookbook

Presenters: Kymber Lewis and Alejandra Montoya

Abstract: We created and implemented a food based curriculum to allow students to explore an integrated curriculum in nontraditional ways. Our curriculum includes five lesson plans for first through sixth grades. Seasonal crops were delve into for hands-on “ooey-gooey” lessons to explore mathematics. The language arts were tackled through the five senses by inscribing family recipes and storytelling. And, the use of adjectives became a little juicer after allowing students to play with their food. Redefining colors became an artistic expression by examining a party pack of Jarritos. These food centered lessons started from the roots up in a school garden and evolved into a curriculum cookbook that includes lesson plans, reflections on what was a tasteful success, critiques about what needs to go back to the mixing bowl, and visual morsels of student’s masterpieces. Just as any recipe needs a pinch more salt or a total revision of the ingredients, our lesson plan can be spiced up with a dash of extraordinary approaches to traditional material.

Capstone Advisor: Dr. Miguel López
Poster 1

**History is Liberation: A Social Justice Framework for History Education**

**Presenter:** Samantha Bulmer

**Abstract:** This project focuses on creating a curriculum based around Executive Order 9066. This order required all people living in the United States of Japanese descent to be interned for the duration of World War Two. An examination of the internment of U.S. citizens of Japanese ancestry and Japanese national is important for contemporary U.S. society because the internment is one of the best examples of how selective the U.S. history curriculums is. There is a high percentage of people who do not know that the U.S. government interned Japanese-Americans and this is a huge injustice to the people that are being underrepresented in history textbooks. Teaching the Japanese internment is important because students must learn from the past so as to not repeat the past. The project includes a historical framing based on the work of Howard Zinn and an English Language Arts and History curriculum for elementary students on the internment of the Japanese.

*Capstone Advisor: Dr. Miguel López*

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Poster 2

**Wrestling with Trauma Through Literature**

**Presenter:** Melissa Castro

**Abstract:** This Capstone project focuses on the potential healing power of literature for youth who have experienced, or are experiencing trauma. An examination of the research on eating disorders, sexual abuse, and suicide, documents a growing “epidemic” of young adults who are in need of various forms of healing. As a response, this Capstone is a literature-based curriculum of four young adult novels that highlight characters who find their voice amidst turbulent times. The curriculum is designed to empower youth, especially young girls, to break cycles of violence, shame, and silence. At the core of the curriculum are a set of lesson plans for classroom teachers and community educators.

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

**Beating Back the System: Supporting Latino Youth and Their Families Beyond the Juvenile Justice System**

**Presenter:** Daisy Godoy Hernandez

**Abstract:** This Capstone addresses the negative impact that zero-tolerance policies have on marginalized youth within the juvenile justice system. I argue that the currently practice of school suspensions and expulsion do not deal with the real issues and only result in the criminalization of youth. This topic is important because too often marginalized students and their families do not receive the services and support they deserve. The lack of support continues as families navigate the juvenile court system. The manner in which schools’ zero tolerance policies make the criminalization of youth prevalent is addressed through the experiences of a mother/future teacher and son/at risk youth as they navigate through the complexity of the processes. School practices of intolerance and criminalization are examined; in addition, researching the way in which school staff are educated and trained and their practices when collaboration with other agencies who serve youth. Thus, rethinking the education and training of teachers, administration, social workers, probation officers and behavior health agencies in both prevention and creating effective transition plans for youth to continue their education.

Capstone Advisor: Dr. Miguel López

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**Poster 4**

**Move It or Lose It**

**Presenter:** Andrew Johnson

**Abstract:** The focus of this capstone project is on student engagement in the classroom, because a local school had an issue with students becoming restless during the end periods of the day. More specifically, local middle school teachers were interviewed about their ideas for engaging students through activities. It was found that incorporating movement with lessons could help bring a student's attention back to the task at hand. A list of classroom activities that incorporated classroom movement and engagement was created. With the help of my community partners, we identified and modified three productive activities for engagement to implement. After reflecting on actions implemented it was learned that motion in classrooms can be helpful to increase attentiveness. It is important, however, to recognize that the type of activity chosen to increase engagement, should be determined by time of day and the type of classroom behavior to be addressed.

Capstone Advisor: Dr. Patricia Whang
Poster 5

Put on Your Tights and Grab Your Cape: Latina Superheroes Changing *la Educación* [Education] Through Comics

Presenter: Araceli A. Maldonado

Abstract: "I’m your ticket to the Multiverse, princess"—American Chavez. For many urban Latinas, the search for a brown “princess”—someone beyond a Disney “doll” or the silver screen heartthrob—is an elusive one. But in 2017, Marvel introduced the series *America* and with it America Chavez, a Latinx, LGBTQ reincarnation of *Miss America*. And, thus, overnight Latina comic fans finally had a superSHEro! A superhero that was “all about representation, feminism and fighting for what’s right.” This Capstone project, a comic nerd’s delight, focuses on how urban *maestras* [teachers] can combine the literary superhero powers of the American Chavez series with the theoretical superpowers of another Latina superSHEro—Gloria Anzaldúa. The result: A radical, culturally sustaining English Language Arts, visual literacy, social studies curriculum that empowers *maestras* [teachers] and Latina youth alike with a “ticket” to new educational universe.

Capstone Advisor: Dr. Miguel López

Poster 6

The Domino Effect of Challenging Behaviors

Presenter: Stephanie Montezuma

Abstract: Challenging behaviors in special education have been an issue in special education classroom settings. In recent years it has become more evident that there is a need for improvement, although schools around the country have worked diligently to implement behavioral support plans that could improve or eliminate challenging behaviors. Many teachers in special education are under or unprepared to tackle these issues. After conducting research and interviewing two special education teachers, it was determined that most classrooms were in need of extra personnel support, staff training, and/or more effective parental involvement. In order to implement one of these action options, a teacher agreed to implement behavioral reports cards to help build a stronger connection between home and school. As a result, communication between special education teachers and parents of students has increased, with a higher percent of parental collaboration.

Capstone Advisor: Dr. Patricia Whang
Poster 7

Maestras con Cariño: Teaching Caring Through the Lens of Immigration Within the English Language Arts Curriculum

[English: Teachers with Caring: Teaching Caring Through the Lens of Immigration within the English Language Arts Curriculum]

Presenter: Morgan Nava

Abstract: In today’s day in age, there is an emphasis on selfishness and a lack of concern for others. The lack of care for others has resulted in inhumane acts of war, racism, and hatred. The list is seemingly endless. Instead of showing each other kindness, we have created a stratified society, where skin color or immigration status is directly related to disrespect, violence, and hostility. With acts of hate and violence happening in the United States every day, whether it be releasing tear gas on immigrants seeking asylum, police violence, or mass shootings, it is time to consider how we are, intentionally or unintentionally, teaching our students to foster animosity and a distaste for others. This is a huge problem because society is based on enmity and cruelty, rather than endearment and an appreciation of one another’s differences. Educating students about caring as the foundation of education allows students to not only gain intelligence, but also helps them develop ways of being that emphasizes the importance of treating others with concern. This paper summarizes the development of a curriculum through five picture books to create a community of caring, specifically for immigrants.

Capstone Advisor: Dr. Miguel López

Poster 8

Is a Hug Enough? How Much Emotional Support Do Our Special Education Students Need?

Presenter: Michelle Telles

Abstract: This Capstone highlights the emotional roller coaster that special needs students go through as they navigate a K-12 education. I closely examined a day in the life of a special needs student so as to observe, first hand, all the emotional ups and downs he encounters. In addition, I surveyed ten special needs students to verify my own observations and to hear in their own words the reality of being a special needs student. The students’ responses enabled me see why special needs students are so closed down a majority of the time. I conclude that when schools give special needs students IEPs to tackle their educational struggles, the school system forgets to also address the student’s emotional struggles. Yet, for special needs students, the emotional realm as just as important as the academic. I feel that including a special needs students’ emotional state in the curriculum each day will create better outcomes. In particular, I document how “human” engagement between teachers and students helps students with their emotional progression.

Capstone Advisor: Dr. Miguel López
Poster 9

No You Can’t Touch My Belly: Moving from Blaming the Victim to Empowering Teen Mothers in the Public School System

Presenters: Candice Nasaire and Tina Marie Jimenez

Abstract: Public education claims to provide access to everyone regardless of race and socioeconomic status. However, schools do not provide equal outcomes for all students. While all students are entitled to a free education in a public school, the path to success and graduation is not the same for disadvantaged students, and this is particularly true for teenage mothers. Schools lack the compassion, acceptance, support, patience, and resources that teen mothers need to be successful in school while journey into motherhood. Teen pregnancy is viewed as an “immoral mistake” that only poor, lower-class students make and the consequences of having a baby so young is failing and dropping out of high school. Instead of supporting teen mothers by providing accommodations to help these young women thrive, schools “push” teens out of school due to their lack of empathy and care. Instead, schools need to “shift the paradigm” of how teen pregnancy is viewed by providing love, compassion, and acceptance to pregnant teens. In order to change the way teachers and schools view teen pregnancy, they must first learn how to be more loving, caring, compassionate, and accepting of teen mothers. One way to help teachers be more accepting of pregnant teens is by creating a curriculum that shows them how to care about young mothers.

Capstone Advisor: Dr. Miguel López

Podium Presentation 3
10:20am - 10:35am

GeNiUS: ScIe'NCe AcCeSS for UNdeRePReSeNTATeD UNiVErSiTY PArTiEs

Presenter: Kaitlin Sylvia Sue Palmer

Abstract: The School of Natural Sciences (SNS) houses the biology, marine science, and environmental science, technology, and policy majors which have low retention rates. The Science Student Success (S3) Program was created as a toolbox for first-generation and low socioeconomic college students to receive support and access to the resources they need to help them succeed. Three S3 Program students were interviewed to obtain their viewpoints on what should be done to improve the success and retention of first-generation and low-income SNS students. From an analysis of the students’ interviews, and the scholarly literature, three factors emerged as important to increasing student success: financial assistance, enrichment programs such as time management and career exploration workshops, and attendance at the Teach and Learn Tutoring (TLT) center on campus. Based on the data, it was decided that it is in the students’ best interest to require mandatory use of the TLT for their courses. Thus, S3 Program members are now expected to attend 10 hours of sessions per month at the TLT for at least two courses.

Capstone Advisor: Dr. Patricia Whang
Unmasking Our Identities: Pre-Service Teachers’ Journey to Achieve Racial and Cultural Understanding

Presenters: Claire Fuest and Annabel Negrete

Abstract: This Capstone, a combination of two unique but related journeys, documents the importance of identity in the formation of pre-service teachers. Though multiculturalism and diversity are common buzzwords in teacher-education, we document how our development as future educators has left us “under-educated” and in search of greater support as we undertake “identity” work. Though we are white and Mexicana, we both feel ill-equipped to connect our racial and cultural identities to the classrooms where we wish to teach. Collectively, then, we (representing a cohort of other white and Mexicana teachers) argue for a deeper Liberal Studies education that prepares teachers to critically engage the urban classroom. To give voice to our critique, we represent our past, present, and future identities through a series of masks. The use of art enables us to creatively engage complex issues and ultimately to “unmask” the limited educations so that we can create new identities—those needed by the communities from which we hope to learn and serve.

Capstone Advisor: Dr. Miguel López

Panel 1 Art Matters
(Rm 1188)

Forming a New Reality Through Art

Presenter: Lorena Maribel Alvarez

Abstract: This capstone explores a deeper understanding of what it means to provide an effective outlet for children and adults in low-income communities. Working closely with Hijos Del Sol (HDS), a nonprofit organization aimed at providing an arts studio space for the “studio-less,” the realization that it takes more than being provided a space to express yourself and take part in self-growth, flourished. Through self-reflection, observations, and interviews came the understanding that in order to formulate change in underserved communities, exposure to the arts, parent relationships, and community involvement can help make even the slightest difference for some children’s realities. Through the process of making an interpretive exhibition at the National Steinbeck Center, a museum in Salinas, CA, a HDS mural was used to shine light on the process and the power that comes with making community murals.

Capstone Advisor: Dr. Patricia Whang
The Universal Language of Music: Why Music is Important in Education

Presenter: Carron Prudhon

Abstract: This capstone project focused on the need for increasing music opportunities in schools and the ways in which it increases literacy, particularly in an English Language Learners (ELL) classroom, where increasing English literacy is so vital. After interviewing a district music director, a high school ELL director, and a high school ELL teacher, three action options emerged as ways to provide more music in high school ELL classrooms. Based on the findings, an action was undertaken to help secondary teachers incorporate more music into their daily curriculum.

Capstone Advisor: Dr. Patricia Whang

Bringing Meaning Back: Adding Significance to Arts Curriculum

Presenter: Art Ortiz

Abstract: A lackluster attitude towards art projects can lead to students that do not value art or creativity. Instilling a reach beyond the school population and completing art projects that hold intrinsic value adds meaning to the works being produced. If time is taken out of other curriculum to focus on the arts, it is in students’ and teachers’ best interests to have that class time have real significance. Staff and parents of Clinton Elementary were interviewed for their views on creating opportunities to imbue meaning to art curriculum. After the data was compiled and analyzed, several action options were created. A public auction of student artwork was the highest recommended action option. The auction allowed students to see their work posted in various places in the community and imparted meaning into their work. Students’ ability to take pride and ownership in their work allowed them to find meaning in their work.

Capstone Advisor: Dr. Patricia Whang
Panel 2 Outside Supports for Learning  
(Rm 1180)

Buddies Matter: Student Helper Preparedness in a Reading Assistance Program

**Presenter:** Rose Munoz Villegas

**Abstract:** Addressing low literacy achievement has raised questions about the quality of student helper preparedness in a reading assistance program. The Reading Buddies Project, a non-profit organization that serves a local elementary school, by providing them with student helpers to teach kids to read, is the focus of this project. Improving the Reading Buddies program will ensure that elementary students struggling to read at grade level are receiving quality tutoring sessions that can positively impact their reading skills and abilities. After interviewing a Monterey Reads representative, the Reading Buddies Program coordinator, and a reading intervention teacher, three action options emerged as ways to better prepare tutors to support students learning to read. Based on an analysis of the data, an action was taken to better train the student helpers, so they can more effectively teach their elementary school buddies to read.

**Capstone Advisor:** Dr. Patricia Whang

Homework Without Barriers

**Presenter:** Hailey Edwards

**Abstract:** Assigning equitable homework to students from low socioeconomic status (SES) families is a common challenge for elementary school teachers. Often, teachers assign traditional homework activities such as weekly packets, history projects, and library research. Unfortunately, the research indicates that students often do not have access to materials, parental help, and/or other resources which their SES advantaged peers may have. This study is important because students should have the opportunity to continue their learning outside of the classroom, and involve their families in their learning. After interviewing teachers at Sand Dune Elementary School, I have used what I have learned to identify action options to resolve the issue of assigning homework to these students. One of the benefits of this project included an opportunity for participants to share their homework assignments that transcend socioeconomic barriers. This was beneficial for research, and provided concrete suggestions for improvement. The action options chosen and discussed at the end of this study are, (1) assigning reading as only homework, (2) assigning reading and incomplete classwork as homework, and (3) assign monthly homework projects.

**Capstone Advisor:** Dr. Patricia Whang
Respect My Time: Parents, Children and Teachers Reimagining Homework

Presenter: Mirna Chavez

Abstract: It is common for teachers all in most districts across the United States to continue the academic day long after the school day is over through homework. This capstone focuses on homework and the stress it puts on students and parents at home. This topic is important because students’ and parents’ afternoons and evenings are being controlled by teachers when families have other interests and obligations besides academics. The research and findings from a set of surveys supports the argument that homework has, at most, very little benefit and that the disadvantages outweigh the advantages. The scholarly literature was examined and survey data was collected to analyze the points of view of students, parents and teachers regarding homework.

Capstone Advisor: Dr. Miguel López

Panel 3 Beyond Academics: Social Emotional Learning

Mental Health Matters: Social and Emotional Learning

Presenter: Shannen Menor

Abstract: The mental health of children is something that is overlooked and often not discussed in classrooms. This is important because children need guidance to manage their emotions especially after going through traumatic experiences. The focus of this Capstone Project was on gaining more information about children’s mental health and promoting the importance of Social and Emotional Learning (SEL). By interviewing three elementary school teachers at Roadrunner Elementary, I collected data to see how they viewed social and emotional learning and what they thought could be done to improve students’ mental health. Based on an analysis of the data and the relevant research literature, three themes emerged: 1) incorporating a SEL program at the school; 2) hiring more counselors; and 3) building connections with students. From these three action options, the teachers interviewed as well as myself, reflected on how these actions will benefit each student in the school. Together we talked about activities and lessons that we can utilize to get to know students better and ways to build a stronger classroom community. Bringing awareness to students’ mental health, will take us one step closer to positive change.

Capstone Advisor: Dr. Patricia Whang
Don't Stress it, Address it! Addressing the Whole Child

**Presenter: Anthony Carter**

**Abstract:** Addressing the whole child has been often overlooked. Some teachers are too busy focusing on the lessons at hand. However, addressing the whole child can be beneficial academically, socially, and behaviorally to both teachers and students. This capstone goes into depth about addressing the child, what it looks like, how to do it, and the benefits of it. After interviewing two teachers from a local middle school, three action options emerged as ways to better teach the whole child. Based on the findings, an action was undertaken to help teachers’ better address the whole child. This is an issue that people need to talk about and take more seriously.

*Capstone Advisor: Dr. Patricia Whang*

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Getting Comfortable With Being Uncomfortable: How to Develop Students’ Interpersonal Skills

**Presenter: Mariah Lambert**

**Abstract:** Interpersonal skills are an imperative part of a child’s development. Strategies can be developed by educators to help students build these skills in a productive and positive manner. Based on an analysis of the program director and teacher interview data, students’ interpersonal skills can be enhanced by creating Social Development lessons, creating an interactive learning environment, and exemplifying the importance of properly developed communication skills. It is important for educators to understand how to help their students find the right way to convey their emotions. It is not our job, as teachers, to solve the issue for the students, but, instead, we must guide them to a better understanding of how to reach a solution. By developing these interpersonal skills, students can perform better in social situations, as well as in an academic environment.

*Capstone Advisor: Dr. Patricia Whang*
It's All in a Block: Crossing Neighborhood Boundaries to Integrate Schools

Presenter: Olivia Cardoza

Abstract: In this study I have researched the socioeconomic differences between the school districts of Seaside and Carmel in California. The two districts have strikingly different types of neighborhoods despite being so near to each other. Along with the dissimilarities of the communities, the schools themselves display different ratings. Carmel, known for its wealthy, primarily Caucasian inhabitants, has school ratings that are several grades higher compared to the middle or lower class, minority, public schools of Seaside. The purpose of this investigation is not just to acknowledge the differences in economic status and racial makeup between the two school districts, but to learn if integrating students with different backgrounds can be a potential solution to the inequalities between both school districts. I looked at the correlation between school ratings, testing scores, attendance, dropout rates, and the differences in the racial and economic makeup of the neighborhoods of these two school zones. In addition, I interviewed administrators from both Carmel Unified School District and Monterey Peninsula Unified School District. These interviews provide insight as to why, or why not, school integration could be an element of school reform.

Capstone Advisor: Dr. Miguel López

It Isn’t Always a “Healthy” Equation: Advocating for a Compassionate Pedagogy for la Educación Matemática

[English: It Isn’t Always a “Healthy” Equation: Advocating for a Compassionate Pedagogy within Mathematics Education]

Presenter: Guadalupe Espinoza

Abstract: The Chicana/Chicano educational pipeline documents that there are multiple points throughout the K-16 journey when Latino, especially Latina, youth and adults “exit,” or are “pushed out,” of school. One of the key “barriers” that Latinas face is in the domain of mathematics education. This Capstone chronicles the journeys of a cohort of Mexicanas who have “struggled” to be successful in mathematics, especially in high school and college. Through a series of pláticas [community based dialogues] we collectively document how the absence of “cariño” [caring] in college level mathematics courses--those designed to teach future teachers how to “teach”--contributes the an unhealthy vision of mathematics education. In addition, we document how the current mathematics education challenges students’ self-esteem in negative ways. Finally, through the pláticas, we document how an alternative form of mathematics education is essential if future educators, especially those working in Mexicano communities of the Tri-County, are to create educational equity and excellence.

Capstone Advisor: Dr. Miguel López
Community Circles as a Space for Healing and Restorative Justice

Presenter: Nancy Garcia

Abstract: Nel Noddings urges us to see schools as a special place where our children are cared for and treated with respect. Moreover, she sees schools as space where academics and values are taught. The goal of this Capstone, thus, is to show how implementing “community circles” in schools can be a tool to promote “restorative justice.” I argue that that children and adults benefit from restorative justice and that this models behavior that our society greatly needs. As constructed, community circles foster the importance of social emotional learning, human development, and cognitive and social learning. Community circles also model the importance of a positive school environment for children and adults. Most importantly, community circles provide youth with a context in which they can share their emotions and receive support and guidance through their struggles without being judged.

Capstone Advisor: Dr. Miguel López

When the Equation Doesn't Add Up: Reimaging Math Education for Urban Teachers

Presenter: Zachary Saucedo

Abstract: This research paper establishes a connection between teacher quality and the impact that this quality has on students’ math literacy. This connection is essential if schools are to address the reality that students are failing at school and, specifically, failing at math. Too often society points the finger at the student or the parent, but the finger should be pointed towards the school system and, specifically at the fact teachers are often ill-equipped to teach. This paper examines studies that outline teacher qualities in the classroom and the impact that a lack of math skills has on students’ lives and their education. The research documents how the use of Culturally Relevant Pedagogy (CRP) and valuing applied knowledge can contribute to the elimination of the achievement gap. This research documents the need for greater teacher education, especially in the realm of CRP.

Capstone Advisor: Dr. Miguel López
Ready, Set, Involved: The Power of Parents

**Presenters:** Maria Estela Chavez and Abby Cuevas

**Abstract:** Parental involvement can be highly beneficial to students’ educational success. However, involvement is an issue for English Language Learning (ELL) students, as well as for their parents. Many of these parents want to be involved, but there are many factors that get in the way. School faculty need to be more proactive on informing parents about resources available to them and other ways they can become more involved in their child’s education. The purpose of this research is to understand what schools are doing today to involve parents and how they are reaching out to them. After interviewing teachers and parents at Shoreside Middle School, three action options emerged as ways to help increase parental involvement. Based on these results, action was taken to inform school administration on ways to more effectively reach out to parents.

*Capstone Advisor: Dr. Patricia Whang*

Spreading the Wealth: Understanding Inadequate Housing and Family Resource Centers

**Presenters:** Danielle Cervantes and Teresa A. Morales

**Abstract:** For this project, the community partner was a local Family Resource Center that provides resources to help families. Four families were interviewed to understand how they view poverty-related issues and their impacts on mental health and what they think could be done to address the issues. Based on an analysis of the data and the relevant research literature, the researchers used what they learned to formulate an action that responds to the focus issue. More specifically, the data suggested the importance of informing families about the benefits they can get from utilizing their local family resource center.

*Capstone Advisor: Dr. Patricia Whang*
Si se Puede: If Only They Will Let Us! Mother as Maestras
[English: Yes We Can: If Only They Would Let Us! Mother as Teachers]

Presenter: Nora Cabrera

Abstract: Parents and teachers bring different culture values and understanding of community to the education system. Unfortunately, the majority of school policies, informed by social and cultural politics, privilege teachers’ values, thus, too often silencing parents. This process especially undermines Latino parents by framing their “personal experiences” as less valid than “objective” data which schools, especially teachers, use to frame curriculum and pedagogy. To highlight the voz [voice] of parents, I conducted a survey to learn the perspectives of mothers on what is “good” parent involvement. I argue that the voices of mothers must be considered along with the idea of teachers and school administrators if society is to provide Latino youth with a culturally affirming education.

Capstone Advisor: Dr. Miguel López

Podium Presentation 5
11:45am - 12:05pm

Let's Talk About It: Special Education Communication Barriers with General Education Teachers

Presenters: Edith Diaz, Clarissa Diane Carrillo, and Claire Going

Abstract: The focus of this Capstone Project is on the communication barriers between Special Education and General Education educators, due to a lack of time for collaboration during the school year. Poor communication between teachers can negatively impact special education students’ academic achievement. Unfortunately, this issue has been around for decades, yet no effective solutions have been implemented. Solutions that have been considered include more teacher training, peer-mediated instruction, and co-teaching. Data was collected from interviews conducted with one administrator, two Special Education teachers and four General Education teachers from a local high school. Major themes that emerged from an analysis of the data lead to three action options. Based on the findings, an action was undertaken to help improve the communication between Special and General Education teachers.

Capstone Advisor: Dr. Patricia Whang
Desarollando Nuestra Identidad: Usando Cultura y “Traditional” Arte to Document Maestras’ Journey to Voz

[English: Developing our Identity: Using Culture and “Traditional” Art to Document Teachers’ Journey to Voice]

Presenters: Liliana Vega-Villanueva and Marlet Roman

Abstract: This capstone is an artistic representation of two Mexicanas’ collective journey to a new understanding of what it means to be a maestra [teacher] within the Mexicano communities of El Norte [The North]. Through arte [art] -- the visual arts of nuestra México lindo y querido [our beautiful and beloved Mexico] -- we tell una historia [a history/story] of how we overcame our “silence” through a critical self-reflective process of “reclaiming” our voz [voice]. Through a series of community pláticas [dialogues] and the writing of our own historias educaciónes [educational histories], we put forth our respective testimonios [testimonies] first in writing and subsequently in arte [art]. We did so with the intent of modeling a curriculum that integrated English Language Arts, Ethnic Studies, Mathematics, and the Visual Arts. At the core of our project is our study and the use of Huichol yarn art. With guidance from a Huichol artist, we have adapted our collective testimonios [testimonies] into visual stories of how we seek to “(re)member” the past as we move into “un futuro mejor” [a better future] as maestras [teachers].

Capstone Advisor: Dr. Miguel López

12:25pm – 1:00pm  Presentation of Distinction in the Major Awards  (Rm 1188)

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:

Lorena Maribel Alvarez  Stephanie Murabito
Nora Cabrera  Candice Nasaire
Tina Marie Jimenez  Kaitlin Sylvia Sue Palmer
Kymber Lewis  Carron Prudhon
Logan Maloney  Mary Rossi
Shannen Menor  Maria Tena Gonzalez
Rosa Munoz Villegas
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. Marylyn Kajs-Wyllie, M.S.
Ms. Salina Lopez, M.A.
Ms. Christine Mark-Griffin
Ms. Tessa Mauro, M.A.E.

Academic Advising Coordinator
Erika Miguel, M.S.

Administrative Support Coordinator
La Tanya Wilson, M.A

Peer Mentors
Renee Edwards
Anisa Dunkley
Mayra Gonzalez
Daniela Pánuco