

UNLV
Center for Multicultural Education



Teaching and Research Internship (CIG 791)
Independent Study (CIG 689/CIG786)
Community-Embedded Engagement Options

Teaching-Related Options

- Create a 5-week, high school level Ethnic Studies course
 - Recruit students to participate
 - Implement the course
 - Assess the course outcomes and update it accordingly
 - Write and submit a paper, with the course plan included (in an appendix), describing the process of creating the course, recruiting students, teaching it, assessing it, and updating it for future implementation
 - Meet with CME faculty to prepare to present the paper/plan through the CME's "Lit Learning" Series; invite course students to participate in the presentation; invite students' family members to attend the presentation
 - Present the paper/plan through the CME's "Lit Learning" Series*¹
- Shadow an instructor for, attend, and periodically co-teach a CSIEME (or other critical multicultural education-oriented) course
 - Identify a dynamic to investigate in the course over the semester (i.e., how conflict emerges, is/is not engaged, is resolved in the course; if, how, to what extent the course instructor engages in personal self-disclosure in the course (positionality/standpoint); is, how, to what extent the course instructor creates a sense of welcome/expresses critical care for students, especially Students of Color in the class/course)
 - Meet biweekly with CME faculty and the course instructor to discuss investigative findings, etc.
 - Meet with CME faculty to prepare to present the dynamic/findings in the course and through the CME's "Lit Learning" Series; invite course students to participate in the presentation
 - Present dynamic/findings at the end of the course in the course and through the CME's "Lit Learning" Series
- Prepare to social justice-oriented courses in higher education (CSIEME, IGES, Sociology, etc.)
 - Meet with CME faculty prior to the teaching the course
 - Meet biweekly with CME faculty (and, where relevant, course content area mentor/advisor)
 - Discuss course content and liberatory pedagogical and assessment practices

¹Consider live streaming series sessions on Facebook, etc.

- Keep a diary of challenges/successes teaching the course over the semester
- Build the challenges/successes recorded into a reflective narrative paper documenting: 1) learnings about self; 2) learnings about students; 3) learnings about teaching in the course content/using liberatory practices; and, 4) learnings about the teaching context, including preparation to teach/gaps in preparation to teach, etc.
- Meet with CME faculty to prepare to present the paper through the CME’s “Lit Learning” Series; invite course students to participate in the presentation
- Present the paper through the CME’s “Lit Learning” Series
- Critical Book Study Session
 - Choose and read a book from among the books given to Critical Professional Development Series Session attendees
 - Develop a facilitation guide for a “critical book study session”
 - Identify a date, time, and location (including via Zoom) to hold the session
 - Develop a flyer to advertise the session
 - Disseminate the flyer on campus, in the community, to CCSD partners
 - Facilitate the session
 - Write up an evaluation of the session, including what you learned from facilitating the session, and what would do differently if you were to facilitate the session again and why

Research-Related Options

- Research: 1) the history of U.S. PK-16+ education relative to the Ethnic Studies movement; and 2) the relationship between Ethnic Studies and multicultural education
 - Identify and iterate the research and praxis bases in Ethnic Studies and critical multicultural education
 - Develop an Ethnic Studies- and/or critical multicultural education-focused teaching philosophy that can be used by CCSD teachers at a specific grade level/in a specific subject area to support and justify their integration of Ethnic Studies and critical multicultural education in their classrooms/courses, including in manners that are standards-specific (where relevant)
 - In the philosophy, include key points of interest/persuasion for school leaders, teacher peers, students, students’ family members, and/or potentially resistant others
 - Write up and submit the philosophy
 - Meet biweekly with CME faculty to discuss research findings and philosophy development, etc.
 - Meet with CME faculty to prepare to present the findings/philosophy through the CME’s “Lit Learning” Series; invite grade level/subject area pre- and in-service teachers to participate in the presentation
 - Present findings/philosophy through the CME’s “Lit Learning” Series
- Undertake a community-embedded Youth Participatory Action Research (YPAR) project
 - Develop Site-based methods or YPAR research courses, etc.
 - Meet with CME faculty to develop a plan for learning about YPAR and how to co-develop and co-actualize a YPAR project in a community-embedded way with youth
 - Consider, as is relevant/of interest to the involved youth, partnering with:

- Libraries, community centers, community-embedded activist organizations (e.g., Make the Road Nevada, etc., see list below)
 - Develop, in partnership with the branch librarians/community center staff, a Youth/Family Critical Literacy Action Research Program, through which youth and families learn to use library/community center resources to become critical investigators of their own and each other’s educational experiences and to leverage what they learn to improve their educational trajectories, including by going-to-college-to-become-a-teacher.
- A specific school (not the District) to build relationships that “stir things up” in the school community
 - Plan, promote, and facilitate an “equity conversation” in the school on:
 - How to dismantle the structural racism in schools
 - Challenging deficit assumptions of students/families by identifying, valuing, and affirming their funds of knowledge, community cultural wealth, and familial and community assets
 - Community culture-based healing using youth’s own relational networks
 - Bring people with restorative disposition and skills who are important to the youth into the school
 - Cultivate a school-based relationships with these people in ways that are not regulated by the District/it’s “rules”
 - Plan, promote, and facilitate an “equity audit” of school climate and culture: *Do youth/families experience the school as “warm?” Are the school’s academics strong? Do youth experience teachers and leaders to be encouraging of them, especially toward graduation and college/career readiness?*
 - Report out to, and dialogue with, the school community regarding the audit findings
 - Collaboratively develop a plan to address challenges identified by the audit
 - Plan and undertake critical investigations of youth’s own educational experiences
 - Report out to, and dialogue with, the school community regarding the findings of the investigation
 - Collaboratively develop a plan to address challenges identified though the investigation
- Co-implement the plan
- Co-assess the plan outcomes
- Co-write up the plan and plan outcomes

- Meet with CME faculty to co-prepare to co-present the plan/plan outcomes through the CME's "Lit Learning" Series; with youth, identify community invitees to invite to attend the presentation
- Co-present the plan/plan outcomes through the CME's "Lit Learning" Series

Community-Embedded Organizations

Code Switch: Restorative Justice for Girls of Color <http://www.codeswitch.org>
Growing Latinas into Outstanding Women
(GLOW) <https://www.facebook.com/KappaDeltaChiGlowConference/>
Chicanos Por La Causa <http://www.cplcnevada.org>
Make the Road Nevada/Youth Power Project <https://maketheroadnv.org/youth-power-project/>
King of Jewels https://www.facebook.com/pg/King-Of-Jewels-LV-104076294469257/about/?ref=page_internal
Tulips <http://www.mytulips.org>
Doolittle Community Center <https://www.lasvegasnevada.gov/Residents/Parks-Facilities/Doolittle-Community-Center>
Pearson Community
Center https://www.clarkcountynv.gov/government/departments/parks_recreation/youth_programs/day_camp/pearson_community_center.php OR <https://www.facebook.com/pages/category/Community-Center/Pearson-Center-479022858797894/>
West Las Vegas Arts Center <https://www.lasvegasnevada.gov/Residents/Parks-Facilities/WLVAC-Gallery>
Teachers for Social Justice Las Vegas <https://www.facebook.com/TFSJLV/>
The Center <https://thecenterlv.org>
Gender Justice Nevada <http://genderjusticenv.org>
HELP of Southern Nevada https://www.helpsonv.org/about_us-mission.php
Shannon West Homeless Youth Center <http://www.helpsonv.org/programs-youth.php>
Nevada Partnership for Homeless Youth (NPHY) <https://nphy.org>
Nevada Homeless Alliance <https://nevadahomelessalliance.org>
Cupcake Girls <https://thecupcakegirls.org/about-the-cupcake-girls/>
The Embracing Project <http://www.theembracingproject.org>
Hope for the City <https://hopeforthecity.tv>
Project 150 <https://www.project150.org>
Nevada Partners <https://nevadapartners.org/nevada-partners-about-us/>
SAFE House <https://safehousenv.org>
Shade Tree <https://www.theshadetree.org>
Clark County Adult Education Career Center <https://clarkcountyadulthoodeducation.net/info-page/>
Mi Familia Vota <https://www.mifamiliavota.org>
PLAN <https://planevada.org>
Arriba Las Vegas Workers Center <https://arribalavasvegas.org>
Make it Work Nevada <https://www.makeitworknevada.org>

Clark County Library District (CCLD) Branches

- Whitney
- East Las Vegas
- Centennial Hills
- Windmill

Clark County Community and Academic Centers

- Pearson Community Center
- East Las Vegas Community Center
- Doolittle Community Center
- Cambridge Community Center
- Peterson Academic Center