

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\*<sup>1</sup>
- 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

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<sup>1</sup>Consider 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

## **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](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](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](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