See pages 2-19 for detailed Descriptions of Sections. Area code is 510 unless otherwise stated.

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<tr>
<th>#</th>
<th>Program</th>
<th>Contact Person</th>
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<tbody>
<tr>
<td>1</td>
<td>Independent Project</td>
<td>GSE - SSO</td>
<td>Varies</td>
<td><a href="mailto:ed97_197@berkeley.edu">ed97_197@berkeley.edu</a></td>
<td>642-5345</td>
</tr>
<tr>
<td>2</td>
<td>Berkeley School Volunteers</td>
<td>Jill Coffey</td>
<td>Berk</td>
<td><a href="mailto:bsv@berkeley.net">bsv@berkeley.net</a></td>
<td>644-8833</td>
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<tr>
<td>3</td>
<td>Jumpstart</td>
<td>Alexandra Aja</td>
<td>Berks</td>
<td><a href="mailto:alexaaja@berkeley.edu">alexaaja@berkeley.edu</a></td>
<td>642-6752</td>
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<td>4</td>
<td>College of Letters &amp; Science- Peer Advising</td>
<td>Herman Lee</td>
<td>Berks</td>
<td><a href="mailto:hermanklee@berkeley.edu">hermanklee@berkeley.edu</a></td>
<td>643-3046</td>
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<tr>
<td>5</td>
<td>SAGE Project- Berkeley</td>
<td>Caitlin Cook</td>
<td>Berks</td>
<td><a href="mailto:clcrooks@berkeley.edu">clcrooks@berkeley.edu</a></td>
<td>916-616-6738</td>
</tr>
<tr>
<td>20</td>
<td>Independent Study in Alternative Education</td>
<td>John Hurst</td>
<td>Oak/Berks</td>
<td><a href="mailto:jhurst@socrates.berkeley.edu">jhurst@socrates.berkeley.edu</a></td>
<td>642-4475</td>
</tr>
<tr>
<td>23</td>
<td>The Program for Democratic Education at Cal</td>
<td>Jennifer Ng</td>
<td>Berks</td>
<td><a href="mailto:jenniferjennyng@gmail.com">jenniferjennyng@gmail.com</a></td>
<td>642-9127</td>
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<td>29</td>
<td>Cal Teach</td>
<td>Winnie Froehlich</td>
<td>Berks</td>
<td><a href="mailto:wvroehlich@berkeley.edu">wvroehlich@berkeley.edu</a></td>
<td>642-4024</td>
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<td>33</td>
<td>Pre-K Enrichment Prog. YWCA</td>
<td>Jana Hiraga</td>
<td>Berks</td>
<td><a href="mailto:youthdev@ywca-berkeley.edu">youthdev@ywca-berkeley.edu</a></td>
<td>848-6370</td>
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<td>Stiles Hall - Sports-4-Kids and Mentor/Role Model Project</td>
<td>David Stark</td>
<td>Oak</td>
<td><a href="mailto:info@stilesshall.org">info@stilesshall.org</a></td>
<td>841-6010</td>
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<tr>
<td>35</td>
<td>Stiles Hall- Mentor/ Role Model Project</td>
<td>David Stark</td>
<td>Berks</td>
<td><a href="mailto:info@stilesshall.org">info@stilesshall.org</a></td>
<td>841-6010</td>
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<td>37</td>
<td>EDUC C181- Race, Culture &amp; Identity (FALL ONLY)</td>
<td>Na'ilah Suad Bakari</td>
<td>Oak</td>
<td><a href="mailto:nailahs@berkeley.edu">nailahs@berkeley.edu</a></td>
<td>642-5547</td>
</tr>
<tr>
<td>41</td>
<td>Fun in Science (SPRING ONLY)</td>
<td>Lily Aguas</td>
<td>El Cerrito</td>
<td><a href="mailto:liliana.aguas@gmail.com">liliana.aguas@gmail.com</a></td>
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<td>48</td>
<td>UC Links Program</td>
<td>Glynda Hull</td>
<td>Berk</td>
<td><a href="mailto:glynda@berkeley.edu">glynda@berkeley.edu</a></td>
<td>642-5753</td>
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<td>50</td>
<td>Cal Corps/Public Service Center-</td>
<td>Carrie Donovan</td>
<td>Berk</td>
<td><a href="mailto:buildliteracy@berkeley.edu">buildliteracy@berkeley.edu</a></td>
<td>559-473-6125</td>
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<td>Build Tutoring</td>
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<td>55</td>
<td>People’s Test Preparation Service</td>
<td>Karla Mendez</td>
<td>Oak</td>
<td><a href="mailto:ptps.berkeley@gmail.com">ptps.berkeley@gmail.com</a></td>
<td>559-473-6125</td>
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<td>58</td>
<td>Oakland Asian Students Ed Services</td>
<td>Jocelyn Lai</td>
<td>Oak</td>
<td><a href="mailto:jocelyn.oases@gmail.com">jocelyn.oases@gmail.com</a></td>
<td>408-656-5508</td>
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<td>63</td>
<td>East Bay Consortium of Ed Institutions</td>
<td>Monica Montenegro</td>
<td>Boun Khamnouane</td>
<td><a href="mailto:mmontenegro@eastbayconsortium.org">mmontenegro@eastbayconsortium.org</a></td>
<td>879-4654</td>
</tr>
</tbody>
</table>
Returning Volunteers: enroll with BSV ONLINE (see link below) or at the BSV OFFICE (by appointment)
http://www.bpef-online.org/volunteer/volunteers/volunteer-orientations/

3: ADD YOUR CLASS on Telebears: BSV gives you the CCN after you sign up online or at the time of orientation.

You are responsible for registering for the correct course with Telebears. Completing the BSV application form does not register you with UCB. If you decide not to tutor, change host teachers, wish to change your number of units, or decide to tutor but not for units, please contact BSV immediately. You must have approval to change supervising teachers.

How to get dropped from this course:

We don’t want to lose you, but BSV will ask UC Berkeley to drop you for the following issues:
1. Failure to attend a BSV Orientation before the CAL Add/Drop deadline
2. Failure to get fingerprinted by our office (if required for your placement)

COURSE REQUIREMENTS
This course is P/NP: No credit will be granted unless all requirements are met as explained in this syllabus.

1. Attendance at a BSV Orientation: either a CAL BSV Orientation OR a regular New Volunteer Orientation: http://www.bpef-online.org/volunteer/volunteers/volunteer-orientations/
   • Orientations are held in various locations, as we look for a new, permanent facility in our new office building
      o You must complete a BSV Orientation no later than the Add/Drop deadline to be cleared, receive a placement, BSV name badge and remain in the ED 97/197 class. Private CAL orientations may be available.

2. Volunteer your required hours with your Approved Teacher(s):
   1 unit = minimum 45 hours
   2 units = minimum 90 hours
   3 units = minimum 135 hours
   4 units = minimum 180 hours

Reminders...
   • If you begin tutoring late or must switch placements, you are responsible to make-up time to meet your total hours required (attend the earliest BSV orientation possible to get started ASAP.)

   • Aim to volunteer regularly every week; please do not bunch all of your hours in a shorter period (unless it’s pre-approved with your supervising teacher.)

   • You must meet the minimum hours required by your FINAL meeting to pass the class, so plan to make up time missed in advance due to school holiday closures, staff development days or personal reasons.

BUSD holidays/staff development days for Fall 2012 semester:
   • September 3rd - Labor Day Holiday
   • October 8th - Staff Development Day (no school for students)
   • November 9th - K-5th Parent Conference Day; Staff Dev. Day for 6th - 12th grades (no school for students)
   • November 12th - Veteran’s Day Holiday
   • April 2nd-6th - BUSD Spring Break
   • November 21st-23rd - Thanksgiving Holiday
   • December 24th-January 4th - Winter Break Holiday

*Ask your supervisor about field trips, assemblies or other events that will prevent you from volunteering*

3. Completion and submission of the following documents at your Final meeting (dates below):
   A. Journal* for the semester – a reflective record of your experiences, observations, and questions
   B. Final Paper*: 2 - 3 page, typed, reflection about your experience as a classroom volunteer
   C. Personal Timesheet** authorized by supervising teacher(s)

*The journal and paper may be submitted electronically via email; please send a PDF or Word doc before
your Final.
**Personal Time Sheet: must submit the original, signed and dated by all teachers you worked with. I send a scanned copy to your supervisor(s) to verify that your timesheet was not altered after signing.**

Because this is a school field studies course, only school-related, teacher-supervised activities count toward your academic credit totals. NO EXCEPTIONS.

4. **ED 97/197 FINAL - Meet at the BSV Office on one of the following dates to discuss your experiences.**
   - Tuesday, December 11th, 2012 (12 noon to 4 pm only) OR by advanced appointment (no later than final window)

Failure to attend the final meeting during the time listed or make alternate arrangements by Tuesday, Dec. 11th will result in a “No Pass” grade. Grades are submitted as-is to the CAL Education Dept. on Wednesday, Dec. 12th.

5. **A satisfactory evaluation of your work from the assigned teacher(s) - evaluation reminders will be sent to your supervising teacher(s) by BPEF School Volunteers, so please notify BSV immediately if you change host teachers.**

View the Volunteer Evaluation Form: [http://www.bpef-online.org/volunteer/teachers/volunteer-evaluation-form/](http://www.bpef-online.org/volunteer/teachers/volunteer-evaluation-form/)

**This section DOES NOT meet the field study requirement for the Ed Minor.**

### SECTION 3

**EDUCATION 97/197 - SECTION 3**

Units: 1-4
Section Title: Jumpstart
Coordinator contact:

Alexandra Aja
alexaja@berkeley.edu
(510) 642-6752

**Section/Course Description:**

At Jumpstart, we recognize the state of inequality in early educational experiences in America. We also recognize that quality early educational experiences have a lasting impact. To speak to this, the Jumpstart training course will provide Corps members with an understanding of best early education practices and the necessary skill to perform quality session at our Program partner sites. Jumpstart in an AmeriCorps program that recruits college student to mentor 3-5 year old children for an entire school year. Jumpstart's goal is to build literacy, language, social, and initiative skills in young children to prepare them for school. Jumpstart corps members work an average 15 hours a week in local early childhood centers, paired one on one with a child.

Weekly responsibilities include session implementation in a preschool classroom setting, classroom assistance, Wednesday evening trainings (6-8pm), and team meetings.

*******Trainings are on-campus and preschools are off-campus*******

**Qualifications:** Applicants need no experience in childcare. Must be enthusiastic and attentive about working with 3-5 year olds. Must be able to work within a team in a diverse environment. Must be committed to the Jumpstart Program for the entire school year. Must be able to dedicate 15 hours per week.

**Course:** The first half of the course will cover the history and purpose of Jumpstart, the basics in early education and development, and the most effective ways to implement the Jumpstart model. The second half of the course will build on the groundwork laid in the first semester and will provide a variety of perspectives, from researchers to early childcare professionals in the field.

Your successful completion of the course will be determined as follows:

- Training attendance and participation- 25%
- Session attendance and implementation- 30%
- Classroom assistance time (minimum 3 hours per week)- 15%
- Journal/Article reflection (weekly)- 5%
- Service event- 5%
- Final project portfolio- 20%

**This section DOES NOT meet the field study requirement for the Ed Minor.**

### SECTION 4

**EDUCATION 97/197 - SECTION 4**

Units: 2-4
College of Letters & Science- Peer Advising
Contact:
Herman Lee
hermanklee@berkeley.edu
(510) 643-3046

Section/Course Description:

Overview: In the broad and dynamic intellectual environment of UC Berkeley and its College of Letters and Science, the Office of Undergraduate Advising (OUA) fosters student success, upholds, interprets, and shapes college policies and promotes the value of a Liberal Arts education. The professional advisors help students plan their academic program, suggest enrichment opportunities, check their progress towards a degree, and explain academic policies and requirements.

Position: Peer Advisors serve as an extension of the OUA, providing information on college policy and procedures to the student at several campus locations. Peer advisors are trained to provide accurate and friendly service, and address a variety of student questions and concerns with objectivity. This position provides an excellent opportunity for students to gain practical skills in public speaking, communication and advising, learn about college advising, and build an understanding of how a student office works.

Duties: Peer advisors work at the blue cart at Sproul and Moffit, in the residence halls, and at 113 Campbell Hall providing information regarding university and college requirements, rules and procedures to L&S undergraduates. In addition, L&S peer advisors answer inquiries made to our email service, KPASA, answer phone inquiries, staff the front desk at 113 Campbell Hall, staff the Welcome Week table during both the Fall and Spring semesters, staff the L&S booth at Calapalooza and on Cal Day, assist professional staff with programs and presentations, make appointment reminder calls and perform clerical duties as assigned.

Time Commitment: Peer advisors work a minimum of 6 hours each week. Most shifts are M-F between the hours of 9am-4pm however some evening hours may be required. The position begins in the middle of August and ends in May. Peers must commit to working the entire Fall and Spring academic year. A 3 day training August 18-20 from 9am-5pm and then weekly Friday 9-10am trainings/meetings are mandatory.

Grading: Grading is based on attendance and a final reflection paper. This section DOES NOT meet the field study requirement for the Ed Minor.

SECTION 5
EDUCATION 97/197 - SECTION 5
Units: 1-4
Section Title: SAGE Project - Berkeley

Coordinator contact(s):
Caitlin Cook
cclcrooks@berkeley.edu

Course Description:
The Sage Project is a program dedicated to providing elementary students an opportunity to build real meaningful relationships with UC Berkeley students. The UC students will mentor at urban schools in the Berkeley area including John Muir, Jefferson, Emerson, Rosa Parks, Washington Elementary. The mission of the Sage Project is to provide youth with a personal connection to mentors through academic and extra-curricular activities in order to foster life skills and personal growth.

Course Requirements:
On-site mentoring 2-3 hours a week with field trips/ mentor-mentee events. Completion of a reflection letter to the mentee at end of semester is also required.

This section DOES NOT meet the field study requirement for the Ed Minor.

SECTION 9
EDUCATION 97/197 - SECTION 9
Units: 1-3
SMILE: Spreading Multiculturalism and Inspiring Leadership through Education

Contact:
Course Description: The purpose of this course is to introduce students to theories and concepts of educational psychology that underlie the process of learning and instruction. Topics will be presented under two primary areas: instruction and development. Instruction will focus on principles of behavior management and the intersection of student characteristics and subject area. A development perspective will be emphasized throughout the course, document the qualitative and quantitative changes individuals undergo throughout their schooling period.

Our goal is to teach students educational theories that will be applicable in their mentorship experience. We hope to teach mentors effective methods in establishing trusting relationships with their mentees that cross cultural, racial, and economic boundaries. Through course readings and open class discussions, student/mentors will have the opportunity to explore and put to use after school mentoring program. This course comprises of two components: seminar and field activity.

The seminar of this course will comprise of six two-hour sessions. The seminar course covers educational issues in two categories:
1. Cultural, Racial, and Economic Issues
2. Practical strategies for working with students
During these sessions, students will engage and facilitate in open discussions from field observations and experiences. The purpose of the seminar is to offer an open forum for students to discuss the aforementioned issues, exchange ideas, brainstorm solutions, and find ways to implement the solutions in their fieldwork. In addition, professionals in the field of education will be invited to offer insight and their perspective.

This section meets the field study requirement for the Ed Minor.

SECTION 10
EDUCATION 97/197 - SECTION 10
SLC - Study Strategies/Math/Social Sciences
Unit(s): 1-4

Coordinator contact(s):
Gonzalo Arrizon imp8@berkeley.edu (510) 642-1330 (Study Strategies)
Rex de Guia rxdeguia@berkeley.edu (510) 643-1595 (Social Sciences)
Mike Leong mleong@berkeley.edu (510) 643-5744 (Math)

Section/Course Description:
The Student Learning Center Study Strategies Peer Mentor Program/ Math Tutoring/ Social Science Tutoring offers students the opportunity to make a valuable contribution to the UCB student community while developing practical teaching skills and exploring current issues and theoretical frameworks in education.

Peer Mentors meet individually with fellow Cal students to provide assistance with topics such as time management, reading and note-taking skills, test preparation and test anxiety. In addition, Peer Mentors provide a unique source of support and encouragement for students working to achieve their academic goals. Peer Mentors often also assist in the SLC's “Study Strategies for Success” courses for Freshmen and Continuing students. The Tutoring and Mentoring Programs occur on campus in the Chávez Student Center under the supervision and guidance of the SLC coordinators.

Students accepted as Tutors and Peer Mentors all participate in weekly seminars that introduce students to educational theory and pedagogy, explore current issues in higher education and provide structured means for students to reflect upon and analyze their experience. Students will become familiar with relevant terminology, approaches and strategies in the fields of teaching and learning.

This section meets the field study requirement for the Ed Minor.
EDUCATION 97/197 - SECTION 12
SLC – The Craft of Facilitating: Undergraduate Course Facilitator Training Seminar
Units: 2-3

Contact/Instructor
Alex de Guia
Undergraduate Course Facilitator Training & Resources @ the Student Learning Center
http://slc.berkeley.edu/ucftr
123 César E. Chávez Student Center #4260
Berkeley Campus
(510) 643-7769
deguiaal@berkeley.edu

Section/Course Description:
The Craft of Facilitating is intended to provide current and future undergraduate course facilitators a creative and challenging environment in which to explore and refine how they design and facilitate a course. Participants will contribute to course content, and can expect that through readings, guest speakers, class observations, and practical activity we will engage such topics as:

- history & context of student-initiated & “democratic” education on campus;
- methods & implications of course and syllabus design;
- ways to assess student learning and your own effectiveness;
- multiple intelligences & learning styles;
- varying roles of facilitators & varying facilitation styles;
- means of communication & feedback inside a class;
- ways to optimize students’ intrinsic motivation to engage class material.

By the end of the term you will have produced either a course proposal or course portfolio to showcase your work.

CLASS MEETS: Wednesdays, 3:00-5:00pm
Contact the instructor for CCN & room location.

This section meets the field study requirement for the Ed Minor.
SECTION 16  
EDUCATION 97/197 - SECTION 16  
Unit(s): 1-4  
SLC – Tutoring Writing/ Other Voices  

Coordinator contact(s):  
Carolyn Swalina  
cbs@berkeley.edu  
(510) 643-9908, 121 Chavez  
Alberto Ledesma  
aledesma@berkeley.edu  
(510) 643-5737, 127 Chavez  

The Student Learning Center Writing Program offers the opportunity for students to make a valuable contribution to the UCB student community while developing practical teaching skills and exploring current issues and theoretical frameworks in education.  

New tutors will tutor fellow Cal students in writing and/or literature courses. Tutors assist students with all aspects of the writing process, from brainstorming and organization through drafting and polishing a paper, and work to help students develop their own voice while meeting the demands of an academic audience. The format and number of hours of direct work with students varies according to the number of units taken (3 hrs/wk/unit), and is established by agreement with the Program Coordinator at the time of admission into the course.  

Tutoring occurs in the César E. Chávez Student Center under the supervision of experienced SLC Writing Program staff.  

Students accepted as SLC Writing Tutors all participate in weekly seminars that introduce students to educational theory and composition pedagogy, explore current issues in the field, and provide structured means for students to reflect upon and analyze their SLC tutoring experience. Students will become familiar with relevant terminology, approaches and strategies in the fields of composition, teaching and learning. New tutors will learn how to respond constructively to student writing, as well as develop and hone effective tutoring skills.  

For more information and/or an application, please contact the Program Coordinator. Students are encouraged to apply as early as possible.  

This section meets the field study requirement for the Ed Minor.  

SECTION 18  
EDUCATION 97/197 - SECTION 18  
SLC Science Tutoring Field Studies  
Units 1-4  

Contact:  
Richard Gibson  
grignon@berkeley.edu, 141 Chávez Student Center  
Phone: 642-1342  
http://slc.berkeley.edu  

The Student Learning Center Science Program offers the opportunity for students to make a valuable contribution to the UCB student community while developing practical teaching skills and exploring current issues and theoretical frameworks in education.  

New tutors will tutor fellow Cal students in introductory Biology, General Chemistry, Organic Chemistry, Nutritional Science, or Physics courses. Tutors assist students with developing their conceptual understanding of course material, as well as with effective problem solving and study strategies. The format and number of hours of direct work with students varies according to the number of units taken (3 hrs/wk/unit), and is established by agreement with the Program Coordinator at the time of admission into the course.  

Tutoring occurs on campus in the Chávez Student Center under the supervision of experienced SLC Science Program staff. Students accepted as SLC Science Tutors all participate in weekly seminars that introduce students to educational theory and peer tutoring pedagogy, explore current issues in the field of science education, and provide structured means for students to reflect upon and analyze their SLC tutoring experience. Students will become familiar with relevant terminology, approaches and strategies to tutoring in introductory Science courses.  

For more information and/or an application, please contact the Program Coordinator or see the SLC website. Students are encouraged to apply as early as possible.
This section meets the field study requirement for the **Ed Minor**.

**SECTION 20**

**EDUCATION 97/197 - SECTION 20**

Independent Study in Alternative Education

Contact:
John Hurst
School of Education, Social & Cultural Studies
4419 Tolman
642-4475, 642-7127 (message)

For students looking to obtain credit working with "alternative" education programs. The Emiliano Zapata Oakland Street Academy and CALS Project are only two of many possible programs students may do fieldwork with. Call Prof. John Hurst for further information.

The Emiliano Zapata Oakland Street Academy
Contact: David Stephens
Oakland Street Academy
417 29th Street
Oakland, CA 94609
(510) 847-3139
str313@ousd.k12.ca.us

The Oakland Street Academy is an alternative public high school located on 29th St. and Telegraph. The Street Academy succeeds with students with whom the traditional high schools have failed through its commitment to a multi-cultural curriculum within a personal, respectful environment. An internship at the Street Academy not only offers the opportunity to witness a truly inspirational urban public school, but a flexibility which allows for extensive personal input and development. The Street Academy needs after school tutors and in-class teaching assistants in a variety of subjects: Math (Pre-Algebra, Algebra, Geometry,) English, History, Spanish, and Science. A three-hour per week time commitment earns one Education 97/197 unit. The Street Academy is a fifteen minute bike/bus ride from campus.

CALS Project
Contact: Jane Griswald
(510) 643-5280
jgris@uclink.berkeley.edu

The CALS project is a 1-to-1 tutoring program for UC Berkeley employees who want help improving basic skills. All the learners are employees who have come forward asking for help to improve their basic skills, that is their writing, speaking, reading and math skills. Tutors thus enjoy the benefits of working with adults who are self-motivated.

This section is NOT approved for the **Ed Minor**.
To be taken in conjunction with EDUC 195B: Special Topics in the Foundations of Teaching: The Language of Teaching Reading

Contact:
Richard D. McCallum, Ph.D.
rdmc@berkeley.edu

Course Description:
In this fieldwork experience, you will work with a small group of students who have been identified as being able to benefit from additional support in reading. Your role will be to support your small group in a process of intensive discussion and thinking about a range of texts that they will read with you. It is our hope that you will accomplish two related goals through this fieldwork:

- Develop a repertoire of pedagogical practice that enables you to provide thoughtful and thought-provoking reading comprehension instruction for small groups of intermediate and middle school readers.
- Support local students to become active and engaged readers.

Prerequisites. By law, anyone who works in schools must: 1) Provide the results of a TB skin test, and; 2) Receive a certificate of clearance (a finger print based background check). The TB test can be done at the Tang Health Center, and CAL Prep will help us facilitate the certificate of clearance through the police department. We will want to take care of this ASAP.

Fieldwork structure. Twice a week, you will participate in reading discussions about a text with a small group of approximately five students. Where appropriate, you will be paired with another student in the section. You will plan and facilitate the discussions together, seeking to have students explore their own and each other's interpretations of the text. The specifics of this partnership will be discussed in class.

Supervision. You will spend before and after each session preparing and debriefing. The course instructor will provide guidance to you in this process through assistance in text selection, support for lesson planning, and give and take about how the lessons are going

Course Requirements:

Preparation & Effort. You are not expected to be a perfect teacher, but your effort and willingness to learn will make this a more powerful experience both for you, your fellow students, and for the students you serve. You will be asked to prepare two written lesson plans a week, to engage in ongoing conversation about learning and teaching with your colleagues, and to use feedback from the Instructor in an effort to refine your teaching.

Attendance. Discussion leader attendance will be recorded at each site each day. (Make sure that you sign in!) Small group discussion absences (and tardies) will disappoint your students and limit what you can learn from the experience. Missing more than 2 sessions over the course of the semester will result in a no pass for the course. (If missing more sessions is unavoidable, it might be possible to arrange an opportunity to make up a discussion with your students. Check with the Instructor.) If you do need to miss a session, please let your site coordinator know in advance. In the case of holidays or field trips that affect your site or all the students in your group, please see your site coordinator for instructions.

Upholding site responsibilities. Each school has its own site regulations, and as volunteers there, it is important that we abide by these regulations.

This section meets the field study requirement for the Ed Minor.
### SECTION 23

**EDUCATION 197 ONLY - SECTION 23**  
Program for Democratic Education at Cal (De-Cal)  
1-4 units

Coordinator contact(s):  
Jennifer Ng, jenniferjennyng@gmail.com  
Phil Mansour, pmansour227@gmail.com  
(510) 642-9127

#### Section/Course Description:

Members of the Program for Democratic Education at Cal participate in the ideals of democratic education. They learn by participating in an environment created by students and run by students in a democratic fashion. The revolutionary educational ideal of participatory research is introduced. Together we reflect on the current education systems in place. Through the semester, the student becomes an active agent in his/her education, and learns to value the democratic and egalitarian aspect of this new system of democratic education. These ideals arose from the Civil Rights movement, and their effects on social progress over the past decades will be discussed through meetings, projects, forums, and online discussion boards. The student is evaluated based on participation and involvement with the program, and completing one project as a member of a group on the DeCal board.

*This section DOES NOT meet the field study requirement for the Ed Minor.*

### SECTION 24

**EDUCATION 197 ONLY - SECTION 24**  
Studies in Peer Tutoring for the Athletic Study Center

Contact:  
Tony Mirabelli, Ph.D.  
176 Cesar Chavez Student Services  
Berkeley, CA 94720  
tonym@berkeley.edu  
(510) 643-8517

#### Section/Course Description:

UC students work with fellow peer undergraduates who are intercollegiate student athletes at the Athletic Study Center on the UC Berkeley campus. All tutoring takes place in the Chavez student center in the evenings Su-Thurs. The Athletic Study Center provides tutorial support for all major academic disciplines including writing, social science, foreign language, math, physical science, statistics, and business administration. Tutors have the option of working individually one-one with students, as a drop-in tutor, or a group facilitator for a specific course.

#### Course Requirements:

**Attendance and participation:** For every unit that you enroll in you will be required to tutor for 45 hours/semester which roughly translates to 3 hours a week. So, if the tutor enroll for 1 unit you will be required to tutor about 3 hours a week, 2 units is 6 hours a week, and 3 units is 9 hours a week. Additionally, seminar attendance and participation are mandatory. We will meet once a week for two hours. All new tutors also will be required to attend an initial 4-hour training session.

**Journal:** tutors are expected to create a journal entry after every meeting with a student focusing on the learning process and social interactions of the tutoring session.

**Progress Reports:** According to NCAA mandates, student athletes' academic progress is monitored. Tutors will complete a brief progress report after each meeting with a student.

**Peer Evaluations:** Senior tutors will observe and conduct an evaluation of tutors during the semester. Observations will be discussed by those tutors being evaluated in order to enhance the learning process.

**Coordinator meetings:** All tutors will meet at least once during the semester for a one-one conference with the Tutorial Coordinator.
**Tutor Presentations:** During the final two weeks of seminar tutors will be asked to share a technique that they have used in their tutorial sessions that they have found to be successful.

The Tutorial Coordinator will assess tutors overall performance in the above areas to determine successful completion.

*This section meets the field study requirement for the Ed Minor.*

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**SECTION 25**

**EDUCATION 97/197 - SECTION 25**

Units: 2

Section Title: Willard Middle School Youth Support Program

Kim Massih
williardyouthsupport@berkeley.edu,k12.ca.us
(510) 644-6228

**Course Description:**

The Youth Support Program is a mentoring organization that trains UC Berkeley students in the theory and practice of mentoring by matching them one-on-one with 6th, 7th and 8th grade students at Willard Middle School. Mentors in YSP provide their mentee with supports, guidance, and positive role modeling. These services are provided through tutoring, counseling, participation in after school activities and community service, and by spending time with their mentees in order to strengthen the mentor mentee relationship.

**Program Requirements:**

To pass the class each semester, you MUST complete requirements B, C, D and E.

A). Minimum Commitment: All mentors are required to commit to a minimum of 2 semesters with the program. If a full year commitment is not maintained sponsoring professor will be notified and further action will be taken. Those enrolled in Social Welfare or Education 97/197 received 2 units of academic credit (or fewer if preferred) per semester upon passing the course. The course is graded pass/no pass only.

B). Class Attendance: Mentors must attend weekly training sessions Wednesday from 4-6pm and must be punctual. More than two absences per semester will result in a no pass for the semester. There will be no distinctions between “excused” and “unexcused” absences. Hours must be recorded each week on a log sheet.

C). Mentoring: All mentors are required to spend a minimum of three hours per week with their mentee. One of these hours must be held at Willard Middle School, either during school hours, or during one of Willard’s after-school homework sessions. Hours must be recorded each week on a log sheet.

D). Community Service Projects: Mentors are required to participate in one community service event during the spring semester. Failure to do so will result in a No Pass. All community service projects must be implemented within your team. This is a mandatory event for all mentors whether their mentee shows up or not. A please note that this event is scheduled to last twice as long as normal community service projects. No other make-up projects will be allowed (i.e. personal projects).

E). Program Event: Participate in a minimum of two program events per semester. Wednesday classes do not count as events, but community service projects do.

F). Evaluation: Mentors must complete program evaluations at the end of the semester.

*This section meets the field study requirement for the Ed Minor.*
Coaching Corps

Contact:
Jamie Sharp
Coaching Corps Manager
JamieS@coachingcorps.org
310 Eighth St., Ste 300,
Oakland, CA 94607
510-663-9200 x129

Section Description:

The Coaching Corps Program is sponsored by Cal Corps Public Service Center and Team-Up for Youth. Coaching Corps is designed to recruit and place volunteer coaches in urban after school sports programs. Coaching Corps seeks to bridge the gap between community-based sports programs that need committed, trained coaches and college students who desire an opportunity to learn teaching skills and mentor youth in an active, sport environment.

This course is designed to build education foundations to prepare undergraduate and graduate students to be instructional leaders (coaches) in sports activities. Students will have the opportunity to make a valuable contribution to youth while developing practical teaching skills. Students accepted into this course will participate in all classes that explore current issues k-12 education, the plight of sports programs in urban centers, the principles of youth development, and how to create a college-going culture among youth in low-income communities. The course will also provide a structural means for students to reflect upon and analyze their experience. Students will become familiar with relative terminology, approaches, and strategies in the field of coaching, teaching, and learning.

Course Requirements:
Students enrolled in this course must attend monthly Coaches meetings on campus (held the first Wednesday of every month from 8-9pm), as well as one four-hour Coaches Training at the beginning of the semester. Students must also complete their assigned coaching commitment with 80% attendance, watch a minimum of two online webinars, and submit one three-page reflection paper and evaluation at the end of the semester. The Field Study Time commitment is 1 unit for 45 hours of service. Students need to be available two afternoons between 3:00 - 6:00pm for their coaching placement.

This section meets the field study requirement for the Ed Minor.
Cal Teach
Units: 1-4

Contact:
Winnie Froehlich
wfroehlich@berkeley.edu
201 Campbell Hall, MC 2920
Berkeley, CA 94720-2920
(510) 642-4024

Section Description:

This section is for students who are part of the Cal Teach program (calteach.berkeley.edu). Cal Teach is a new program to prepare and support math, science, and engineering students who are interested in becoming K-12 math and science teachers. It consists of a sequence of courses and experiences to help our students become great teachers while they simultaneously complete the requirements of their undergraduate degrees. Cal Teach students will work with K-12 students in local schools under the direction of a mentor teacher. Participants make weekly visits to the classroom where they work with individuals, small groups, or the whole class.

Course Requirements:

Concurrent enrollment in a Cal Teach course and documentation of the field experience in the online information system.

Students will serve as classroom assistants in a local school for thirty hours during the semester. The students are also expected to spend an additional twenty hours in classroom preparation, meetings, and discussions with mentor teachers and student partner during the semester. Students will report their hours as well as descriptions and reflections on their experiences in the classrooms using the Science and Math Initiative online information system (OIS) on a weekly basis.

Students will also be concurrently enrolled in a Cal Teach course. It is expected that students will attend all course meetings and complete all assignments required by the instructor. If a session is missed (e.g. due to illness), the student must contact the instructor to figure out how you can make up the time. One of the assignments required by the course will be to develop a project or lesson plan to be critiqued by the mentor teacher. Students will complete a final course evaluation.

Students work in the classrooms will be supervised by their mentor teachers as well as Nicole Nunes, the Cal Teach program coordinator. Students must complete all requirements to receive a passing grade for the course and to receive their stipend.

This course is part of the required courses for the Cal Teach Minor.

This section meets the field study requirement for the Ed Minor.
### SECTION 30
**EDUCATION 97/197 - SECTION 30**  
SAGE Project - Oakland  
Units: 1-4  

Contact:  
Caitlin Cook  
cclcrooks@berkeley.edu  

**Course Description:**  
The Sage Project is a program dedicated to providing elementary students an opportunity to build real meaningful relationships with UC Berkeley students. The UC students will mentor at urban schools in the Oakland area including Sankofa, Learning Without Limits, Acorn Woodland, Santa Fe, Manzanita Seed, New Highland Academy. The mission of the Sage Project is to provide youth with a personal connection to mentors through academic and extra-curricular activities in order to foster life skills and personal growth.  

**Course Requirements:**  
On-site mentoring 2-3 hours a week with field trips/ mentor-mentee events. Completion of a reflection letter to the mentee at end of semester is also required.  

This section DOES NOT meet the field study requirement for the Ed Minor.

### SECTION 32
**EDUCATION 97/197 - SECTION 32**  
CalSO 2 units  
Spring Semesters Only  

Contact:  
Emily Krechel  
CalSO  
2610 Channing Way, 2nd Fl.  
(510) 642-1727  
emilykrechel@berkeley.edu  

The purpose of this class is to prepare counselors for summer Cal Student Orientation (CalSO) programs for new undergraduates and their parents/guests. The class will involve two hours a week of lecture/workshop, a weekend retreat, participation in spring semester University activities for new students, journal assignments, 2 midterms, and a group project. Emphasis will be placed on the following:  
1. An understanding of the organization and governance of the University.  
2. A thorough knowledge of the resources and services available to new students; of the programs, policies and procedures of the University; and of the physical layout of the campus.  
3. Development of interpersonal skills related to the counseling role (e.g. customer service skills).  
4. Development of responsible and complementary working relationships with the orientation staff.  
5. Developing an awareness of and sensitivity to the diverse make-up of the University's student body.  

This section DOES NOT meet the field study requirement for the Ed Minor.

### SECTION 33
**EDUCATION 97/197 - SECTION 33**  
YWCA Pre-Kindergarten Enrichment Program  
Fieldwork 1-2 Unit  

Contact:  
Jana Hiraga, Director of Youth Development  
Address: YWCA Berkeley, 2600 Bancroft Way, Berkeley, CA 94704  
youthdev@ywca-berkeley.org  
(510) 848-6370  

Section/Course Description:
The Pre-Kindergarten Enrichment Program (PEP) aims to provide preschool aged children with tools that will increase their early academic skills as well as promote healthy social development.

The program matches UC Berkeley volunteers with children at the local preschools. The volunteers engage in a variety of enrichment activities with the children in both small group and one-on-one interactions. Volunteers provide classroom support to teachers and encourage the overall wellness of the preschool students. In return, volunteers gain valuable leadership skills and learn more about the field of Early Childhood Development and Education.

**Course Requirements:**

Weekly site visits for 2-3 hours each per unit of credit, plus the mandatory attendance of a 1.5 hr meeting every other week. These meetings will focus on the needs of early childhood aged children.

This section meets the field study requirement for the Ed Minor.

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**SECTION 34**

EDUCATION 97/197 - SECTION 34  
Stiles Hall - Sports 4 Kids and Mentor/Role Model Project, Oakland 1-4 units

Contact:
David Stark  
Stiles Hall, 2400 Bancroft Way  
Berkeley, CA 94704-1699  
841-6010  
info@stileshall.org

Stiles Hall's Tutor/Role Model program provides U.C. Berkeley students with the unique opportunity to make a significant difference in the life of a low income, inner city child. U.C. Berkeley students serve as mentors to the younger students by establishing a solid one-to-one relationship through participation in a variety of educational, social, and recreational activities. Many of the mentors come from backgrounds similar to those of the children, and can be role models as well as offering friendship support and guidance.

Tutors are matched one-to-one (or in few cases, with a small group) and must commit a full Two Semesters of Weekly (4-6 hours) contact with the child. Tutors are expected to attend monthly group meetings and/or training's, as well as journal entries.

Tutors will meet with the child(ren) for one structured after school session a week (with other Tutor/tutees at the school site) under the supervision of school staff. They will also meet for a second (flexible) time each week either to tutor the child in the classroom at a time pre-arranged with the teacher, or to do other cultural/recreational activities outside of school, as part of building the relationship (i.e. Tilden Park, African American History Museum, playing sports, walking in the neighborhood visits to Cal).

To learn more about our program, please visit our website at [http://www.stileshall.org/volunteer/](http://www.stileshall.org/volunteer/)

This section meets the field study requirement for the Ed Minor.

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**SECTION 35**

EDUCATION 197 ONLY - SECTION 35  
Stiles Hall - Sports 4 Kids and Mentor/Role Model Project, Berkeley 1-4 units

Contact:
David Stark  
Stiles Hall, 2400 Bancroft Way  
Berkeley Campus  
(510) 841-6010  
info@stileshall.org

Stiles Hall has designed a mentor/role model program for Berkeley elementary school children not living up to their academic or social potential. U.C. Berkeley students serve as mentors to the younger students by establishing a solid one-to-one relationship through participation in a variety of educational, social, and recreational activities. Many of the mentors come from backgrounds similar to those of the children, and can be role models as well as
offering friendship support and guidance. Tutors are expected to attend monthly group meeting and/or training's, as well as journal entries.

The Mentor/Role Model project matches approximately 200 UC Berkeley students (undergrad. or grad) with approximately 200 elementary school children. Mentor are required to make a one year (2 semesters), 4-6 hours per week commitment which includes weekly meetings with their mentorees, collaboration with teachers and other professionals who may be involved in the life of their mentoree and regular meetings with the project director. Mentors will work out directly with the child's parent(s) when and where the child should be picked up and in what kinds of activities the child can participate. Mentors will have the option of spending time in the classroom with the children.

To learn more about our program, please visit our website at http://www.stileshall.org/volunteer/

This section meets the field study requirement for the **Ed Minor**.

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### SECTION 37

**EDUCATION 97/197 - SECTION 37**

**EDUC C181**

Units: 1

Contact(s):
Prof. Na'ilah Suad Bakari

**TO BE TAKEN IN CONJUNCTION WITH EDUC C181.**

This section meets the field study requirement for the **Ed Minor**.

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### SECTION 41

**EDUCATION 97/197 - SECTION 41**

Fun in Science (SPRING ONLY)

Units: 1-3

Contact(s):
Lily Aguas
liliana.aguas@gmail.com

**Section/Course Description:**

Fun in Science (FIS) is a student led class designed to address the current lack of hands-on science education at the elementary level. Cal students are trained and prepared to teach fun, hands-on science lessons to students at a local elementary school. However, no science background is needed to participate. During class meeting, Cal students learn to effectively create and implement engaging hands-on science lessons and receive constant support developing experiments/activities, and classroom management techniques. Cal students are placed in small groups and teach the lessons they create together to elementary students once to twice a week. Students also engage in classroom discussion that link educational theory with teaching and explore a variety of issues in the field. All materials/supplies, fingerprinting fees and transportation costs to the school are reimbursed to participating students.

**Course Requirements:**

Cal students are required to attend and be on time to the scheduled class meeting. Teaching Teams are to create and deliver fun, hands-on science lessons. All Cal students must obtain a WCCUSD Volunteer Badge, complete short reading assignments, submit on lesson plan per teaching team, complete FIS Article Project, maintain and timesheet, create and present a poster board, and submit and thoughtful reflection paper about their FIS experience.

This section meets the field study requirement for the **Ed Minor**.

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### SECTION 48

**EDUCATION 97/197 - SECTION 48**

**EDUC 140- UC Links Program**

Units 1-4

Contact:
This section is available to students who are CONCURRENTLY ENROLLED IN ED 140. For more information, contact the instructor at the e-mail above.

Student will attend the after-school program and work with elementary school children in an informal learning environment, using technology (computers, education software and internet).

This section meets the field study requirement for the Ed Minor.

SECTION 50

EDUCATION 97/197 - SECTION 50
Cal Corps/Public Service Center-Build Tutoring
Units 2-3

Contact:
Carrie Donovan
buildliteracy@berkeley.edu
510-642-5753

Sponsored by Cal Corps Public Service Center
As a student volunteer you will survey key issues affecting youth while volunteering at one of our four partner sites. Through training and site specific class sessions, journals, reading assignments, and fieldwork, volunteers will: (a) develop the necessary skills for tutoring and mentoring, (b) serve as a positive role model to youth, (c) develop a greater understanding of the broader social, political and economic context of education in urban settings and (d) consider the intersection between community service and learning.

Course requirements:

In addition to tutoring three to six hours weekly students will be expected to attend a tutor orientation and tutor trainings. Tutoring takes place at one of 15 afterschool program sites in Berkeley or Oakland. Tutoring takes place at Malcolm X Elementary School, James Kenney Recreation Center, Lowell Middle School, and Camp Wilmont Sweeney.

This section meets the field study requirement for the Ed Minor.
SECTION 55  
EDUCATION 97/197 - SECTION 55  
People’s Test Preparation Service  
Units 1-2  

Contact:  
Karla Mendez  
ptps.berkeley@gmail.com  
(559) 473-6125  

Section/Course Description:  

UC Students teach high school students in the East Bay Area for eight weeks to prepare them for the SAT I test. Students teach in pairs and cover one section of the SAT, math or verbal. They will be teaching for two hours a week, either on weekday afternoons or on Saturdays. Attendance to a weekly meeting will also be required, where teachers will receive training provided by coordinators. In addition, the teachers will give each other feedback on how to maximize the effectiveness of their teaching by discussing multiple ways to teach the same material. Student pairs are also expected to prepare lesson plans before they go to teach based on each week's material and discussions during the weekly meetings. Teachers will need to submit short weekly reports about their class each week for accountability and to help other teachers learn from their experiences. The sites that the organization currently serves are various high schools and community centers in Richmond, Berkeley, San Leandro, and San Francisco, with possible expansion to other areas in the near future. 

Participation in additional service projects arranged by the People’s Test Preparation Service is also required. A short essay reflecting on their experiences in the classroom and relevant topics is also required at the end of the semester. 

This section meets the field study requirement for the Ed Minor.

SECTION 58  
EDUCATION 97/197 - SECTION 58  
Oakland Asian Students Education Services (OASES)  
Units 1-4  

Contact:  
Jocelyn Lai, jocelyn.oases@gmail.com  

Section/Course Description: The purpose of this course is to teach students about current issues in the urban education and to allow students to test pedagogical theories and practices in an after school tutorial setting. This course is comprised of two components: a seminar component and a field activity component. 

The seminar component of this course will be comprised of eleven, one-hour sessions. Participants will be provided with a framework grounded in the principles of urban education, and will develop practical strategies for working with students in an urban settings. Particular focus will be placed on race, class, gender, and language. During these sessions, students will engage in open discussions generated by assigned weekly readings, field observations, and experiences. The purpose of this seminar is not to instruct students on how to think or dictate a particular approach but to find solutions to some of today's educational problems. The seminar will stay away from a lecture styled conception of education. Rather, the goal of this seminar is to offer an open forum for students to discuss current issues, exchange ideas, brainstorm creative (yet practical) solutions to problems children in urban settings face, and find ways to implement these solutions in their fieldwork. 

Reading Groups and Weekly Reflections: Everyone will be required to submit a summary/reflection (at least half a page) of one of the 3 articles assigned each week. At the beginning of each class, everyone will discuss their articles with the other group mates, so that everyone in the group will be able to understand the topics addressed in weekly readings. The summary will be submitted to Maggie and Sandy at the end of each class. Please keep in mind that if you are absent, you will be responsible for submitting two reflections (one for the current week and one for the week that you missed). 

This section meets the field study requirement for the Ed Minor.
SECTION 63

Education 97/197 - SECTION 63
East Bay Consortium of Ed Institutions
Units 1-4

Contact:
Monica Montenegro, mmontenegro@eastbayconsortium.org
Boun Khamnouane, boun@eastbayconsortium.org
314 E. 10th Street, Oakland, CA 94606
510-451-5917

Course Description: This course integrates academic work with practical experience in teaching, tutoring, and mentoring middle and high school students in Oakland schools. Participants work in after school tutorials, Saturday programs, and in school classrooms alongside teachers during the course of the program. Readings and course work will explore current issues in education including urban education, multiculturalism, strategies for teaching, tutoring, and mentoring, and the social nature of education. In addition to the course credit, participants will have the opportunity to apply for a limited amount of positions with the East Bay Consortium of Educational Institutions, Inc. (EBC) doing the work described above.

Course Goals: This course has three goals: (a) to help students develop an understanding of the key issues affecting youth and education, (b) to help students develop in the roles of teachers, tutors and mentors, (c) to expose students to the possibility of a career in education.

Course Requirement:
1) Class meeting and attendance: The course seminar will meet weekly for one-and-a-half hours. Students are expected to attend each class meeting. MISSING 3 OR MORE CLASS MEETINGS WILL RESULT IN A GRADE OF NP FOR THE CLASS.
2) Students will tutor after school at a middle or high school site for at least two days per week. Hours will also be available working in classrooms with teachers, working on Saturday programs, and presenting college going workshops to students and parents. Some office work related to these activities will also be available. There will also be a fieldwork assignment.

This section meets the field study requirement for the Ed Minor.