ED 97/197 FIELD STUDIES - QUICKLIST

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

<table>
<thead>
<tr>
<th>#</th>
<th>Program</th>
<th>Contact Person</th>
<th>Loc.</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<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 Public Schools Fund</td>
<td>Ariana Cohen</td>
<td>Berk</td>
<td><a href="mailto:bsv@berkeley.net">bsv@berkeley.net</a></td>
<td>644-8833</td>
</tr>
<tr>
<td>3</td>
<td>Jumpstart</td>
<td>Alexandra Aja</td>
<td>Berk</td>
<td><a href="mailto:alexaja@berkeley.edu">alexaja@berkeley.edu</a></td>
<td>642-6752</td>
</tr>
<tr>
<td>4</td>
<td>College of Letters &amp; Science- Peer Advising</td>
<td>Sara Veverka</td>
<td>Berk</td>
<td><a href="mailto:sveverka@berkeley.edu">sveverka@berkeley.edu</a></td>
<td>643-3155</td>
</tr>
<tr>
<td>23</td>
<td>The Program for Democratic Education at Cal</td>
<td>Patricia Keefe</td>
<td>Berk</td>
<td><a href="mailto:xjmkeefe@berkeley.edu">xjmkeefe@berkeley.edu</a></td>
<td>818-331-7346</td>
</tr>
<tr>
<td>32</td>
<td>Cal SO Class (SPRING ONLY)</td>
<td>Emily Krechel</td>
<td>Berk</td>
<td><a href="mailto:emilykreichel@berkeley.edu">emilykreichel@berkeley.edu</a></td>
<td>642-4970</td>
</tr>
</tbody>
</table>

ED MINOR APPROVED SECTIONS

<table>
<thead>
<tr>
<th>#</th>
<th>Program</th>
<th>Contact Person</th>
<th>Loc.</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Project S.M.I.L.E.</td>
<td>Chelsea McDougall</td>
<td>Berk</td>
<td><a href="mailto:chelsmac@berkeley.edu">chelsmac@berkeley.edu</a></td>
<td>643-8517</td>
</tr>
<tr>
<td>10</td>
<td>SLC - Study Strategies/Math/Social Sciences</td>
<td>Rex deGuia</td>
<td>Berk</td>
<td><a href="mailto:rdxdeguia@berkeley.edu">rdxdeguia@berkeley.edu</a></td>
<td>643-1595</td>
</tr>
<tr>
<td>12</td>
<td>SLC - The Craft of Facilitating</td>
<td>Alex de Guia</td>
<td>Berk</td>
<td><a href="mailto:deguiaal@berkeley.edu">deguiaal@berkeley.edu</a></td>
<td>643-7769</td>
</tr>
<tr>
<td>16</td>
<td>SLC - Tutoring Writing</td>
<td>Khuyen Nguyen</td>
<td>Berk</td>
<td><a href="mailto:kvn@berkeley.edu">kvn@berkeley.edu</a></td>
<td>664-9173</td>
</tr>
<tr>
<td>18</td>
<td>SLC-Tutoring in the Sciences</td>
<td>Richard Gibson</td>
<td>Berk</td>
<td><a href="mailto:rgibson@berkeley.edu">rgibson@berkeley.edu</a></td>
<td>642-1342</td>
</tr>
<tr>
<td>21</td>
<td>EDUC 195B Teaching Reading</td>
<td>Richard D. McCallum</td>
<td>Berk</td>
<td><a href="mailto:rdmc@berkeley.edu">rdmc@berkeley.edu</a></td>
<td>644-6228</td>
</tr>
<tr>
<td>24</td>
<td>Athletic Study Center - Peer Tutoring</td>
<td>Tony Mirabelli</td>
<td>Berk</td>
<td><a href="mailto:tonym@berkeley.edu">tonym@berkeley.edu</a></td>
<td>643-8517</td>
</tr>
<tr>
<td>25</td>
<td>Youth Support Program</td>
<td>Gabriela Navarro</td>
<td>Berk</td>
<td><a href="mailto:youthsupportprogram@berkeley.net">youthsupportprogram@berkeley.net</a></td>
<td>644-6228</td>
</tr>
<tr>
<td>28</td>
<td>Coaching Corps</td>
<td>Kevin Reduta</td>
<td>Oak</td>
<td><a href="mailto:kevinr@coachingcorps.org">kevinr@coachingcorps.org</a></td>
<td>510-496-5129</td>
</tr>
<tr>
<td>33</td>
<td>Pre-K Enrichment Prog. YWCA</td>
<td>Jana Hiraga</td>
<td>Berk</td>
<td><a href="mailto:youthdev@ywca-berkeley.org">youthdev@ywca-berkeley.org</a></td>
<td>848-6370</td>
</tr>
<tr>
<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>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>642-6772</td>
</tr>
<tr>
<td>50</td>
<td>Cal Corps/Public Service Center- Build Tutoring</td>
<td>Carrie Donovan</td>
<td>Berk</td>
<td><a href="mailto:buildliteracy@berkeley.edu">buildliteracy@berkeley.edu</a></td>
<td>642-6772</td>
</tr>
<tr>
<td>55</td>
<td>People’s Test Preparation Service</td>
<td>Ally Geo</td>
<td>Oak</td>
<td><a href="mailto:ptps.berkeley@gmail.com">ptps.berkeley@gmail.com</a></td>
<td>510-221-8041</td>
</tr>
<tr>
<td>58</td>
<td>Oakland Asian Students Ed Services</td>
<td>Emily Liu</td>
<td>Oak</td>
<td><a href="mailto:emilyliu.oases@gmail.com">emilyliu.oases@gmail.com</a></td>
<td>879-1586</td>
</tr>
<tr>
<td>63</td>
<td>East Bay Consortium of Ed Institutions</td>
<td>Monica Montenegro</td>
<td>Oak</td>
<td><a href="mailto:mmontenegro@eastbayconsortium.org">mmontenegro@eastbayconsortium.org</a></td>
<td>879-1586</td>
</tr>
</tbody>
</table>
# DESCRIPTIONS OF SECTIONS

## SECTION 1

**EDUCATION 97/197 - Section 1**  
Independent Projects 1-4 units  

Contact: Student Services Office  
School of Education  
1600 Tolman Hall  
642-5345  

Section 1 is an independent one-time field study project. It is for students who want to work for agency, currently not in the Ed 97/197 permanent sections. Student needs to submit proposal form for review and approval. It is not an Ed Minor Approved Field Study. Please click here for more information on Section 1.

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

## SECTION 2

**EDUCATION 97/197 - SECTION 2**  
Units: 1-4  
Section Title: Berkeley Volunteer  
Contact: Ariana Cohen  

BERKELEY PUBLIC SCHOOLS FUND  
BPEF SCHOOL VOLUNTEERS (BSV)  
2020 Bonar St., Suite 130, Berkeley, CA 94702 / 510-644-8833 / fax 510-644-4865  

[www.bpef-online.org](http://www.bpef-online.org)  
bsv@berkeley.net  

**Ed. 97/197  Section 2**  
General Information and Course Requirements  

Welcome to Education 97 and 197 field studies in Berkeley Schools! We offer you an opportunity to tutor in the Berkeley Public Schools while earning academic credit. Assignments are made in grades Pre-K through 12, in most subjects, in the classrooms, libraries, gardens, tutoring in an after school program. Some placements do require fingerprinting or additional training. Make sure you understand the requirements for your field studies time if you are planning to use this experience to fulfill a requirement, such as the Education Minor.

After you’ve completed a BSV orientation and have been cleared to volunteer, you will receive a volunteer placement and a BSV name badge. We connect you with a host teacher (or multiple staff) so you can set up a volunteer schedule with him/her directly. You control your schedule! If you have issues connecting with a teacher, your schedules don’t match, or needs change, you can contact us and we will assist you in locating new placements to ensure you complete your hours.

To learn more about the program, review the course syllabus or register for the course, please visit our webpage for UC Berkeley students:


This section DOES NOT meet the field study requirement for the **Ed Minor**.
EDUCATION 97/197 - SECTION 3

Units: 1-4
Section Title: Jumpstart

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

Jumpstart is a national non-profit that trains and supports college students to serve preschool children in low-income neighborhoods.

UC Berkeley students have the opportunity to inspire young children to learn by becoming a Jumpstart Corps member. Corps members work on a team with other UC Berkeley students to teach Jumpstart’s curriculum in a preschool classroom in Oakland; building language, literacy, and social-emotional skills with the children. Corps members are provided with a significant amount of training around working with young children, implementing Jumpstart sessions, and other hot topics in early education, to support their work in the classroom and their desire to be future teachers and leaders in early childhood education.

What’s the role of a Jumpstart Corps member?
Corps members serve with our program for an entire school year, both the Fall and Spring semester. Corps members can earn 1-2 units (45-100 hours) of fieldwork each semester with Jumpstart.

Corps members complete additional hours in training, planning, and preparation. Upon completion of these hours Corps members receive an AmeriCorps Education Award for $1,175.

Corps members participate in the following activities:

• Serve 2 hours, twice a week in a preschool classroom delivering Jumpstart sessions
• Attend team planning meetings immediately after session for 1 hour, twice a week
• Serve individually in the preschool classroom, supporting the classroom teacher 2-4 hours per week
• 1-2 hours of individual planning and preparation for Jumpstart sessions
• Communication with children’s families and teachers
• Intensive pre-service and on-going trainings
• Attend periodic service days in the community

This section DOES NOT meet the field study requirement for the Ed Minor.
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 advisers help students plan their academic program, suggest enrichment opportunities, check their progress towards a degree, and explain academic policies and requirements.

Position:
The College of Letters and Science Peer Advisers serve as an extension of the Undergraduate Advising Office, providing information on college policy and procedures to students at several campus locations. Peer advisers are trained to provide an accurate and friendly service, and to 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 services office works.

Duties:
The College of Letters and Science Peer Advisers work at the 206 Evans Hall front desk providing information regarding university and college requirements, rules, and procedures to Letters and Science undergraduates, and making referrals to a wide-variety of campus services and resources. In addition, L&S peer advisers: answer inquiries made to our e-mail service, AskLnS, answer phone inquiries, staff the L&S table at on Cal Day, assist professional staff with programs and presentations and perform clerical duties as assigned.

Time Commitment:
Peer advisers 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 the week before each Fall term begins. Peers must commit to working the entire academic year (Fall/Spring). A 5 day training the week before school begins and then weekly (Friday 9-10am) trainings/meetings throughout the academic year are mandatory.

Grading:
The course is graded on a P/NP basis. Grading is based on attendance/completion of hours and a final reflection paper.

This section DOES NOT meet the field study requirement for the Ed Minor.
Project SMILE (Spreading Multiculturalism and Inspiring Leadership through Education) is UC Berkeley's largest one-on-one mentoring organization. SMILE is a part of the Extended Day Program (EDP) at Longfellow Middle School in Berkeley which is about a mile and a half away from campus. Students from Longfellow come from very diverse socioeconomic, ethnic, and cultural backgrounds.

Every semester, mentors from UC Berkeley are matched up with a middle school student from Longfellow based on personality, common interests, and days of availability. As a mentor or mentee in SMILE, students make a twice a week, semester long commitment. However, mentor-mentee pairs are encouraged to attend weekend events, and to stay in the program beyond one semester. These help to further foster and develop the mentor-mentee relationship and to ensure mentees have the support they need to thrive academically and socially.

SMILE is an extremely enriching experience for mentees as well as for mentors. By establishing a one-on-one relationship with a mentee and by being a good role model, mentors are able to develop a strong personal bond with their mentee and are able to have a positive impact on their lives. SMILE provides students with the unique opportunity to support, inspire, and motivate middle school students to be future leaders and active members within their respective communities.

Alongside the mentoring experience, Project SMILE also offers a bi-monthly seminar. Project SMILE’s seminar introduces students to theories and concepts that underlie the process of learning and instruction. Seminar offers students an open forum to discuss the aforementioned issues, exchange ideas, brainstorm solutions, and find ways to implement the solutions in their fieldwork. Our goal is to teach students educational theories that will be applicable to their mentorship experience. We hope to teach mentors effective methods in establishing trusting relationships with their mentees that overcome cultural, social, and economic boundaries.

This seminar will be comprised of six two-hour sessions. The seminar course will cover the following topics: Social Purposes of Education, Culture and Race in Education, Funding and Alternative Education Methods, and Standards and Assessments (Tracking). During these sessions, students will engage and facilitate in open discussions drawn from assigned readings as well as from field observations and experiences. Mentors must spend 45 hours mentoring to earn one unit, and 90 hours to earn two units.

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

Contact(s): (Study Strategies)
Rex de Guia rxdeguia@berkeley.edu (510) 643-1595 (Study Strategies) & (Social Sciences)
Mike Leong mleong@berkeley.edu (510) 643-5744 (Math)

Section/Course Description:
The Student Learning Center is the primary academic support center for students at Cal, offering an array of services and a variety of peer-based support.

Students enrolling in Education 97/197 section 10 at the SLC will tutor Cal students in one of the following Program areas: Study Strategies, Social Sciences, Math/Statistics or Interdisciplinary coursework. All tutoring takes place at the Student Learning Center, Chavez Student Center on the UC Berkeley campus during the regular semester. Fieldwork formats may include individual (weekly) tutoring sessions, drop-in tutoring, and small group facilitation. Number of hours/week is calibrated to the number of units for which the student is enrolled (established with the Program Coordinator at time of admission to the Field Studies course); 45/hr per semester per unit. Each additional unit requires 45 additional hours of fieldwork.

All 97/197 sec. 10 students attend a weekly seminar tailored to the Program content area, conducted by SLC professional staff. Seminars include assigned readings, directed activities, reflection, observation and feedback. Direct work with students combined with carefully designed seminars, ample resources and the opportunity for feedback allow you to gain in skill and awareness throughout the semester.

Interested students must be academically eligible (ie, 3.0 gpa overall, “B” or better in the course they wish to tutor, not on academic probation, etc.), fill out an application and obtain a faculty recommendation. Qualified applicants are invited for an interview. For more information see our website at http://slc.berkeley.edu/become-tutor.

This section meets the field study requirement for the Ed Minor.
SECTION 12

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/become-tutor
123 César E. Chávez Student Center #4260
Berkeley Campus
(510) 643-7769
deguaal@berkeley.edu

Section/Course Description:

The Student Learning Center is the primary academic support center for students at Cal, offering an array of services and a variety of peer-based support. Section 12 is offered through the SLC’s Undergraduate Course Facilitator Training & Resources, designed to support students who are acting as undergraduate course facilitators of Special Studies 98/198 courses (aka DeCal courses).

Students enrolling in Education 97/197 section 12 will be engaged in designing and preparing for their own Special Studies course, or concurrently engaged in facilitating their course. This is a variable 2- or 3-unit course, calibrated to the number of hours/week the student is actively engaged in preparing and/or conducting their Special Studies 98/198 course (45 hrs per semester per unit). Students concurrently facilitating their own course typically earn 3 units.

All 97/197 sec. 12 students attend a weekly seminar tailored to the demands of peer course-facilitation, conducted by SLC professional staff. Seminars include assigned readings, directed activities, reflection, observation and feedback. Direct work with students combined with carefully designed seminars, ample resources and the opportunity for feedback allow you to gain in skill and awareness throughout the semester.

Interested students must be academically eligible (ie. 3.0 gpa overall not on academic probation, etc.) For more information see our website at http://slc.berkeley.edu/become-tutor.

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 and Literature  

Contact: Khuyen Nguyen  
*kvn@berkeley.edu*  
127 Chávez Center  
(510) 664-9173  

The Student Learning Center is the primary academic support center for students at Cal, offering an array of services and a variety of peer-based support.  

Students enrolling in Education 97/197 section 16 at the SLC will tutor Cal students in Writing and/or Literature. All tutoring takes place at the Student Learning Center, Chavez Student Center on the UC Berkeley campus during the regular semester. Fieldwork formats may include individual (weekly) tutoring sessions, drop-in tutoring, and small group facilitation of workshops and discussion sections. Number of hours/week is calibrated to the number of units for which the student is enrolled (established with the Program Coordinator at time of admission to the Field Studies course); 45/hrs per semester per unit. Each additional unit requires 45 additional hours of fieldwork.  

All 97/197 sec. 16 students attend a weekly seminar tailored to the Program content area, conducted by SLC professional staff. Seminars include assigned readings, directed activities, reflection, observation and feedback. Direct work with students combined with carefully designed seminars, ample resources and the opportunity for feedback allow you to gain in skill and awareness throughout the semester.  

Interested students must be academically eligible (ie, 3.0 gpa overall, “B” or better in the course they wish to tutor, not on academic probation, etc.), fill out an application and obtain a faculty recommendation. Qualified applicants are invited for an interview. For more information see our website at [http://slc.berkeley.edu/become-tutor](http://slc.berkeley.edu/become-tutor)  

**This section meets the field study requirement for the Ed Minor.**
The Student Learning Center is the primary academic support center for students at Cal, offering an array of services and a variety of peer-based support.

Students enrolling in Education 97/197 section 18 at the SLC will tutor Cal students in one of the Science fields (Biology, Chemistry, Molecular Cell Biology, Nutritional Sciences or Physics). All tutoring takes place at the Student Learning Center, Chavez Student Center on the UC Berkeley campus during the regular semester. Fieldwork formats may include individual (weekly) tutoring sessions, drop-in tutoring, and small group facilitation. Number of hours/week is calibrated to the number of units for which the student is enrolled (established with the Program Coordinator at time of admission to the Field Studies course); 45/hrs per semester per unit. Each additional unit requires 45 additional hours of fieldwork.

All 97/197 sec. 18 students attend a weekly seminar tailored to the Science Program content area, conducted by SLC professional staff. Seminars include assigned readings, directed activities, reflection, observation and feedback. Direct work with students combined with carefully designed seminars, ample resources and the opportunity for feedback allow you to gain in skill and awareness throughout the semester.

Interested students must be academically eligible (ie, 3.0 gpa overall, “B” or better in the course they wish to tutor, not on academic probation, etc.), fill out an application and obtain a faculty recommendation. Qualified applicants are invited for an interview. For more information see our website at http://slc.berkeley.edu/become-tutor.

This section meets the field study requirement for the Ed Minor.
SECTION 21  

EDUCATION 97/197 - SECTION 21  
Language of Teaching Reading  
Units:  1-4 units  

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.
<table>
<thead>
<tr>
<th>SECTION 23</th>
<th>EDUCATION 197 ONLY - SECTION 23</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Program for Democratic Education at Cal (De-Cal)</td>
</tr>
<tr>
<td></td>
<td>1-4 units</td>
</tr>
</tbody>
</table>

Contact: Patricia Keefe  
exjmkeefe@berkeley.edu  
(818)331-7346

**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/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-on-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.
The Youth Support Program is a mentoring and after-school enrichment class program that trains UC Berkeley students in the theory and practice of mentoring and teaching by matching them with 6th, 7th, and 8th grade students at Willard Middle School. Mentors in YSP provide their mentees with support, guidance, and positive role modeling. Teachers in YSP provide their students with homework support in English or math, working either in support classes to help students get up to grade level and recover units towards graduation, or in scholars classes to move students beyond grade level and excite learning. Mentoring services are provided through tutoring, counseling, participation in after-school activities, community service, and one-on-one activities; teaching services utilize warm-ups, homework help, enrichment activities, and class discussions.

**Program Location/Time**
YSP mentors and teachers will volunteer at Willard Middle School (2425 Stuart Street, Berkeley, CA 94705). Mentors meet with their mentees during school days, after school, and on weekends, while teachers conduct classroom observations throughout the week and teach after school classes twice a week (class schedules will be announced at the beginning of the semester).

**Fieldwork Expectations (Mentors: 1-2 units; Teachers: 2 units)**
Mentors and teachers are expected to commit two semesters to the YSP program. New mentors, and returning mentors who wish to earn two units, must attend our weekly mentor training class (Wednesdays 5-6); teachers must also attend our weekly teacher training class (Tuesdays 5-6). Returning mentors who wish to earn only one unit are not required to attend class.

Once matched, mentors meet with their mentees for three hours a week, while teachers conduct one hour of weekly classroom observations, prepare lesson plans, and teach after-school classes for three hours a week. In addition, mentors and teachers will be expected to attend occasional trainings and program-wide events.

This section meets the field study requirement for the Ed Minor.
Coaching Corps
Units: 1

Contact: Kevin Reduta
kevier@coachingcorps.org
310 Eighth St., Ste 300,
Oakland, CA 94607
510-496-5129

The Coaching Corps Program is sponsored by Cal Corps Public Service Center. Coaching Corps improves the health, educational and social outcomes for kids living in struggling communities through the power of sports and play. By placing volunteer coaches in after school sports programs that serve low-income youth, 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 through a coaching placement with one of our local afterschool program partners. Coaching placements are determined by a student’s previous experience working with youth, prior athletic experience in particular sports, and schedule availability. Students accepted into this course will participate in a variety of trainings and online webinars that explore the principles of youth development, structuring and delivering a complete skills-based lesson plan, and creating 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.

Where: Coach placements are located throughout Berkeley and Oakland. All placements are within 30 minutes of public transit from the UC Berkeley campus. Examples of popular coach placements include elementary and middle schools in Berkeley, community centers in Oakland, and a golf course in Oakland.

When: Coaches volunteer during the week in afterschool hours (2-7pm) and sometimes on Saturdays. An individual coach schedule will be created with the Coaching Corps Program Coordinator, Site Supervisor, and the enrolled student. Students need to be available to coach 3-6 hours per week for their coaching placement.

Fieldwork Requirements:
The Field Study Time commitment is 1 unit for 45 hours of service. Students enrolled in this course must attend monthly Coaches meetings on campus as well as one four-hour Coaches Training. Students must also complete their assigned coaching commitment with 80% attendance, attend monthly coaches meetings, watch two online coaching webinars, and submit one three-page reflection paper and evaluation at the end of the semester.

This section meets 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, 3rd Fl.
(510) 642-4970
emilykrechel@berkeley.edu

The purpose of this class is to prepare CalSO Leaders 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 written assignments, 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 leadership role (e.g. customer service and public speaking 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

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

The program matches trained UC Berkeley student volunteers with children at 4 local under-served public 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 in the form of original lesson plans delivered to the students and encourage the overall wellness of the preschool students. In return, volunteers gain valuable leadership and teaching skills while learning more about the field of Early Childhood Development and Education.

The ultimate goal of PEP is to provide extra support to preschool students in order to ensure their long-term academic success and socio-emotional development.

Course Requirements:

- Visit site for a minimum of one session per week (3hrs/session)
- No more than TWO excused site absences are allowed during the semester
- Attend all training and orientation sessions during the course of the year
- Complete weekly lesson plans/projects
- Only ONE excused training absence is allowed during the semester and MUST be made up during office hours with the Program Coordinator and/or Program Director
- TB test (available through the Tang Center)
- Research and present on early childhood educational and development theories/skills/trainings
- Final project about your early childhood education experience

This section meets the field study requirement for the Ed Minor.
SECTION 37  
EDUCATION 97/197 - SECTION 37  
EDUC C181  
Units: 1  
Contact: Prof. Na'ilah Suad Bakari  

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

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

---

SECTION 48  
EDUCATION 97/197 - SECTION 48  
EDUC 140- UC Links Program  
Units 1-4  
Contact: Glynda Hull  
glynda@berkeley.edu  

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: Ally Gao
ptps.berkeley@gmail.com

Website:  http://www.ptps.org/
510-221-8041

Section/Course Description:

“Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.” ~Paulo Freire

Welcome to PTPS! We look forward to a fantastic semester with all of you. We believe that education can indeed be transformative and it is with that belief in mind that we go out and teach. As teachers for PTPS, you have great freedom in designing and implementing your own class – we will provide you with materials and training to guide you in how to run your class. In the end, it will be a challenging and educational experience, for those who have never taught in front of a class of students and for those who have. By the end of the semester, we hope everyone in the program will have gained valuable insights on teaching high school students.

Our DeCal is designed to supplement your experience of classroom teaching. During the two hours you spend with us, we’ll be reviewing teaching strategies and techniques, current issues in education, and other topics relevant to the overall teaching experience. Our goal is, simply put, to make each other better teachers.

This section meets the field study requirement for the Ed Minor.
The purpose of this course is to discuss current issues in urban education and to allow students to test pedagogical theories and practices in an after school tutorial setting. This course is composed of two components: a seminar component and a field activity component.

The seminar component of this course consists of weekly fifty-minutes sessions on Mondays from 7-8pm. Participants will be provided with a framework grounded in the principles of urban education, and will develop practical strategies for working with students in such settings. Class will place particular emphasis on sociological factors such as race, class, gender, and language. During these sessions, students will engage in discussions generated by assigned weekly readings, field observations, and shared personal experiences.

This seminar does not intend to instruct students on how to dictate any particular approach, but rather encourages students to find collaborative solutions to some of today’s educational problems. This seminar serves as an open forum for students to discuss issues, exchange ideas, brainstorm creative (yet practical) solutions to problems, and find ways to implement these solutions in their fieldwork.

The field activity component of this class requires students to tutor elementary school students one to two days per week for three hours per day. OASES is a non-profit organization that works in collaboration with local schools to identify students with limited resources (academic, social, financial, and other support) and provide support accordingly.

This section meets the field study requirement for the Ed Minor.
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) Fieldwork: 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.

3) Reflective Writing: Each week, students will complete at least 1 page of reflective writing, drawing connections between readings, discussions, and fieldwork. The writing assignments are meant for students to critically reflect/analyze the ideas in the readings in connection with issues surfacing in the field work. This is a place for students to articulate what they don't understand as well as what they do. Unless otherwise stated, the general questions around which to organize your writing are:

   - What do the readings help you understand or cause you to question about your fieldwork, your own education, and/or education in general?

   - What concerns, successes, troubles, etc. are emerging for you in your EBC work? Include any specific examples of particularly interesting or challenging teaching, mentoring, or tutoring moments.

4) Readings: It is expected that all students will complete the required readings each week. Reading reflections should be submitted via email to the instructors no later than 5:00pm on the Monday prior to class.

5) Participation: Each student should be prepared to contribute to class discussions by sharing thoughts and/or writing. In addition, participation will include some student-lead discussions. The two-hour per week stipend offered in connection with the course can be withheld due to lack of preparedness for each class meeting.

6) Grading: The course will be graded on a Pass/No Pass basis only. Final grades will be based upon fieldwork, reflections, and participation in classroom assignments.

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