

ED 197 FIELD STUDIES – QUICKLIST (FALL 2025)

#	Program	Contact Person	Loc.	E-mail
37	EDUC C181- What is the Role of Race in Urban School	Travis Bristol	Berk	tjbristol@berkeley.edu
50	Public Service Center-Build Literacy Mentoring	Gardenia Campos	Berk	buildliteracy@berkeley.edu
55	College Admissions Mentorship Program	Benicio Mares	Berk	benicio_mares@berkeley.edu
58	Oakland Asian Students Ed Services	Char Toe	Oak	charcheeto@berkeley.edu
63	East Bay Consortium of Ed Institutions	Monica Montenegro Boun Khamnouane	Oak	mmontenegro@eastbayconsortium.org boun@berkeley.edu

DESCRIPTIONS OF SECTIONS

SECTION 37

EDUCATION 197 - SECTION 37
EDUC C181-- What is the Role of Race in Urban School
Units: 1

Contact(s): tjbristol@berkeley.edu
Prof. Travis Bristol

TO BE TAKEN IN CONJUNCTION WITH EDUC C181.

SECTION 50

EDUCATION 197 - SECTION 50
Public Service Center-Build Literacy Mentoring
Units 1-2

Contact: Gardenia Campos
buildliteracy@berkeley.edu
510-642-6772

As a literacy mentor you will provide one-to-one reading help to K-5th graders in one of 20 public afterschool programs in Berkeley and Oakland. You will work with several different students in 30-35 minute sessions back to back, and are matched with the same students for the entire semester so that you get to know their needs and interests. BUILD mentors are required to attend an orientation prior to beginning and may be required to attend workshops on literacy support strategies. To be placed, fill out an application on our website at <http://publicservice.berkeley.edu/build>

SECTION 55

EDUCATION 197 - SECTION 55
College Admissions Mentorship Program
Units 1-2

Benicio Mares
benicio_mares@berkeley.edu

Website: <https://www.campberkeley.org/>

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 CAMP! We look forward to a fantastic semester of community service 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 free SAT courses to underprivileged youth in the East Bay. As teachers for CAMP, 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 but you have agency to teach the class in the best way for your students. 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 experience in front of a class. 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. Note that all credit comes from the 45 hours of fieldwork, not attendance of the mandatory DeCal. 1 credit is equal to 45 hours of fieldwork while 2 credits is equal to 90 hours of fieldwork.

SECTION 58

EDUCATION 197 – Section 58

Project name: Oakland Asian Student Educational Services

Units: 1

Contact: Char Toe

Email: charcheeto@berkeley.edu or leadcoords.oases@gmail.com

Course Description:

OASES's mission is to empower students with limited resources through education, mentorship and service to strengthen the Oakland Community. Additionally, our mission is to *support all youth be to be safe, smart, and socially responsible*.

In this fieldwork experience, you will tutor students grades K-5 at Lincoln Elementary School, Cleveland Elementary or Bella Vista Elementary. Since OASES is an afterschool program, you will help them with homework that they received that day in school, which include subjects like Math, English, and History.

Prerequisites:

In order to enroll in this section, and to join this program, you must attend an info session, complete a casual interview with us, and attend and complete an Orientation that will provide free LiveScan (fingerprinting and background check required for working with children) and helpful tips in working with kids. Please email one of the emails above to find out when and where the info sessions are!

Field work Structure:

In order to pass Ed 197 and receive your field work unit, you must attend a total of **11 weeks (including RRR week)** of tutorial, as well as **1 OASES event** (such as our **Elementary Event**) and **1 additional tutorial days**. (Unit takers must notify their Coord-X and the contact person about when they will be attending these extra days throughout the semester at least 24 hours in advance via email). These hours (not including travel time) sums up to a little over 45 hours, which is necessary for you to receive your unit from the department. If you cannot attend 9 weeks just by going to tutorial regularly, due to holidays or absences, you must make these days up or you will not meet your hour requirement. If you really cannot make this commitment, let Elaine know **immediately**. We will not be able to help you if you do not have enough hours by the end of the semester. Additionally, be respectful of all OASES policies and rules, and **do not lose your privileges as a mentor**. If you are excused from the program, we will be forced to NP you, as there is no other means for you to receive your hours.

Time Commitment:

You must be available at least one day a week (the same day each week) from 3pm or 3:30pm to 7pm. Program runs Monday – Friday but to complete your 45 hours, going once a week and following the guidelines listed above will get you to your hour count.

Supervision:

At the two sites, there will be a program director, program assistant director, and teacher staff along with

OASES Coordinators and other mentors. You will be put in a classroom with at least one other mentor, and will stay in that classroom all semester long to build a lasting relationship with your students. At the end of tutorial, you will all meet up and your Coordinator will give announcements. At this time, you will also give your time sheet to your Coordinator and he/she will have the program director sign off on it for you.

SECTION 63

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

Contact: Boun Khamnouane and Monica Montenegro
314 E. 10th St. Suite C-223
Oakland, CA 94606
Boun: 510-879-1578
boun@berkeley.edu

Monica: 510-879-1577
monica@eastbayconsortium.org

This course integrates academic work with practical experience in teaching, tutoring and mentoring middle and high school students and providing college advising support to students in Oakland schools. Participants work in after-school tutorials, Saturday programs, in school classrooms alongside teachers and at College and Career Information Centers 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, college advising 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, mentors and college advisors (c) to expose students to the possibility of a career in education.

Course requirements:

1) Class meetings 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 or in-class at a middle school or high school site for at least two days per week. Hours will also be available to work in classrooms alongside teachers, in Saturday programs, and presenting college-going workshops to students and parents. Prep time for these activities may be needed but will not count towards the field studies hour requirements. College advisors will be placed at one of our College and Career Information Centers in Oakland. There will also be fieldwork related reading and writing assignments. Students will be placed in their fieldwork sites on or before Saturday, September 24. Each unit of semester credit can be earned with 45 hours of fieldwork during the semester.