California State University, San Marcos

FORM X (WHITE)

• Authorization To Offer Non-Degree Extension Credit Course Through Extended Studies

<table>
<thead>
<tr>
<th>1. Desired Term:</th>
<th>Summer 2006</th>
<th>Year of implementation: 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. Course abbreviation and Number:</td>
<td>EDUC E1034</td>
<td></td>
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<tr>
<td>2b. Abbreviated Title:</td>
<td>(No more than 25 characters, including spaces)</td>
<td>Brain Based Engagement</td>
</tr>
<tr>
<td>4. Number of Units:</td>
<td>1</td>
<td>5. Billing Units: 1</td>
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<tr>
<td>6. Allowed Student Levels:</td>
<td>UG X</td>
<td>GR X</td>
</tr>
<tr>
<td>7. Grading Method:</td>
<td>N</td>
<td>Normal (N) (Default is Letter Grade +/-, Students may request Credit/No Credit)</td>
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<td></td>
<td></td>
<td>Normal Plus Report-in-Progress (NP) (At or Normal: also allows Report-in-Progress)</td>
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<td></td>
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<td>Credit/No Credit Only (C)</td>
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<td></td>
<td></td>
<td>Credit/No Credit or Report-in-Progress Only (CP)</td>
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<tr>
<td>8. Mode of Instruction:</td>
<td></td>
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<tr>
<td>(See pages 17-23 at <a href="http://www.calstate.edu/elm/data-elem-">http://www.calstate.edu/elm/data-elem-</a> dic/ADP-Transaction-DED-SectionV.pdf for definitions of the Course Classification Numbers)</td>
<td></td>
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<tr>
<td></td>
<td>Type of Instruction</td>
<td>Number of Credit Units</td>
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<tr>
<td></td>
<td>Lecture</td>
<td>1</td>
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<tr>
<td></td>
<td>Activity</td>
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<td></td>
<td>Lab</td>
<td></td>
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<tr>
<td>9. Attributes: Course Requires Consent for Enrollment?</td>
<td>Yes X</td>
<td>No</td>
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<tr>
<td>Faculty</td>
<td>Credential Analyst</td>
<td>Dean</td>
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<td>Prerequisites:</td>
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<td>Co-requisites:</td>
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<tr>
<td>10. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check &quot;yes&quot; and obtain signature.)</td>
<td>Yes X</td>
<td>No</td>
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<tr>
<td>If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.</td>
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<tr>
<td>Psychology</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Discipline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signature</td>
<td>Date</td>
<td>Support</td>
</tr>
<tr>
<td>Discipline</td>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

Important: Please Complete

1. Instructor: Ernie Mendes, PhD
2. Please complete the Extension Course Proposal Form
   http://www.clausm.edu/academic_programs/curriculum_forms/index.html

SIGNATURES: (COLLEGE LEVEL)

N/A
1. Program Director/Chair | Date |
2. College Dean (or Designee) | Date |

(UNIVERSITY LEVEL)

| 3. Department Chair (or Designee) | Date |
| 4. Dean of Academic Affairs (or Designee) | Date |

* Banner
In planning the components of our Extended Studies program at Cal State San Marcos, this office consults closely with the academic colleges and departments to determine the suitability of course content, teaching methods and instructor qualifications. To assist us in evaluating your proposed course for credit, please submit this completed form to our office as soon as possible. Questions before you submit? Call me at (760)750-8713.

- **Course Title:** Series on Brain Based Engagement & Teaching Strategies

- **Course Description:** This series of 3 includes topics based on research of the brain’s learning systems to assist teachers with:

  Engaging students and creating supportive learning environments by understanding brain research (for K-12 teachers).

This workshop will provide strategies to differentiate instruction in a mixed ability, adolescent classroom by exploring significant aspects of adolescent brain development (for secondary grade level teachers).

Identifying key mindsets for teacher resilience by examining various researched disciplines for helpful strategies to achieve better mental and physical health and more efficient time management skills.

- **Course Objectives:**  
  (Provide specific student learning outcomes and how they will be achieved.)
  - To understand learning styles, differentiated instruction and positive classroom management
  - To become familiar with adolescent brain pathways to engage adolescent learners and develop strategies that promote an effective learning environment
  - Identify key mindsets, attitudes, and exercises that can increase a teacher’s effectiveness and longevity in the classroom

- **Evaluation:**
  - Class participation
  - Outside readings, completion of research assignments

- **Course Length:** This is a series of 3 workshops that teachers can take separately or together. For the contract credit, participants will be required to attend all three for a total of 18 hours.

- **Proposed Date(s):** July 18 - 20, 2006

- **Location:** Oceanside Unified School District computer lab

- **Support Needs:** None (OUSD will provide any materials or supplies)

- **Comments:** This workshop is part of a Summer ‘06 Professional Development Opportunities Series developed and produced by Oceanside Unified School District for their certificated teaching staff. Extended Studies would like to offer extension credit on a contract basis to participating teachers.

*When completed, please return this form, along with an up-to-date resume (with teaching references) to: Catherine Boyle, Office of Extended Studies, Cal State San Marcos, 333 S. Twin Oaks Valley Rd., San Marcos, CA 92096; FAX: (760)750-3138; E-mail: cboyle@csusm.edu*
TITLE:
Brain-Based Student Engagement (For K-12 Teachers)

DESCRIPTION: Learn how to create anticipation, curiosity, enthusiasm, confidence, and cooperation in the classroom. This upbeat session will provide teachers with practical applications of brain research to engage students and create supportive learning environments. Brain research supports learning styles, differentiated instruction, and positive classroom management. Participants will experience ways to boost their memory capacity and then apply it to their classrooms. Using four critical memory paths, participants will be able to create a learning environment that hooks student attention. Participants will learn how to deliver and differentiate instruction through the memory paths and the brain's natural learning systems. Have fun and learn how to engage all learners!

1 day seminar – 7/18/06
Oceanside Unified School District
TITLE:
Differentiating Instruction for the Teenage Brain
(For Secondary Teachers)

DESCRIPTION: This interactive session will address key questions facing today’s high school teacher such as:

How can I teach a diverse group of learners?
How can I get my students to care about what I am teaching?
How can I connect with all of my students?

Participants will learn:

*How to engage the major brain systems when delivering instruction to adolescent learners

*Key concepts and user-friendly strategies to differentiate instruction in a mixed ability, adolescent classroom

*How to tap into various memory paths and increase the recall of information

*Tips for reaching gifted kids in the regular classroom

*The significant aspects of adolescent brain development

*Role of emotional intelligence in managing and engaging today’s adolescent students

*Research-based relationship strategies that promote an effective learning environment

1 day seminar – 7/19/06
Oceanside Unified School District
TITLE:
Key Mindsets For Teacher Resilience

Feeling pretty good right now? Feeling rested and in "vacation mode"? Where do you think your stress level will be in November, December, March and April? What if you could learn key mindsets that will carry you through the year, and the rest of your career? This session will help you become more resilient within the context of where you work each day.

Teachers will benefit from a resiliency-based approach to their work and daily interactions with others. Based on four mindsets synthesized from various researched disciplines, this session will give you the key strategies that will keep you physically and mentally healthier throughout the school year. Manage your outcomes, your emotions, and your time more effectively. Why reach for a bandage during the year when you can grow protective armor now . . .

Some things you will learn are
* the impact of stress on teaching, learning, and the brain
* a quick 2-step calming exercise to use throughout the day without interrupting your schedule . . . plus six other easy to use stress busters
* an unforgettable time-management demonstration
* how students' emotions affect test performance, behavior, motivation and what you can do about it
* why relationships are key to your success and how to "do" relationships to maximize the results you are after
* how to avoid "staff infections"
* how emotional intelligence and occupational burnout in teachers are related based on a study done by the facilitator

1 day seminar – 7/20/06
Oceanside Unified School District
Ernie Mendes, Ph.D.
Mendes Training & Consulting, Inc
8024 Paseo Avelleno
Carlsbad, CA 92009
(760) 994-8880
FAX (760) 944-9468

Dr. Ernie Mendes is a consultant and a former high school teacher, who worked with adolescents for many years (as a teacher, counselor, and coach) and with younger children as a family therapist. Ernie founded S4 (Summer Super Skills Seminar), a three-day program for adolescents with a focus on "learning skills" and "social-emotional" skills. Dr. Mendes has authored educational materials which focus on the keys to working with children and adolescents. His recent book, "Empty the Cup, Before You Fill It Up: Relationship Building Strategies to Promote Effective Learning Environments," is popular with teachers who attempt to marry the classroom reality of teaching with district and state mandates. Based on brain research and developmental research, "Empty the Cup" addresses the social-emotional needs of students in the classroom in order to facilitate their learning. All participants in the workshop will receive their own personal copy.

In organizations, Ernie Mendes, Ph.D., trains, presents, coaches, and consults in the areas of Emotional Intelligence and Peak Performance, Stress Management, Applications of Brain Research to Learning and Training Environments, and Creating Resiliency. He has worked with over 50 diverse organizations including businesses, school districts, law enforcement agencies, and health centers.

As a presenter and motivational speaker, Ernie has educated and trained thousands since 1988. Ernie has one of the most diverse and relevant professional backgrounds for training and coaching, including a combined 23 years as a classroom teacher and 11 years as a licensed psychotherapist in private practice. He holds a Ph.D. in Organizational Psychology.
The Alhambra Public Library; Beginning Teacher Support and Assessment (BTSA) Regional Directors: Orange, San Diego and Imperial Counties; California BTSA Program: State, Regional and County; California Highway Patrol; the Capistrano Unified School District; Children’s Hospital; City of Carlsbad Human Resources Department; and Girl Scouts of the USA.

Also: Oceanside Unified School District, Grossmont Union High School District; Huntington Beach School District; Los Angeles Unified School District; Paradise Point Resort; Sacramento State Leadership Team for BTSA program; San Diego Community College District; San Diego District Attorney’s office; San Diego Unified School District; Sears Roebuck & Co.; Sharp Memorial Hospital Transplant Center; Sweetwater Union High School District; Mira Costa College; Southern California Association of Private Schools (SOCAPS); and Southwestern College.

Also the following departments of the University of California San Diego: Admissions & Outreach, Career Services, Computer Science & Engineering, Human Resources and Staff Development, Medical Center, Medicine, Middle Management, and Student Affairs Senior officers.

Beginning Teacher Support and Assessment (BTSA) Clients include: Azusa Unified SD, Capistrano Unified SD, Chula Vista Elementary SD, Cluster 5 Regional Directors: Orange, San Diego and Imperial Counties, East County Consortium, Escondido Union High SD, Escondido Union SD, Grossmont Union High SD, La Mesa/Spring Valley SD, Los Angeles Unified SD, North Coastal Consortium, Placentia-Yorba Linda USD, Sacramento State Leadership Team for BTSA, San Diego Unified SD, San Dieguito Union High SD, South County Consortium, Torrance Unified SD, Tustin Unified SD, Vista Unified SD, West Orange County Consortium and the Westside Union SD.

For more information, consult his website: www.erniemendes.com