

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

1. Desired Term: Fall 2007		Year of implementation: 2007													
2a. Course abbreviation and Number: EDUC E1069		2b. Abbreviated Title: (No more than 25 characters, including spaces) Personality Type & Learning													
3. College: Education		4. Number of Units: 1	5. Billing Units: 1 (\$150)												
6. Allowed Student Levels: UG X GR X EE X (Default is to check all three levels)															
7. Grading Method: <input type="checkbox"/> N Normal (N) (Default is Letter Grade +/-, Students may request Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (As for Normal; also allows Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CIP)															
8. Mode of Instruction: (See pages 17-23 at http://www.calstate.edu/cim/data-element/APDB-Transaction-DED-SectionV.pdf for definitions of the Course Classification Numbers)		<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th>Type of Instruction</th> <th>Number of Credit Units</th> <th>Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td style="text-align: center;">20</td> <td>C-02</td> </tr> <tr> <td>Activity</td> <td></td> <td style="text-align: center;">Ext. Studies</td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>		Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	20	C-02	Activity		Ext. Studies	Lab		
Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)													
Lecture	20	C-02													
Activity		Ext. Studies													
Lab															
9. Attributes: Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair Prerequisites: _____ Co-requisites: _____															
10. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.															
<u>Psychology</u>	<u>Sherry Holt-Burgos</u>	<u>8/20/07</u>	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Oppose												
Discipline	Signature	Date													
_____	_____	_____	<input type="checkbox"/> Support <input type="checkbox"/> Oppose												
Discipline	Signature	Date													

Important : Please Complete

<p>1. Instructor: Sherry Holt-Burgos</p> <p>2. Extension Course Proposal Form (attached)</p>
--

SIGNATURES: (COLLEGE LEVEL)

(UNIVERSITY LEVEL)

1. Program Director/Chair _____ Date _____

W. H. [Signature] _____ Date _____

2. College Dean (or Designee) _____ Date _____

3. Dean of Extended Studies (or Designee) [Signature] 8/13/07 Date

4. Vice President for Academic Affairs (or Designee) [Signature] 8/22/07 Date



OFFICE OF EXTENDED STUDIES EXTENSION COURSE PROPOSAL FORM

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:** **What's Personality Type Got to Do with it?**

- **Course Description:**

Would it be beneficial to know whether any individual child hungers most for action and having the freedom to act—or wants to belong; whether he/she desires to please the teacher, needs the whole picture, or works well with workbooks? And once you know that information, would you like to know how to use your own preferences in teaching and learning styles to reach that student? If so, this course may be for you. This class will be interactive and participants will take a personality type sorter to determine which of 16 personality types is their "true" type based on the two most universally used personality sorters in education, corporations, churches, and counseling. Guidelines will be provided to begin to determine your students' personality types and support you to communicate with and motivate them with language and approaches that are most productive. This course is most appropriate for participants who have little or no practical knowledge about the Myers-Briggs Personality Inventory or the Keirsey Temperament Sorter II.

- **Course Objectives:** *(Provide specific student learning outcomes and how they will be achieved.)*

The course participants will attempt to identify their individual learning and teaching styles using personality type theory and also begin to use the information that will lead to determining the learning styles of their students and be given tools and resources to begin applying classroom approaches that best meet the needs of both.

- **Evaluation:** *(What will be the basis for grades? How will you know that the students have achieved the course objectives?)*

Participants will participate in classroom civilities, complete a basic quiz of introduction to psychological type theory, and be expected to complete a short team project.

- **Course Length:** A total of 15 hours, consisting of three workshops on Saturdays
- **Proposed Date(s):** September 29, October 13 & 27, 2007
- **Location:** On Campus (FCB 106)
- **Support Needs:** *(Please indicate any special services you will need, such as audio-visual equipment, photocopying, room set-up, etc.)*
I prefer tables, if possible, for working in teams informally at times. I may need a screen and projector to hook up my laptop for a PowerPoint presentation. I may also need to copy handout materials.
- **Comments:** Sherry Holt-Burgos has presented workshops for teachers, administrators, aides, parents, and specialists using personality type theory for several years in her previous school district and community of Lancaster. She considers those sessions some of the most satisfying experiences of her career.

When completed, please return this form, along with an up-to-date resume (with teaching references) to: Catherine Boyle Asker, 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

Sherry Holt-Burgos, M.A., NCSP, Licensed Educational Psychologist

635 Cox Road
San Marcos, CA 92069
Home Phone: (760) 290-3976
Cell Phone: (760) 317-0552
E-Mail: shburgos@mac.com

CERTIFICATION, LICENSURE AND CREDENTIAL

California Licensed Educational Psychologist, License No. 1859, November 1989 to Present
Nationally Certified School Psychologist, NCSP Cert. No. 18329, January 1989 to Present
California PPS Credential, School Psychology, Clear, No. 050130518, April 1985 to Present

ACADEMIC PREPARATION

M.A., School Psychology, May 1982; in addition, 45 semester-hour credits for Certification completion, May 1984; University of Colorado, Boulder
B.A., Business Education major, Business Administration minor, April 1975; graduated *magna cum laude*, Fort Lewis College, Durango, Colorado

EXPERIENCE

Contract Services since 2005

Lancaster School District, July 1997 to June 2005 (Part-Time)
Supervising Psychologist/Psychological Services Program Chair/District 504 Coordinator/
Mental Health Coordinator

At the time of my retirement from the District, the Psychological Services Program was comprised of 18 full and part-time Psychologists and 2 Interns serving 19 school sites for approximately 16,750 students of preschool through 8th grade age. As the Supervising Psychologist, I determined assignments, organized the hiring process of Psychologists and Interns and provided consultation and support to colleagues, including the creation and presentation of orientation and training materials/sessions, coordination with the University Supervisors of Interns, ordering and maintenance of supplies and test materials inventories and monitoring of the testing budget and members' attendance of conferences.

My Psychological Services Chair duties included the planning, scheduling, and chairing of regular Program Meetings, facilitation of weekly case studies and representation of the Program in the Special Ed Team (SET). SET is comprised of the Special Education Program Chairs, the Director of Student Services and three Special Education Coordinators. SET provides the leadership for the Student Services Department by creating policies and procedures, clarifying and interpreting special education-related laws and regulations, and insuring that all Programs meet the needs of the students, schools, Department, and District. As the Psychological Services Chair, I also was a member of the ED Support Group for Teachers, Psychologists, and Administrators serving the most severely emotionally disturbed students and of the Psychological Services Goal Evaluation Team (GET)/Behavior Mod Squad.

As the Supervising Psychologist, I served as the District Mental Health Coordinator and represented the District in the Community's Department of Mental Health School-Based Services Committee and supported the District Psychologists, who served as Site Mental Health Facilitators. As the Mental Health Coordinator, I also was the Student Services Department liaison for the Yellen Center, a specialized program for severely emotionally students, available within the Antelope Valley SELPA.

As the District 504 Coordinator, I insured that the rights of students with disabilities were protected and supervised the District Psychologists who were the overseers of the District 504 Teams at the school sites.

Lancaster School District, August 1984 to June 1997 (Full-Time)
School Psychologist

I served as a District Psychologist by providing the following services variously in the District preschool, several elementary schools, and also an intermediate school setting: Chaired triennial, 30-day transfer, special review and initial IEP placement meetings. Consulted with parents/guardians, Teachers, General Education Coordinators, Administrators, Specialists, Psychologists, and community agency representatives. Participated as a pivotal member of Student Study Teams. Evaluated students by utilizing multi-disciplinary/transdisciplinary approaches. Provided crisis intervention and short-term counseling. Supervised School Psychologist Interns and graduate-level Counselor Interns. Created conflict management program with fellow Psychologist. Implemented GATE Program regarding metacognition with Teacher and another Psychologist. Provided in-services on various subjects including child abuse, motivation, disaster preparation, behavior support; and utilizing personality type theory in the classroom, at home and in the workplace. Began serving as the Psychological Services Chair during the 1994-95 school year.

AFFILIATIONS

- Member, California Association of Licensed Educational Psychologists (CALEP), June, 2006 to Present
- Member, San Diego County Association of School Psychologists (SANDCASP), May, 2006 to Present
- Member, Association for Psychological Type (APT), 1993 to Present
- Secretary-Treasurer, 1986-87; President, 1993-94; and Founding Member of Antelope Valley Association of School Psychologists (AVASP), 1986 to 2005
- Member, California Association of School Psychologists (CASP), 1985 to Present. Selected as Outstanding School Psychologist, CASP, Region IV, 1996
- Co-Vice President, Membership, 1988-89, *Phi Delta Kappa (PDK)*, National Honor Society of Educators, Antelope Valley Chapter; Member of *PDK*, 1982 to Present
- Member, National Association of School Psychologists (NASP), 1981 to Present