

Courses for Educators

Partnering with Fresno Pacific University

*Partnership Affiliate & On-Line Advertising
Link Connection for Course Registration*

AI IN EDUCATION - COURSE SYLLABUS 2026 Course Offerings

All courses are linked to Making Your Own Classroom Materials or Educational Program Projects

Please Fill Out All Information:

- Spring Semester: January 1 - April 30
- Summer Semester: May 1 - August 31
- Fall Semester: September 1 - December 31

Instructor: **Michael Mills**

Go to the link on page 2, review course offerings then select and list course of enrollment.

Course Number: _____ Course Title: _____

PERSONAL DATA

(Please Print)

Name: _____ Phone: _____ Mobile: _____
Address: _____ City: _____ St./Zip _____
Email: _____ School Email: _____
School District: _____ School Name: _____

Independent Study Plan Students:

Upon registration, please contact Michael Mills at millsmichael@me.com for all course materials. After completion of all assignments in the course syllabus, students must scan their completed syllabus in one compressed .pdf format and electronically mail it to the instructor Michael Mills at millsmichael@me.com for review, grade processing, grade issuance, and graduate-level credits from Fresno Pacific University. The closing protocol is on page 15 of this syllabus.

FRESNO PACIFIC UNIVERSITY 2026 Course Listings & Registration Link

<https://ce.fresno.edu/workshops#michael-mills-courses-for-educators>

Independent Study Courses		
EDU 1224	AI in Education Elem. Projects I 2026	2026 Travel Course Options: Rome, Late Spring TBD Big Island, Hawaii November 14 – 18 Maui, Hawaii December 26 – 31
EDU 1225	AI in Education Elem. Projects II 2026	
EDU 1226	AI in Education Elem. Projects III 2026	
EDU 1227	AI in Education Sec. Projects I 2026	
EDU 1228	AI in Education Sec. Projects II 2026	
EDU 1229	AI in Education Sec. Projects III 2026	
EDU 1230	AI in Education Admin Elem. Projects I 2026	
EDU 1231	AI in Education Admin Sec. Projects I 2026	
EDU 1232	AI in Education Counselor Projects I 2026	

Additional AI in Education Projects are available upon request. Please contact Michael Mills

Recommended Readings

Here are 3 recommended readings for educators to learn how to use AI tools to improve efficiency in their roles:

1. [7 AI Tools That Help Teachers Work More Efficiently](#) by Edutopia. This article provides an overview of AI tools that can help teachers with personalized learning, productivity, and content creation. It discusses specific tools like AudioPen for voice-to-text, Canva Magic Write for presentations, and Curipod for interactive lesson creation.
2. [The AI Tools for Teachers Are Getting More Robust. Here's How](#) by Education Week. This piece examines how major ed-tech companies like Google and Khan Academy are integrating AI into their existing products used by K-12 educators. It highlights the importance of professional development for teachers to effectively use these AI tools.
3. [Recommendations for Supporting Safe Teacher Exploration of AI and New Technologies](#) by Digital Promise. This article provides insights into how to consider new technologies.

Course Information

Course # _____ Course Title _____
Units 3 Course Credits: Each Course – Three (3) Graduate-Level Semester Units of College Credit
Tuition Cost: \$510 Per Each 3 Unit Course

Instructor Information:

Instructor's Name: Michael Mills, MA CSULB
Contact: Phone: +1 (562) 787-8690 (text ok)
Email: millsmichael@me.com Office Hours: By Appointment
Website: <http://courses4educators.com>

Course Overview:

Certified educators will earn three semester graduate level units of college credit and a letter grade from Fresno Pacific University upon satisfactory completion of forty-five hours coursework and assignments. The Western Association of Schools and Colleges (WASC) accredits Fresno Pacific University. The central focus of the course is to enable students to make their own original instructional or educational projects tailored for practical use in teaching grade level subject matter assignments or in educational program support assignments. We'll delve into your school/district's AI policies and explore how to integrate AI tools effectively into your teaching practice. By understanding the latest advancements in educational AI, you'll gain the knowledge to craft instructional materials that personalize learning and enhance student engagement. Transferability and acceptability of the credits are at the discretion of the receiving institution. Upon enrollment and registration, a Course Syllabus containing requirements, assignments, and pertinent Fresno Pacific University information will be issued to each student. The major aspects of the coursework are the development of instructional materials and/or educational projects, recording the completed coursework experiences in a Log Record Journal and showing proof of coursework productivity, and evidence of learning upon course completion. When all coursework activities, assignments, and requirements have been documented and verified, the student will submit the completed coursework to the instructor for grading and issuance of credit.

Course Outcomes – Upon successful completion of this course, the students will have:

- Made customized resources for meeting their own unique educational needs.
- Created materials and/or projects for use in their classrooms or educational programs.
- Addressed district, state, and national standards as appropriately related to career.
- Produced a time log journal of the coursework experiences listing derived benefits.
- Build confidence and competence in using AI district-approved tools for teaching and learning.
- Understanding of state and/or district-wide AI Policies and how they manifest in your role as an educator.
- Self-made materials and/or projects readily available for implementation as needed.
- Completed coursework that is connected with self-developed course objectives.
- Become better equipped by completing coursework related to self-written objectives.
- Submitted a self-prescribed action plan for integrating the newly created resources.
- More awareness of the vast amount of AI educational tools available to educators in your school or district.
- Developed useful skills for working independently and becoming more self-reliant.
- Improved abilities to make their own instructional materials or educational projects.
- Improved their educational research skills and efforts in locating resources.
- Become better prepared to perform better as a professional educator.

Course Description:

This hands-on course enables educators to individually develop customized instructional or educational projects of their own choosing for curriculum and/or program enhancement. Students on their own choose, select, and develop original and customized resources for use in the teaching/learning process or for utilization in specialized educationally related assignments. Students engage in a variety of learning activities that include, but not limited to, coursework planning, selecting course goals and objectives, researching and evaluating educational resources, completing a self-inventory, developing instructional materials and/or projects, completing a personal data information form, completing a written log listing coursework activity hours of involvement, developing an action plan for implementation, and completing a course evaluation in written form reflecting coursework benefits. Teachers are encouraged to develop curriculum resources targeted for increasing student motivation, engagement, and achievement, and improving test scores. Non-teaching personnel may develop educational projects of their own choosing, providing the projects relate to their educationally related career assignments. Upon course completion, the students will be able to immediately apply and use the newly developed classroom instructional materials and/or educational program projects in their classes or educational career settings.

This hands-on course empowers educators to become leaders in curriculum and program enhancement. You'll not only design and develop original instructional materials or educational projects, but also navigate the ever-evolving landscape of AI in education. We'll delve into school/district/state AI policies, equipping you to identify how these guidelines can inform your use of AI tools in your role. Through engaging activities like "Understanding AI in Your Classroom," you'll explore how AI can personalize learning, boost student engagement, and ultimately elevate your effectiveness as an educator. This course positions you to not only create impactful resources but also leverage the power of AI to future-proof your teaching practice.

Basic Course Requirements:

- Review the Course Syllabus and complete all assignments contained therein.
- Make your own classroom materials and/or educational program projects.
- Keep Log Record Journal of coursework time and tasks for verification of course productivity.
- Have documented Log Record Journal of coursework verified by a Course Monitor.
- Upon course completion, submit the completed Course Syllabus of coursework as directed.

Course Requirements – Hours and Assignments:

- Spend 45 verified hours completing coursework activities and assignments.
- Select a qualified Course Monitor to verify coursework for accuracy and completeness.
- List selection of course goals and objectives.
- Reflect on your understanding and ability to implement AI in your role to increase efficiency.
- Address the district, state, and national educational standards.
- Maintain a log documenting coursework time and tasks from onset through course completion.
- Complete an Action Plan for the implementation of developed course projects.
- Show proof of coursework productivity in a Log Record Journal of completed assignments.
- Write an evaluation summary and address the resulting benefits of this course.

Outlining Schedule of Assignments:

The starting point of the coursework would be for the student to read the Course Syllabus. A careful perusal of the Course Syllabus is paramount for familiarizing the students with the course description, course requirements, course outcomes, course completion procedures, and course assignment format. The Course Syllabus contains information and instructions on how to proceed and complete all assignments. The following outline is a preview of the coursework involvement. In completing the major assignments, the student is required to develop tangible hands-on class materials or educational projects of their choosing. In addition to the self-made productions, the student is further required to complete all course assignments included in the Course Syllabus. While completing the coursework and assignments, the student is expected to use critical thinking, problem-solving, and decision-making skills. The student, at the course end, shows further evidence of learning by submitting the Course Syllabus containing all completed assignments to the instructor as directed and by completing an Exit Interview Meeting

Listing of Coursework Related to Making Classroom Materials and/or Education Projects:

- **Orientation:** Registration & Orientation Meeting - In Person or e-Meeting (Zoom, FaceTime, WhatsApp, etc.) with Instructor Michael Mills
 - **Assignment #1:** Selecting a Course Monitor for Verification of Coursework
 - **Assignment #2:** Learn about your district or statewide AI Education policy
 - **Assignment #3:** Selecting Goals and Listing Course Objectives with AI Integration Considerations
- **Midterm:** Submit assignments 1, 2, and 3 to the instructor for review, feedback, and grading.
 - **Assignment #4:** Self-Needs Assessment and Listing Selected Projects to Develop using AI Tools
 - **Assignment #5:** Action Plan for Implementation of Newly Developed Educational Resources and for leveraging AI tools in your Role
 - **Assignment #6:** Log Record Journal of Listing Activities and Hours Spent on Coursework Tasks
- **Final:** Submit assignments 4, 5, and 6 and the completed syllabus to the instructor for review, feedback, and grading. Complete Exit Interview Meeting - In Person or e-Meeting (Zoom, FaceTime, WhatsApp, etc.) with Instructor Michael Mills

Assignment #1 – Selecting a Course Monitor for Verification of Coursework:

Course Monitor – To be Chosen for Verifying Student’s Coursework in Log Record Journal

It is the student’s responsibility to select a qualified certificated person to become his or her Course Monitor for verifying the evidence of learning taking place and validating student coursework productivity. It would be in the student’s best interest to find and choose someone who would be eager to serve as the student’s Course Monitor. Basically, the Course Monitor has the professional responsibility to review and verify the student’s coursework and on-task accumulated hours as accurate and complete. The student obtains a commitment from the Course Monitor to meet at a course culminating conference for the purpose of validating the coursework contained in the Log Record Journal as accurate and complete. Any of the following certificated personnel may be chosen to perform as the student’s Course Monitor: (1) A Teacher with a minimum of three years experience, (2) A Teacher with a Masters Degree, (3) A Department Chair, or (4) Any Administrator.

Purpose: Course Monitor will verify the accuracy of student-recorded entries of coursework listed in the Log Record Journal on page 14 of this Course Syllabus.

Instruction: The student obtains a commitment from the Course Monitor to meet at a course concluding review conference for the purpose of validating evidence of coursework productivity.

Course Concluding Review Conference: The course concluding review conference is to be scheduled when the student coursework has been finalized and the time of course on-task activities equals the minimum of 45 hours, the requirement for issuance of three-semester units of college credit. At the course concluding review conference, both the student and the course monitor will jointly affix their signatures on page 14 of this course syllabus, attesting to the accuracy and completeness of the recorded data listed in the Log Record Journal of coursework activities.

Course Monitor Information: Fill in the blank lines pertaining to your Course Monitor.

Name of Course Monitor Position of Course Monitor Phone # of Course Monitor

Credit your time spent completing this assignment by transferring and listing your answers cited below as logged entries in the Log Record Journal on page 14 of this syllabus. Round off to the nearest hour.

Date of Activity Activity Completed (Describe) Hours Spent

Assignment #2 - Understanding AI in Your Role as an Educator

The effective use of Artificial Intelligence (AI) in education holds great promise for personalized learning and enhanced student engagement. This assignment aims to familiarize you with your school or district's policies on AI use and encourage you to reflect on how it can benefit your practices as an educator.

By completing this assignment, you will gain a deeper understanding of your school or district's AI policies, explore potential applications of AI tools in your role, practice using AI tools to create educational materials and identify areas for professional development.

Why Learn About AI?

As an educator, understanding AI is no longer optional. The world your students are entering will be heavily influenced by AI, impacting everything from the jobs they pursue to the information they consume. By familiarizing yourself with AI, you can:

- Prepare Students for the Future: Equip students with the critical thinking skills they need to navigate an AI-powered world.
- Embrace New Learning Tools: Explore how AI can personalize learning experiences and cater to diverse student needs.
- Stay Ahead of the Curve: Position yourself as a leader in integrating innovative technology into your classroom.
- Save Time: As an educator your time is limited, new AI tools have the power to streamline processes that have historically taken precious time.

Part 1: Exploring School/District AI Policy	Responses
<p>Policy Review: Locate and review your school's, district's, county's, or state's current policies or guidelines regarding the use of AI in teaching and learning. These might be housed in technology use policies, curriculum documents, or dedicated AI policy documents.</p> <p><i>If you are repeating this course, please note any updates or changes from the last time you took this course.</i></p>	<p><i>Submit the link to the AI policy you reviewed here.</i></p>
<p>Approved Tools: Identify the specific AI tools or platforms your school or district has approved for educator use. Examples may include adaptive learning software, intelligent tutoring systems, or AI-powered content creation tools.</p>	<p><i>Submit the list of AI tools or platforms your school or district has approved for educator use here.</i></p>
<p>Permissible Use: Summarize the key points regarding the appropriate use of these tools. This may include restrictions on student data collection, plagiarism prevention measures, or required training for educators before implementation.</p>	<p><i>Summarize the key points here.</i></p>

Part 2: AI for Learning Enhancement	Responses
<p>Reflection: Select one of the approved AI tools explored in Part 1. Reflect on how this tool could be used to enhance learning in your specific classroom or subject area. Consider factors like student needs, learning objectives, and curriculum alignment.</p> <p><i>If you are repeating this course, please select a different tool than the tool you used in the last course.</i></p>	<p><i>Write your reflections here.</i></p>
<p>Implementation Plan: Develop a brief plan for implementing the chosen AI tool. This plan should outline how you will introduce the tool to students, integrate it into existing lessons, and assess its impact on learning outcomes.</p>	<p><i>Summarize your plan here.</i></p>
<p>Ethical Considerations: Identify potential ethical concerns related to the use of AI in your classroom. These might include issues related to bias in algorithms, data privacy, or the over-reliance on AI for assessment.</p>	<p><i>Write your reflections here.</i></p>

Part 3: Your Role with AI	Responses
<p>Understanding AI Fundamentals: In your own words, explain your current level of understanding of how AI works. This could include basic knowledge of machine learning algorithms or specific functionalities of the chosen AI tool. Identify areas where you might seek additional training or resources.</p> <p><i>If you are repeating this course, highlight how your understanding and skill level has improved and where you want to continue to grow.</i></p>	<p><i>Write your response here.</i></p>
<p>Professional Growth: Reflect on how understanding AI can benefit your role as an educator. This might include fostering critical thinking skills in students, personalizing learning experiences, or developing new instructional strategies.</p> <p><i>If you are repeating this course, please provide examples of how AI has benefited your role as an educator.</i></p>	<p><i>Write your reflection here.</i></p>

<p>Future Applications: Imagine a scenario in your classroom or role 5 years from now where AI plays a more prominent role. Briefly describe how you envision using AI to support your students' learning.</p> <p><i>If you are repeating this course, now that you have used AI in your classroom or role, please highlight how this vision has shifted with your knowledge.</i></p>	<p><i>Write your description here.</i></p>
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Part 4: AI Implementation	Response
<p>Implementation: Select one of the approved AI tools from above and use it to create one or more instructional materials.</p> <p><i>If you are repeating this course, please select a different tool than ones you have used for this course previously.</i></p>	<p><i>What did you create? Write your reflection on the experience here.</i></p>

Assignment #3 - Selecting Course Goals and Listed Objectives with AI Integration Considerations

Purpose:

Completing this assignment in the early stages of the coursework allows for the groundwork to be laid for subsequent assignments. It ensures your course goals and objectives are established with a solid understanding of course expectations, including potential applications of AI in your role.

Course Goals:

Check the boxes most appropriate for your enrollment in this course, considering how AI might impact those goals.

- Constructing unique and customized resources for educational purposes. (AI tools can personalize learning materials and differentiate instruction.)
- Having self-made classroom materials or educational program projects readily available. (Consider exploring AI-powered content creation tools.)
- Adding supplementary resources to curriculum cache or educational repertoire. (Research how AI can personalize learning pathways and identify relevant resources.)
- Increasing awareness of district, national, and state standards linked to career assignment, including potential applications of AI in education.
- Increasing knowledge, competence, and effectiveness as an educator, including integrating AI for enhanced learning experiences.
- Learning to make materials or projects for educational purposes, with a focus on future-proofing your skills and incorporating potentially transformative AI tools.
- Becoming better equipped and prepared for being more effective in job performance.
- Looking for additional ideas, methods, and ways to improve the educational process, including exploring the potential of AI for personalized learning and student support.

From the above-listed course goals, cite your most important goal for enrolling in this course, considering how AI might play a role in achieving it.

If repeating this course, please select a different goal than you selected in the previous course.

(Here, write a sentence or two explaining your most important goal and how AI might be relevant to it.)

Listed Course Objectives:

Show your awareness of these objectives and check all four as listed. Successful completion of the four course objectives cited is required for receiving a passing letter grade and three semester graduate-level units of college credit.

- **Making your own classroom materials and/or educational program projects, considering the potential of AI for personalization and accessibility.**
- **Performing on-task coursework activities for at least the minimum of 45 hours, including researching and integrating relevant AI tools where applicable.**
- **Increasing awareness of district, national, and state standards linked to career assignment, with a specific focus on how AI is addressed within these standards.**
- **Successfully completing all assignments in this Course Syllabus, including those that explore the potential integration of AI in your chosen field.**

Credit your time spent in completing this assignment by transferring and listing your answers cited below as logged entries in the Log Record Journal on page 14 of this syllabus. Round off to the nearest hour.

Date of Activity	Activity Completed (Describe)	Hours Spent
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Assignment #4 - Self-Needs Assessment and Listing Selected Projects to Develop:

Purpose: Through a self-identified needs assessment, determine what classroom materials or educational projects would benefit your classroom or enhance your program. Based on the needs assessment results, the major purpose of this assignment is the selection of materials or projects to be developed in the course using newly developed skills that use AI technology. Selecting materials or projects to be developed is the starting point enabling the student to move forward in making original and customized resources to be utilized in the educational setting.

Teachers may leverage new AI skills to develop and make, but not limited to, teaching units, lesson plans, grading charts, learning games, calendars, posters, digital flashcards, charts, displays, visual aids, quizzes, vocabulary lists, tests, portfolio models, computerized presentations, classroom libraries, multimedia presentations, budgets, learning centers, field trip plans, letters to parents, and other learning materials and or projects.

Administrators, Counselors, Directors, Support Personnel, and Athletic Coaches may leverage new AI skills to create, construct, or develop educational projects of their choosing provided the projects relate to their educational career assignments.

Instructions: Reflect on your instructional materials needs or educational program needs. Ask yourself the following question: What resources, instructional materials, or educational projects, do I not have and would like to make for my own use? What will you make, construct, produce, or develop as resources for assisting you in your job performance? List your selected materials or projects to be developed in the provided form reflected below.

Materials or Projects to be Developed

Materials or Projects to be developed

_____	_____
_____	_____
_____	_____
_____	_____

After you have performed the self-needs assessment, and selected, and listed your materials or projects to develop, you may start creating and developing the materials or projects of choice and be sure to include your summary of the activity hours of involvement in developing your materials and/or projects.

Credit your time spent in completing this assignment by transferring and listing your answers cited below as logged entries in the Log Record Journal on page 14 of this syllabus. Round off to the nearest hour.

Date of Activity

Activity Completed (Describe)

Hours Spent

Assignment #5 - Action Plan for Implementation of Newly Developed Educational Resources:

Purpose: The purpose of this assignment is to offer an opportunity for the student to expressly reflect how these newly developed instructional classroom materials or educational program projects will be utilized to enhance the instructional process or educational program.

Instructions: Write your reflection based on the following questions.

Reflection Questions	Responses
1. What materials or projects were developed and for what purpose(s)?	<i>Write your response here.</i>
2. How will the AI resources be implemented to enhance your educational practice?	<i>Write your response here.</i>
3. How will AI resources blend with district, state, and national educational standards?	<i>Write your response here.</i>
4. What are the expected benefits to be realized from the use of your AI developed resources?	<i>Write your response here.</i>

Credit your time spent in completing this assignment by transferring and listing your answers cited below as logged entries in the Log Record Journal on page 14 of this syllabus. Round off to the nearest hour.

Date of Activity

Activity Completed (Describe)

Hours Spent

Assignment #6 - Log Record Journal of Hours of Activities and Coursework Tasks –

Minimum of 45 Hours Required: While materials, projects, and Course Syllabus assignments are being completed, the student is to log entries describing the activities, and at the same time, keep a running account of the accumulated hours of the time consumed. When the student coursework time totals a minimum of 45 hours, the student makes contact with the selected Course Monitor and arranges for the course ending conference meeting for final review, discussion, and verification of completed coursework.

Coursework Record Document Showing Proof of Course Productivity & Evidence of Learning

Date	Activities/Tasks Description (List all hours of course-connected activities)	Time in Hours	Accumulated Hours	Monitor’s Initials
	Hours of involvement with Course Monitor			
	Exit Session with Instructor Michael Mills	1 hour		
Total			45 hours	

Proof of Course Productivity and Evidence of Learning: The logged entries recorded in this Log Record Journal establishes documentation for verification as proof of course productivity and evidence of learning by the Course Monitor and further allows for assessment and evaluation by the Instructor for the issuance of grade and credit. Both the student and Course Monitor, simultaneously, signs-off on the Log Record Journal of Coursework, and thereby, both attesting to the documents as being accurate and complete.

Course Monitor Verification: I certify to the best of my knowledge the information on this form is accurate.

Course Monitor’s Printed Name

Course Monitor’s Signature

CM’s Initials

CM’s Phone

Student Verification: I certify that the information on this form is accurate.

Student’s Printed Name

Student’s Signature

Date of Final Conference

Course Ending Procedures & Closing Protocol:

Independent Study Course

1. Students must submit their *Completed Course Syllabus*, including all assignments 1-6 into one compressed PDF File.
2. Save and title the *Completed Course Syllabus* as follows: **FPU, EDU COURSE ####, Last Name, First Name.**
3. Compress ALL pages of your *Completed Course Syllabus* into one PDF File.
4. Send the the *Completed Course Syllabus* via email to millsmichael@me.com with the subject line: **FPU 20XX, EDU COURSE ####, Last Name, First Name.**
5. Email the *Completed Course Syllabus* to millsmichael@me.com to schedule an *Exit Interview Meeting*.
6. Complete a Final *Exit Interview Meeting* with Instructor Michael Mills to receive a grade and graduate-level credits from Fresno Pacific University.

Due Dates - The *Completed Course Syllabus* must be submitted by the 15th of the last month of the semester for review, feedback, and grading. Once the *Completed Course Syllabus* is submitted, students will receive an email to schedule the *Exit Interview Meeting* which must happen by the last day of the semester enrolled.

- **Spring Semester Deadlines***: January 1 - April 30
 - Mid-term due on or before April 1
 - Final due on or before April 15
- **Summer Semester Deadlines***: May 1 - August 31
 - Mid-term due on or before August 1
 - Final due on or before August 15
- **Fall Semester Deadlines***: September 1 - December 31
 - Mid-term due on or before December 1
 - Final due on or before December 15

*Students may opt to submit *Completed Course Syllabus* & schedule Final *Exit Interview Meeting* any time during the semester, provided all hours of requirement are complete. Extensions permitted upon request.

Grading and Transcript Orders:

The instructor will assess your completed coursework assignments, proof of coursework productivity, and evidence of learning reflected in the Course Syllabus and will send a grade report to Fresno Pacific University for processing. Before ordering your transcript, please sign in to your account at <https://ce.fresno.edu/sign-in/>, select View My Courses to make sure your grade has been posted. If you are ready to order a transcript you may select Order Transcript and follow the necessary steps. Please call FPU at 1-800-372-5505, if you have any questions.

Policy on Plagiarism:

All people participating in the process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalog.

Instructor Grade and Credit Evaluation of Student-submitted Course Work:

Registration & Orientation Meeting - In Person or e-Meeting (Zoom, FaceTime, WhatsApp, etc.) with Instructor Michael Mills	10 points
Mid-term: Submit assignments 1, 2, and 3 to the instructor for review, feedback, and grading	
Assignment 1: Selecting a Course Monitor For Verification of Coursework	10 points
Assignment 2: Understanding AI in Your Role as an Educator	10 points
Assignment 3: Selecting Goals and Listing Course Objectives	10 points
Final: Submit <i>Completed Course Syllabus</i> including Assignments 1-6	
Assignment 4: Self-Needs Assessment and Listing Selected Projects to Develop:	10 points
Assignment 5: Action Plan for Implementation of Developed Projects	10 points
Assignment 6: Log Record Journal of Listing Coursework Activities and Hours Spent on Tasks	20 points
Exit Interview Meeting - In Person or e-Meeting (Zoom, FaceTime, WhatsApp, etc.) with Instructor Michael Mills	20 points
Total Points Possible	100 points

Grading Scale:

90-100 points: Letter grade of "A" with Credits issued.

80-89 points: Letter grade of "B" with Credits issued.

79 points of below: Grade of "NC," meaning no credit issued.

Course Evaluation By Student:

Purpose: (1) To let us know what you think about this course. (2) To give you an opportunity to rate and evaluate the course, and (3) Asking for your input and comments.

Instructions: Using a scale of 1-5 where 5 is excellent, 4 very good, 3 good, 2 adequate, and 1 is poor, rate the course by circling the number of your evaluative choice.

Please rate this course on the following:	Rating
Meeting of your expectations and furthering your educational goals.	5 4 3 2 1
Service you received from your enrollment through course completion.	5 4 3 2 1
Overall value you received from enrolling and completing the course.	5 4 3 2 1
Timelines and conditions of the course materials received.	5 4 3 2 1
Organization, and design of the course.	5 4 3 2 1
Variety of coursework activities and assignments.	5 4 3 2 1
Amount of coursework involved and time frame of course.	5 4 3 2 1
Competence in using AI district-approved tools for teaching and learning	5 4 3 2 1
Assignments being relevant, appropriate, and applicable.	5 4 3 2 1
Assistance and support received from the instructor.	5 4 3 2 1
Increase your professional knowledge, know-how, and effectiveness.	5 4 3 2 1
Practicality and usefulness of coursework completed.	5 4 3 2 1
Goals, objectives, and expected outcomes are being made clear.	5 4 3 2 1
Assistance in being better prepared to perform better in assigned duties.	5 4 3 2 1
Acquiring of course outcomes to assist in performing assigned duties.	5 4 3 2 1
Overall rating and evaluation of how you feel about this course.	5 4 3 2 1

Additional Comments:

Please tell us what you think about this course.

Would you like to add any comments? If so, please do:

May we include any of your statements above on our **www.Courses4Educators** Website? Yes ___ No ___