

# Courses for Educators

*Partnering with Fresno Pacific University*

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

## **COURSE SYLLABUS** **2025 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](mailto: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](mailto:millsmichael@me.com) for review, grade processing, grade issuance, and graduate-level credits from Fresno Pacific University. The closing protocol is on page 13 of this syllabus.

**FRESNO PACIFIC UNIVERSITY 2025 Course Listings & Registration Link**  
<https://ce.fresno.edu/workshops#michael-mills-courses-for-educators>

<b>Independent Study Courses</b>		
<b>EDU 1201</b>	<b>Elementary Projects I 2025</b>	<p><b>Two Travel Course Options in 2025:</b></p> <p>Rome, April 17 - 21 Maui, November 7 - 11</p>
<b>EDU 1202</b>	<b>Elementary Projects II 2025</b>	
<b>EDU 1203</b>	<b>Elementary Projects III 2025</b>	
<b>EDU 1204</b>	<b>Elementary Projects IV 2025</b>	
<b>EDU 1205</b>	<b>Secondary Projects I 2025</b>	
<b>EDU 1206</b>	<b>Secondary Projects II 2025</b>	
<b>EDU 1207</b>	<b>Secondary Projects III 2025</b>	
<b>EDU 1208</b>	<b>Secondary Projects IV 2025</b>	
<b>EDU 1209</b>	<b>Admin Elementary Projects I 2025</b>	
<b>EDU 1210</b>	<b>Admin Secondary Projects I 2025</b>	
<b>EDU 1211</b>	<b>Counselor Projects I 2025</b>	

Additional Education Projects and travel courses are available upon request. Please contact Michael Mills.

**Recommended Readings**

Here are 2 recommended readings for educators.

1. **[Universal Design for Learning Framework](#)**: Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.
2. **[Powerful Teaching: Unleash the Science of Learning](#)**: This book is a practical and research-backed guide designed to help educators implement evidence-based teaching strategies in their classrooms. Rooted in the science of learning, this book provides actionable tools to enhance student engagement, retention, and understanding.

## 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](mailto:millsmichael@me.com)

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. 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.
- Built confidence and competence in creating resources for meeting educational needs.
- 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 educational resources available to educators.
- 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, 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.

**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 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.
- 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 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 instruction on how to proceed and complete all assignments. The following table 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 his or her 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 course ending, shows further evidence of learning by submitting the Course Syllabus containing all completed assignments to the instructor as directed and by completing 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 - Reflecting on Your Role as an Educator
- Assignment #3 - Selecting Goals and Listing Course Objectives

**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
- Assignment #5 - Action Plan for Implementation of Newly Developed Educational Resources
- 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 #2 - Reflecting on Your Role as an Educator:

Reflection supports key principles of adult learning theory, such as self-directed learning, experiential learning, and critical thinking, enabling educators to draw from their experiences, identify gaps, and apply evidence-based strategies to enhance outcomes. This process promotes intentional, adaptive practices that ensure equitable and effective instruction.

As an educator, reflecting on your practice fosters continuous growth and improvement, alignment to your teaching methods with the diverse needs of your students and/or team.

<b>Part 1: Individual Reflection</b>	<b>Responses</b>
1. What are the strengths of your current approach to Tier I instruction in supporting diverse learners? If you are not a teacher, what are the strengths of your current approach to your role?	<i>Write your response here.</i>
2. What barriers or challenges do you face in ensuring equity and inclusion? If you are not a teacher, what are the barriers or challenges of your current approach to your role?	<i>Write your response here.</i>
3. Select one of the barriers or challenges you identified above to focus on for part 2.  <i>If you are repeating this course, please choose a different barrier or challenge than you have in previous courses.</i>	<i>Write your response here.</i>

Part 2: Collaborative Activity	Responses
<p>1. Identify a colleague in a similar role whose strengths align with your selected barrier or challenge. Ask them to engage in a discussion, Professional Learning Community (PLC), or observation to learn from their experience.</p> <p><i>If you are repeating this course, please leverage the strengths of a different colleague.</i></p>	<p><i>Who is the person you are learning from?</i></p>
<p>2. What did you learn from your colleague and what are your next steps to apply your learning to your role</p>	<p><i>Write your response here.</i></p>



**Assignment #3 - Selecting Course Goals and Listed Objectives:**

**Purpose:**

Completing this assignment in the early stages of the coursework experiences allows for the completion of subsequent assignments after your course goals and objectives have been established and conceptualized with a solid understanding of course expectations.

**Course Goals:**

Check boxes most appropriate for your enrollment in this course.

- Constructing unique and customized resources for educational purposes.
- Having self-made classroom materials or educational program projects readily available.
- Adding supplementary resources to curriculum cache or educational repertoire.
- Increasing awareness of district, national, and state standards linked to career assignment.
- Increasing knowledge, competence, and effectiveness as an educator.
- Learning to make materials or projects for educational purposes.
- Become better equipped and prepared for being more effective in job performance.
- Looking for additional ideas, methods, and ways to improve the educational process.
- Salary Advancement.
- License Renewal or Re-Certification.

From the above listed course goals, cite your most important goal for enrolling in this course.

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

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**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
- Performing on task coursework activities for at least the minimum of 45 hours.
- Increasing awareness of district, national, and state standards linked to career assignment.
- Successfully completing all assignments in this Course Syllabus.

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 12 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. 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 develop and make, but not limited to, teaching units, lesson plans, grading charts, learning games, calendars, posters, flash cards, charts, displays, visual aids, overhead projections, quizzes, spelling 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, Librarians and Athletic Coaches** may create, construct, or develop educational projects of their choosing provided the projects relate to their educational career assignments.

**Instructions:** Using the reflection you completed in Assignment #2, 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, 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 12 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:** In a reflective essay, please respond to 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 self-made resources be implemented to enhance your educational practice?	<i>Write your response here.</i>
3. How will self-made 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 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 12 of this syllabus. Round off to the nearest hour.

\_\_\_\_\_ -- \_\_\_\_\_  
Date of Activity      Activity Completed (Describe)      Hours Spent



# 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](mailto: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](mailto: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: Reflecting on 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.

<b>Please rate this course on the following:</b>	<b>Rating</b>
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](http://www.Courses4Educators) Website? Yes \_\_\_ No \_\_\_