

FRESNO PACIFIC UNIVERSITY
Continuing Education and Courses for Educators

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

GENERIC COURSE SYLLABUS
For 2023 Course Offerings

*All Courses are Linked to
Making Your Own Classroom Materials or Educational Program Projects*

Please Fill Out All Information:

Independent Study Course: _____
Semester: _____
Facilitator: *Michael Mills*
Instructor: *Michael Mills*

Go to the link on page 2, review course offerings, 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:

***During the course registration process, Independent Study Plan students will be issued a course syllabus via email. Upon completion of all assignments in the course syllabus, student must scan their completed syllabus in .pdf format and electronically mail to the instructor Michael Mills at millsmichael@me.com for grade processing, receiving a grade, and graduate level credits from Fresno Pacific University. Closing protocol is on page 11 of this syllabus.**

FRESNO PACIFIC UNIVERSITY

2023 Course Listings & Registration Link

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

Independent Study Courses			
EDU 1164	ELEM PROJ I 2023	EDU 1173	ADMIN ELEM PROJ II 2023
EDU 1165	ELEM PROJ II 2023	EDU 1174	ADMIN SEC PROJ I 2023
EDU 1166	ELEM PROJ III 2023	EDU 1175	COUNSELOR PROJ I 2023
EDU 1167	ELEM PROJ IV 2023	<i>Additional projects are available upon request. Please contact Michael Mills</i>	
OEDU 1168	SEC PROJ I 2023		
EDU 1169	SEC PROJ II 2023		
EDU 1170	SEC PROJ III 2023		
EDU 1171	SEC PROJ IV 2023		
EDU 1172	ADMIN ELEM PROJ I 2023		

Course Information

Course # _____ Course Title _____ Units 3
Course Credits: Each Course – Three (3) Graduate-Level Semester Units of College Credit
Tuition Cost: \$480 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
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 contain 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 to 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.

Table 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.

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

Assignment #1 - Selecting a Course Monitor for Verification of Coursework
Assignment #2 - Selecting Goals and Listing Course Objectives
Assignment #3 - Self-Needs Assessment and Listing Selected Projects to Develop
Assignment #4 - Action Plan for Implementation of Newly Developed Educational Resources
Assignment #5 - Log Record Journal of Listing Activities and Hours Spent on Coursework Tasks

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 10 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 10 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 lines blank lines pertaining to your Course Monitor.

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

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 10 of this syllabus. Round off to the nearest hour.

Date of Activity Activity Completed (Describe) Hours Spent

Assignment #2 - 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.

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 10 of this syllabus. Round off to the nearest hour.

Date of Activity	Activity Completed (Describe)	Hours Spent
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Assignment #3 - 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, bulletin board displays, portfolio models, computerized presentations, classroom libraries, multi-media 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 create, construct, or develop educational projects of their choosing provided the projects relate to their educational career assignments.

List of Sample Course Projects to Consider:

Project ideas for teachers:

Articulation Drill Cards	Multi-Medial Presentations
Artwork Materials	Number Line Display
Behavior Charts	Overhead Transparencies
Book Report Form	Picture Collages
Box Tasks For Stations	Pocket Games
Classroom Libraries	Portfolio Models
Computerized Calendars	Postcard Information Mailers
Computerized Letters	Puppets & Flannel Cutouts
Course of Study Development	Reading Folders
Cutouts For Poster Exhibits	Record Keeping Booklet
Flash Cards	Sets of Quizzes
Folders For Standards	Slide Presentations
Grading Charts	Student Handbook
Grade Sheet Forms	Study Guide Folders
History Of Events Display	Teaching Units
Informational Brochures	Testing Instruments
Internet Materials	Teaching Instruments
Inventory Check List	Three-Ring Notebooks
Lamination Projects	Tools For Instructional Use
Learning Games	Quick & Ready Lessons
Learning Center Projects	Visual Aids Development
Lesson Plans	Website Materials
Letter To Parents	Word Study Lists
Manipulative Materials	Word Wall Board
Mapping Curriculum Exhibit	Writing Steps List

Project Ideas for Non-Teaching Personnel:

The following list of project examples, by no means all-inclusive, are projects aligned with administrative, counseling, instructional support services and after school programs. Administrative Leadership Manual, Development of: Counselor’s Handbook, Discipline Policy Booklet, Attendance Director’s Guidebook, Athletic Policy Handbook, Football Coaching Instructional Booklet, Basketball Fundamentals Guide for Coaches, Coaching Track and Cross Country Manual, Setting Up the Yearly Master Schedule, Curriculum Director’s Guidebook, Policies for the Department Chair, Principal’s Advisory Council Procedures, Handbook for the Physical Educational & Athletic Department.

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, 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 10 of this syllabus. Round off to the nearest hour.

Date of Activity	Activity Completed (Describe)	Hours Spent

**Assignment #4 - 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.

1. What materials or projects were developed and for what purpose(s)?
2. How will the self-made resources be implemented to enhance your educational practice?
3. How will self-made resources blend with district, state, and national educational standards?
4. What are the expected benefits to be realized from the use of your developed resources?

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 10 of this syllabus. Round off to the nearest hour.

Date of Activity	Activity Completed (Describe)	Hours Spent
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Assignment #5 - 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 (for Workshop Plan Students only)		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 - Courses for Educators Students must scan their Completed Course Syllabus Only into One Compressed PDF File saved and titled **FPU, EDU COURSE ####, Last Name, First Name**. There are instructions and clarity at the bottom of page 2 of the supplemental help guide. Please do not include, nor submit course samples of your work that was shown to your Course Monitor during your Exit Interview. Compress ALL pages of your Completed Course Syllabus into One PDF File. Students must address and fill out the Subject Line of their Email submission Verbatim to the example here, **Subject: FPU 20XX, EDU COURSE ####, Last Name, First Name**.

Choose the most applicable:

1.) Students email Completed Course Syllabus to their Facilitator at the email address given to you by your Facilitator at the beginning of the course. Your Facilitator will forward all successfully completed coursework to the Instructor of Record Michael Mills for grade processing, receiving a grade, and graduate level credits from Fresno Pacific University.

OR

2.) If your Facilitator and Instructor is Michael Mills, please email Completed Course Syllabus to millsmichael@me.com for grade processing, receiving a grade, and graduate level credits from Fresno Pacific University.

Fresno Pacific University Transcript Request Form Provided:

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. Transcripts may now be requested online; students may create an account on the CPD website at <http://ce.fresno.edu/cpd/>, then click on Order Transcripts.

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 Catalogue.

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

Points Possible: 100 points

Selecting a Course Monitor For Verification of Coursework	20 pts.
Selecting Goals and Listing Course Objectives	10 pts.
Action Plan for Implementation of Developed Projects	20 pts.
Log Record Journal of Listing Coursework Activities and Hours Spent on Tasks	50 pts.

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 you're 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:	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
Time lines 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
Assignments being relevant, appropriate and applicable.	5	4	3	2	1
Assistance and support received from the instructor.	5	4	3	2	1
Increase of 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 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 your feel about this course.	5	4	3	2	1

INPUT & 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 ___