

AI for Educators

Uses Cases & Practical Applications Examples to Share

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CT STATE
COMMUNITY COLLEGE

Share, Innovate, Apply

Disclaimer: The use cases that follow are intended to demonstrate the possibilities of using AI tools to support education and assessment. Readers should respect intellectual property rights and ownership when exploring or adapting these examples. As with any technology, use human judgment and appropriate professional discretion before implementing an AI tool.

Use cases to share, innovate, and apply ...

<u>Ex.</u>	<u>Use Case</u>	<u>Objective</u>
1	<i>Nursing students in same class experiencing varying knowledge gaps</i>	Re-thinking assessment strategies
2	<i>The life of MLK - Learning using differing learning styles (VARK)</i>	Re-thinking assessment strategies
3	<i>An audible quiz on Shakespeare's Hamlet</i>	Re-thinking assessment strategies
4	<i>Contextual conversations between two presidents</i>	Learning by simulating
5	<i>Monte Carlo simulations in Finance</i>	Learning by simulating
6	<i>How to talk to yourself and not look stupid. [Try at your own risk ! ☺]</i>	Personal avatar
7	<i>Having a real-time chat with a research paper</i>	Conversational learning
8	<i>Summarizing a research paper</i>	Research consumption
9	<i>How can A.I. be used to practice public speaking?</i>	Research Assistant (RA)
10	<i>Generating teaching content from multi-media</i>	Research Assistant (RA)
11	<i>My syllabus needs work... again!</i>	Teaching Assistant (TA)
12	<i>Leveraging co-intelligence to improve grading methods</i>	Teaching Assistant (TA)
13	<i>Transforming a BlackBoard MC Assessment into Open-Ended Q's</i>	Content conversion
14	<i>Add'tl ideas for transforming education using A.I.</i>	Transformational ideas
15	<i>Sample draft policy on A.I. used in class</i>	Based on Harvard's A.I. Policy

Use cases to share, innovate, and apply ...

<u>Ex.</u>	<u>Use Case</u>	<u>Objective</u>
16	<i>Personalize textbook material for the learner</i>	Textbook Tutor Chatbot
17	<i>Assessments based on individual student learning gaps in the same class</i>	Tailored Assessment Generator
18	<i>Topic-based learning portal that caters to individual student learning styles</i>	Adaptive Learning Portal
19	<i>Role-play exercises to help students imagine alternative views</i>	Learning by simulating
20	<i>Simulate technical topics with hands-on, personalized applications</i>	Technical Simulation
21	<i>Interactive Course AI Agent to serve as a teaching assistant front end for students</i>	Course AI Agent
22	<i>Interactive Client Executive Agent – For Capstone Research Project</i>	Client Executive Simulation

Scenario: Assessment on Patient Care and Communication

Student A: Needs help with patient communication (verbal/written) and empathy.

Student B: Struggles with medical terminology but excels in procedural knowledge.

Student C: Needs more practice with clinical judgment and decision-making.

Scenario for Student A : "Your patient is a 45-year-old woman with newly diagnosed diabetes. She is anxious and has difficulty understanding the lifestyle changes she needs to make. As a nurse, your task is to educate her about managing her diabetes, including dietary changes, medication, and monitoring her blood glucose levels.

ChatGPT Assessment:

•**Prompt:** "Write a conversation you would have with the patient to help her understand her diagnosis and how to manage it. Use empathetic language and break down complex information into simple, digestible terms. Focus on reassurance and providing the patient with a sense of control over her health."

AI Personalized Feedback:

•After the student submits their conversation, ChatGPT can evaluate the tone, clarity, and empathy of the response. ChatGPT could suggest improvements if the conversation lacks clarity or empathy, and it could provide alternative phrases or strategies for communicating more effectively.

Generate similar scenarios to suit Student B and C's learning needs

Ex. 1: Nursing students in same class experiencing varying knowledge gaps

ChatGPT

Create an interactive learning tool with text descriptions that teaches students about the **life of MLK Jr.** Personalize the learning by giving 4 options of learning for students based on the **VARK model**. You should give me a zip file with HTML, JavaScript, and CSS. explain at a level that non-specialists understand. make the explanation interactive. Once you have produced the code, confirm that the explanation is good, and the code will work. everything needs to work. make it visually interesting.

Learn About Martin Luther King Jr.

Select a learning style that suits you best:

Visual (Images & Videos)

Auditory (Listen & Speak)

Reading/Writing (Text & Articles)

Kinesthetic (Interactive Activities)

Kinesthetic Learning

Engage in an interactive quiz to test your knowledge about MLK Jr.:

Start Quiz

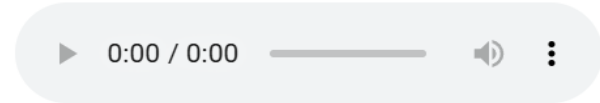
Ex. 2: The life of MLK - Learning using differing learning styles (VARK)

ChatGPT

Hamlet Audio Quiz

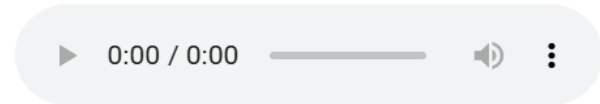
This quiz will test your knowledge of *Hamlet* by Shakespeare. Please listen to each audio clip carefully and choos

Listen to the audio and identify the setting of this scene:



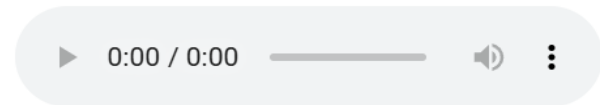
- ☐ The Ghost's First Appearance
- ☐ The Palace of Denmark
- ☐ Ophelia's Garden
- ☐ The Graveyard

Listen to the audio clip and identify the speaker:



- ☐ Gertrude
- ☐ Claudius
- ☐ Polonius
- ☐ Hamlet

Listen to the audio and identify the character speaking:



- ☐ Ophelia
- ☐ Gertrude
- ☐ Hamlet
- ☐ Laertes

Listen to the audio and identify the emotion of the character:

Ex. 3: An audible quiz on Shakespeare's Hamlet

Claude

Custom GPT's

Ex. 2: A conversation between presidents.

Presidential Role-Play Simulator

Pick any two U.S. presidents and enter a topic for them to discuss.

Enter First President:

Donald Trump

Enter Second President:

George Washington

Enter Topic:

The recent LA Fires

Start Conversation

Ex. 4: Contextual conversations between two presidents

ChatGPT

President Donald Trump:

"The fires in Los Angeles have been devastating, but let's be clear about one thing – we've had fires in this country for centuries. We've seen this kind of disaster before. What we need right now is action. The federal government should step up with support, but at the same time, we need to let local authorities and the private sector handle things. And, let's not forget, we need to ensure we have the right resources and technology in place to fight these fires. It's about being prepared and being smart with how we handle things."

President George Washington:

"The destruction of life and property is a tragedy, indeed. I have no doubt that these fires are a great burden on your people. However, from my time, I have seen how the land can be both a provider and a destroyer. In my day, we relied heavily on the forest for our resources, yet we also understood the necessity of controlling the land, to prevent its wrath. While you speak of technology, we must also think about how the land itself is managed, and how we can prevent such disasters by being wise in our usage of it."

President Donald Trump:

"Absolutely, George, I agree that we have to be wise. But let's talk about the real issue here. California has its problems with land management. We've got too many regulations that prevent proper control. These fires are a result of years of mismanagement and poor forest management policies. The state has to step up and do more, especially when it comes to clearing deadwood and brush, which is fueling these fires. We need a more effective approach, with fewer restrictions on land management."

President George Washington:

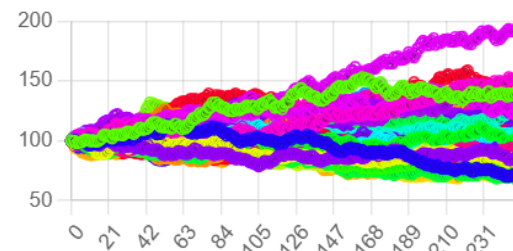
"I see your point about land management, and I believe that those who manage the land must be vigilant. During my time, we understood that the land must be cultivated and cared for with foresight, ensuring it is not left to its own devices. If there is to be progress, it must be with a mind toward the future, not just the present. Your regulations may indeed hinder some aspects of land management, but

Create an interactive simulator with text descriptions that teaches people Monte Carlo simulations useful to stock pricing. You should give me a zip file with HTML, JavaScript, and CSS. explain at a level that non-specialists understand. make the explanation interactive. Once you have produced the code, confirm that the explanation is good, and the code will work. everything needs to work. make it visually interesting.

Monte Carlo Simulation for Stock Pricing

This interactive tool demonstrates how Monte Carlo simulations predict stock price movement.

Initial Price: Mean Return (%): Volatility (%): Days: Simulations:



Ex. 6: How to talk to yourself and not look stupid. [Try at your own risk ! 😊]

<https://youtu.be/Yjnim6E0A9I>

HeyGen

PDF View (1 Selected)

Hide view

SAI_IDKpaper1.pdf

References

SAI Computing Conference 2016
July 13-15, 2016 | London, UK

Defining Terms: Data, Information and Knowledge

John Sanders
Bluestone Enterprise Ltd
UK

Abstract—in normal conversation, the meanings of data, information and knowledge can often be used interchangeably. At some level of approximation, these three terms are near enough the same. In the domain of computing and in particular the topic known as artificial intelligence, to accept this generalisation is to lose some resolution in a plausible model of the origin of thought. This paper offers an interpretation of these terms that allows us to preserve a model of adaptive behaviour, which is derived using a basis consisting of progressive evolution acting on control-based systems that are matched to and interacting with, a persistent and consistent environment.

I. INTRODUCTION AND REVIEW OF PAPERS

Frequently definitions of the word “data” make an issue out of its plurality: data, plural of datum¹. The actual definition tends to use limp phrases such as “facts or pieces of information”. If one then asks: what is information? This usually involves words such as knowledge and data. The definitions for knowledge elicit words such as *facts* and *information* and so we complete an unproductive circle of definitions.

Propositions

2 of 7

There are some papers, which attempt to address the nature of data. In general, they define data by way of example, and further, classify it. Intuitively, we all know what data is until we attempt to resolve it.

From paper [2] we can extract the following points:

- “Data is not the same as information.”
- “The so-called information overload is in fact a data overload.”
- “Observation: Unorganized data is of little value.”
- “Data is independent of a relationship (just numbers or words) until it is linked then it becomes knowledge.”
- “Data often requires context to make knowledge.”

The phrase also from [2]: “therefore, the availability of computers did not change the need for the human agent to interpret data into information and infer knowledge through the application of context.”

In this paper there is a distinction between information and data, and the clue is the use of conceptualisation to model (interpreting). To use data seems to require that we interpret facts values from the data to be some sort of process. Often the result is successions of symbolic forms defining themselves by

English (US)

Log in

How can the terms data, information, and knowledge be defined in the context of this paper?

What is the significance of defining these terms in the field of research?

You

What were the key findings of the paper?

Paperguide

Key Findings of the Paper: "Defining Terms: Data, Information and Knowledge"

The paper presented by John David Sanders at the SAI Computing Conference in 2016 explores the distinctions and interrelationships between the concepts of data, information, and knowledge. Here are the key findings:

1. Definitions and Distinctions:

The paper emphasizes that **data** is not synonymous with **information**. Data consists of unorganized facts (numbers or words) that gain meaning only when contextualized.

Information overload is identified as a result of data overload, highlighting that unorganized data lacks value until it is processed and interpreted [2].

2. Role of Context:

For data to transform into knowledge, it requires context. This means that a human agent must interpret data, linking it to relevant information to derive meaningful insights [2].

3. Conceptualization and Modeling:

Summary

Methodology

Limitations

Key Findings

Abstract

Research

Conclusion

Contributions

+1

Ask your question here... (use @ to mention a paper)

@

Ex. 7: Having a real-time chat with a research paper

PaperGuide

*Please summarize the research paper published in 2016 titled **Defining Terms: Data, Information and Knowledge**. Please do so for a college sophomore. Finally, please cite the exact paper which you used to summarize.*

Summary:

1. Definitions:

- **Data:** Refers to raw facts and figures without context. It's often unprocessed and can be quantitative (numbers) or qualitative (descriptive).
- **Information:** This is data that has been processed or organized in a way that makes it meaningful. For example, data about temperatures over time can be transformed into information by summarizing it into daily averages.
- **Knowledge:** This encompasses the understanding and insights gained from interpreting information. It involves a cognitive process where individuals apply their experiences and skills.

2. Relationships:

- The paper emphasizes that data is the foundation for information, which in turn serves as the basis for knowledge. Each level builds on the previous one, forming a hierarchy.

3. Importance in Various Fields:

- The distinctions are crucial in areas like information science, data management, and knowledge management, where clarity in these terms can improve communication and decision-making.

Teaching public speaking to community college students using A.I. can be highly effective with the right tools and approaches. Here's how A.I. can enhance public speaking education:

1. AI-Powered Speech Analysis Tools

- Use A.I. platforms like **Orai, Yoodli, or Presentr** to analyze students' speeches.
- These tools provide real-time feedback on **tone, pacing, filler words, and clarity**.
- Students can practice repeatedly and track their progress over time.

2. Virtual Reality (VR) A.I. Simulations

- AI-driven **VR environments** (e.g., VirtualSpeech) can simulate real-world speaking scenarios.
- Students can practice delivering speeches to **virtual audiences** that react in real-time.
- This builds confidence and reduces anxiety in a **controlled, low-risk** setting.

3. A.I. Speech Coaching Assistants

- A.I. tutors, like ChatGPT, can **generate sample speeches**, suggest **improvements**, and act as a **practice audience**.
- Personalized coaching based on a student's strengths and weaknesses.
- Automated **speechwriting assistance** can help with structuring content effectively.

4. Interactive A.I. Chatbots for Practice

- A.I. chatbots can simulate **Q&A sessions**, improving students' ability to **think on their feet**.
- Bots can provide **instant feedback** on responses and suggest ways to improve.

5. AI-Generated Prompts & Scenarios

- A.I. can create **realistic public speaking prompts** tailored to various settings, such as **business meetings, academic presentations, and interviews**.
- Helps students practice different speaking styles and adapt to diverse audiences.

6. Gamification & AI-Based Challenges

- A.I. can turn public speaking into a **game**, rewarding students for progress.
- Speech competitions judged by A.I. can provide objective scoring based on **clarity, engagement, and delivery**.

7. Transcription & AI-Generated Insights

- A.I. transcription tools like **Otter.A.I.** or **Descript** can convert speeches into text for detailed analysis.
- A.I. can highlight repetitive words, grammatical issues, and areas needing improvement.

8. AI-Driven Personalized Learning Plans

- A.I. can assess a student's baseline skills and generate **customized learning plans**.
- Provides **targeted exercises** for improving specific weaknesses, such as **voice modulation or audience engagement**.

Would you like me to outline a sample AI-powered public speaking curriculum for community college students?

Ex. 9: How can A.I. be used to practice public speaking?

Claude

TEDx
CountyLineRoad
x = independently organized TED event

BRIAN S. WESBURY
*The Real Truth About
the 2008 Financial Crisis*

Play (k)

0:02 / 19:25 • Introduction >

YouTube Video

You're using Brisk's **Free Forever** plan

Brisk Educator Free

Create

Give Feedback

Inspect Writing

Change Level

Boost Student Activity

Popular tools:

Quiz

Presentation

DOK Questions

Create a presentation about this YouTube video

Standards

Prompt history ▾

University ▾

10 slides ▾

With Images ▾

☐ Personalize to my learners

Next

Presentation - university

File Edit View Insert Form

Menus

1

The Real Truth About the 2008 Financial Crisis

2

Introduction to the 2008 Financial Crisis

- What do you believe caused the 2008 financial crisis?
- Conventional wisdom suggests greed and speculation led to the collapse.
- Let's explore an alternative perspective on this event.

3

The Role of the Federal Reserve

- The Federal Reserve controls short-term interest rates.
- In 2001-2003, rates were lowered to 1%.
- How do low interest rates influence borrowing and spending?

The Real Truth About the 2008 Financial Crisis

**Ex. 10: Generating teaching
content from multi-media**

Brisk

i want to feed you a syllabus word doc and ask you to inspect it for completeness, consistency, measurable outcomes, and learning objectives. Can you help me?

Yes! Please upload the syllabus Word document, and I'll review it for **completeness, consistency, measurable outcomes, and learning objectives**. I'll provide detailed feedback and suggest improvements where necessary.



Sample Syllabus for AI test.docx
Document

I've reviewed your syllabus for **completeness, consistency, measurable outcomes, and learning objectives**. Here are my findings:

I am a community college instructor teaching an introductory Project Management course.

I would like your help with grading an open-ended assignment that follows below with the grading rubric:

Explain in your words what is meant by the triple constraint model in project management. Give me an example. The following is the grading rubric to use and please provide student with a grade and detailed feedback:

Formatting – 10%, Organization - 30%, Grammar - 10%, and Relevancy, substantive answer to the question and correctness - 50%

Substandard student response: The triple constraint model is about the balance of time, value, history. It is a very good constraint model. 19/100 score

An excellent student response: The triple constraint model in project management refers to the balance between three key project elements: scope, time, and cost. This model suggests that changes in one constraint will impact the others, requiring project managers to make trade-offs to maintain project quality. In a software development project, if the client requests additional features (increased scope), it will likely result in extended timelines (more time) or require additional resources (higher cost) to complete the project on schedule.

Grade: 28/100

Formatting (10%): 2/10

The submission lacks proper formatting such as clear paragraph structure, headings, or spacing. It could benefit from separating the explanation into distinct sections for clarity.

Organization (30%): 5/30

The response doesn't have a clear structure. The explanation is short and somewhat vague, lacking depth or detail. The student did not explain the three components of the triple constraint (time, cost, scope) and how they interact with each other. An example to illustrate the concept is missing.

Grammar (10%): 6/10

The grammar is mostly correct, but there are issues with sentence structure and clarity. The phrase "value, history" is unclear and doesn't seem relevant to the triple constraint model. It's possible the student meant "cost" instead of "value," and "scope" instead of "history."

Relevancy, Substantive Answer to the Question, and Correctness (50%): 15/50

The answer is not fully accurate. The triple constraint model typically includes three elements: time, cost, and scope. The student incorrectly mentions "value" and "history," which are not components of the model. While the student states that it's a "good constraint model," the response lacks a substantive explanation and an example. An example showing the interaction of these elements would strengthen the answer.

Total Grade: 28/100

Feedback:

You've touched on the concept of the triple constraint model, but there are some key areas that need improvement:

1.Accuracy: The triple constraint model consists of three components: time, cost, and scope. These are the elements that are typically balanced in project management. You mentioned "value" and "history," which don't align with the established model.

2.Explanation: Your answer could benefit from a clearer explanation of the relationship between these three components and how they interact. For example, if the scope of a project increases, it often impacts the time and cost, or vice versa.

3.Organization and Clarity: Breaking your response into clear sections and providing an example would make your answer easier to follow. An example could be, for instance, a project to build a new website where the time to complete the project is shortened, which increases the cost or reduces the scope.

I encourage you to review the triple constraint model and revise your answer, focusing on clarity, detail, and accuracy.

Attached is a BlackBoard test. I would like each question converted to an open ended question to reinforce learning the main point of each question



Sample Assessment for AI.xlsx

FILE · 11 KB

- **Original (MC):** The term ____ best describes the level of technology skills needed in today's business world. (Options: computer fluency, computer knowledge, computer digitization, computer information, computer language)
 - **Converted (Open-ended):** "In today's business environment, what specific technology skills are essential, and why is it important to have a strong understanding of these skills?"
- **Original (MC):** Which technology allows users to share files and collaborate seamlessly in real-time? (Options: cloud computing, firewall, broadband, parallel processing, transaction processing)
 - **Converted (Open-ended):** "Describe how real-time file sharing and collaboration technologies enhance teamwork and productivity in modern workplaces. What are some examples of these technologies?"
- **Original (MC):** How are musical notes encoded on digital media? (Options: sampling, interpreting, encrypting, compressing)
 - **Converted (Open-ended):** "Explain the process of encoding musical notes on digital media. What are the key steps involved, and why is this process important for digital audio?"

Co-create a case

✓ Published

Edit



You will work with the AI to create a short case illustrating a class concept. The case GPT is here: <https://chat.openai.com/g/g-Gxz8ikl8c-case-co-creator>

The AI should guide you through a series of questions and then give you a case to illustrate the concept. Start again if you have issues. Modify the case with the AI until you think it would be a good case to illustrate the concepts to students, but you need not modify it too much. Turn in your transcript and three paragraphs reflecting on the process of using AI, where it helped, or didn't, and how good you think the case is.

AI Hiring GPT

✓ Published

Edit



Please access the AI-driven hiring simulation and try to hire the right person using the lessons from class.

Your response should include either a link to the GPT conversation, a transcript, or screenshots. It will also include a two paragraph reflection on what the simulation did right (one paragraph) and where the simulation differed from what we learned in class (one paragraph). The AI will almost certainly mess up details - tell me what they are! If the AI fails badly, you can restart.

Ideation Tool

✓ Published

Edit



This AI mentor is trained on innovation techniques and will help you walk through the innovation concepts we have studied in class, and put them to use in a practical setting. Ask it for help if you need examples or even an innovation partner for your project.

An Impossible Thing

✓ Published

Edit



Build a GPT that will get you a job by showing a potential employer that you are a prompt engineer. It should automate a task in a job you want to do. The GPT should ask at least one question of the user and give personalized results.

For the assignment:

1) Tell me what problem or process the GPT solves

Debrief Dialogue

✓ Published

Edit



You will work with the AI to do a personal reflection The reflection GPT is here: <https://chat.openai.com/g/g-Gxz8ikl8c-case-co-creator>

The AI should guide you through a series of questions to help you reflect. You need not answer more than three questions, and each question should be 1-3 paragraphs. Start again if you have issues. Turn in your transcript and an

Ex. 14: Additional ideas for education transformation –
© Ethan Mollick

A.I. Policy

- ❑ As your instructor, I encourage students to explore the use of generative AI.
- ❑ Students should be aware that results maybe inaccurate, incomplete, or otherwise problematic when they use A.I.
- ❑ If A.I. is used, students must assess the validity and applicability, cite and acknowledge usage appropriately. Failing to do so will be considered as academic misconduct.
- ❑ Please note that ~~my policy may be different~~ ^{Each professor may have different} from policies and approaches used in other classes with different instructors.
- ❑ Should use their own discretion about the use of A.I. and ensure that they do not inhibit their own learning outcomes.
- ❑ Lastly, please note that I may use AI as my assistant in review and assessing your outputs to make sure it is genuine, authentic, and that you have demonstrated the learning objective and if you have used AI or not appropriately.

Textbook Tutor Chatbot – Use AI to personalize textbook material for the learner

Prompt:

Create an interactive walkthrough of the above textbook. Please make the file dynamic and ensure that all links work properly. Design exercises from the walkthrough based on individual VARK learning styles.

[Textbook Tutor ChatBot Example](#)

Tailored Assessment Generator- Use AI to create varying assessments based on individual student learning gaps in the same class

Prompt:

Create a tailored assessment generator based on three groups of students: A, B, and C. Assume that each group has unique learning gaps and will need help in different areas. Please allow the document to function as a chatbot, giving individualized feedback to each group based on the responses they give. Please make the file dynamic and ensure that all links work properly.

[Tailored Assessment Generator Example](#)

Adaptive Learning Portal – Use AI to generate a topic-based learning portal that caters to individual student learning styles

Prompt: .

Create a learning portal that generates exercises based on a student's VARK learning style. For example, ask different questions of a student who selects they are a Visual learner, then one who selects they are a Kinesthetic learner. Please make the file dynamic and ensure that all links work properly.

[Adaptive Learning Portal Example](#)

Role-Play Scripter – Use AI to facilitate role-play exercises to help students imagine alternative views

Prompt:

Create a role play scripter that allows students to immerse themselves in a conversation with a person from either the past or present. Please make the responses historically accurate and diverse. Please make the file function as a chatbot. Please make the file dynamic and ensure that all links work properly.

[Role-Play Scripter Example](#)

Technical Simulator – Use AI to facilitate student learning for complex and technical topics with hands-on, personalized applications

Prompt:

Create a technical simulator that generates different simulations based on a given student's area of interest. It should allow them to simulate growth or decay in that area over time, using various statical models to do so, such as Monte Carlo. Please make the file dynamic and ensure that all links work properly.

[Technical Simulator Example](#)

Course AI Agent

50803-DTS-2205-001-Summer 2026

Course Content

- + Blackboard Ultra - Playlist for Students
Visible to students ▼
- + Syllabus & Student Resources
Visible to students ▼
Syllabus and Links to Help Desk, Libraries, Academic Ca
- + Course AI Agent
Visible to students ▼

Ex. 21

Course AI Study Assistant

Ask questions about lectures, assignments, readings, and study materials.

Launch AI Study Assistant

Students can converse about:

- ✓ **Syllabus**
- ✓ **Grading Rubrics**
- ✓ **Deeper content / topic questions**
- ✓ **Resources**
- ✓ **Learning validations**
- ✓ **Assignment details**
- ✓ **Due dates**
- ✓ **Purpose of assignments**

Chat

Course AI Agent
DTS 2205 Intro to AI
Prof: John Jagtiani. PMP, MBA, Ph.D.

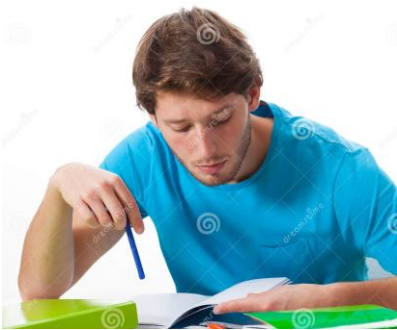
DTS 2205 Intro to AI
31 sources · Jun 27, 2026

These documents outline the requirements and curriculum for **DTS 2205: Introduction to Artificial Intelligence**, an asynchronous online course at **CT State Community College**. The sources include a detailed **syllabus** highlighting grading policies, academic integrity, and essential student resources

Start typing... 31 sources →

Created using Gemini
Notebook
(formerly Notebook LM)

Client agent – Capstone Research Project



BlackBoard
Ultra



Capstone
Project
Portal



Client
Agent
(Final
Authority)

Created using CoPilot
Premium Studio



Thank you



John Jagtiani
Educator

