



Providing you more than education
SUMMER 2024

CONTACT INFORMATION

REGISTER ONLINE AT
<https://pep.ottawa.edu>

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Ottawa University is accredited by The Higher Learning Commission, a Commission of the North Central Association, 312-263-0456,
www.ncahigherlearningcommission.org.

Graduate Level Teacher Professional Education Program

Summer 2024 Courses

Ottawa University is excited that you have chosen to enhance your skills through our Teacher Professional Education Program. Since 1978, OU has offered stimulating courses for professional growth, skill development and the latest information on new standards. Our highly-qualified instructors help you discover new and useful skills to apply in the classroom every day. Be sure to check with your Professional Development Council (PDC) before enrolling. It is your responsibility to check with your local PDC and/or school district to determine if these courses will fulfill your professional education requirements. If you need to contact the State of Kansas, call 785-296-3201 or visit KSDE.ORG, or State of Missouri, call 573-526-5287. Call Ottawa University if you have additional questions, 913-266-8600.

Enrollment

Enrollments will be accepted immediately with FULL PAYMENT. To enroll go to online registration at <https://pep.ottawa.edu> submit your full payment with the enrollment.

Tuition

The cost of tuition for classroom instruction & Blended is \$125 per graduate semester credit hour; online tuition is \$145 per graduate semester credit hour. Payment forms accepted: check, American Express, Visa, MasterCard, or Discover. Class size is limited and enrollments are accepted by registering online registration. Ottawa University will send you an email showing your courses and cost.

Ending Date

The ending date listed for each course indicates when ALL assignments must be completed and turned in the instructor.

Blended Courses

You are required to attend the first day of class at the location in the course schedule and then use Blackboard from home (or where you have computer access) to finish the course until the course ending date. NO WALK-INS ALLOWED. To take the Blended courses it is recommended to have computer with high speed internet access and Office Suite software or other software specified by the instructor.

Transcripts

Your official transcripts will come in the mail approximately three weeks after the ending date of your course. If you need another transcript, the cost is \$10 each for E-transcript and \$15 per transcript for a mailed one. Please request additional transcripts by going to the website at www.ottawa.edu scroll to bottom of page and look under "student services." Please request the transcript after you receive the one in the mail.

PEP Course Syllabi

PEP course syllabi can be viewed by going to www.ottawa.edu scroll to the bottom. Look on the left for PEP Registration and click on it. Look for the tab at the "Syllabi" and click on it. List of syllabi.

Textbooks

If you need a book for your course order it per the instructor's instructions in the syllabus. In some cases the book(s) could be checked out from your local library for the length of the course.

CANCELLATION/Refund/Course Exchange

A \$20 drop fee is assessed for any cancelled enrollment within the two weeks prior to the start date of the class and/or after the class has started. Enrollments cancelled or changed prior to the two weeks will receive a full refund. If the University cancels a course, a full payment is refunded or transferred to another course at no charge that semester. Please fax, mail or email your **name, address** and the **course title** and **course code** of the course you are cancelling to the appropriate site coordinator as noted. Only written requests will be honored. Your refund will be credited to your credit card or a check will be issued based on your original method of payment. Allow 4-6 weeks for processing.

Receipts

For a receipt please call 888-487-0182 or email to ouar@ottawa.edu

Online Course Equipment Recommendations

Computer with high speed Internet access and Office Suite software or other software specifically listed in course description. A letter with your BlackBoard information will be sent to your e-mail 72-24 hours before each online class starts.

Online Enrollment

Due to getting you in the Blackboard system we need your enrollment and payment for an online course no later than 48 business hours before the online course starts, we prefer 2 two weeks, but will allow 48 business hours.

Online Attendance

You are required to check in the first day or you will be considered a "NO SHOW" and will be dropped from the course. Then depending on your instructor, you must check in once a day or every other day to be considered attending the course.

Important Information about Graduate Level Courses

Courses offered through Ottawa University's Teacher Professional Education Program are designed for the professional and personal development of educators. Credit for successful completion of these courses may be used for salary increment, professional growth or certificate renewal. Applicability toward graduate programs is at the receiving institution. Prior approval/acceptance by school districts and/or other post-secondary institutions is the student's responsibility prior to enrollment.

Professional Education Program

Summer 2024

Graduate Courses

NOTE: Registration is open

Page Link for registration <https://pep.ottawa.edu>

Click on the “syllabi” to see flyer and syllabus for each course

Kansas City ON SITE

Date	Time	Ending Date	Course #	Course Title	Instructor	Cr Hr	Fee	Place
June 1	9 am -3pm	June 22	EDU 66512 KA	ESOL Methods in the Classroom	K. Johnson	2		C
June 7	9am - 3pm	June 28	EDU 51026 KA	Wonderful World of Words	C. Doolittle	2		C
June 8 & 9	8:15 am -3pm	June 29	EDU 50055 KA	Thrifting For Teachers	N. Smith	2*		R^
June 15	9am -3pm	July 6	EDU 57414 KA	Improving Lesson Plans with SEL	K. Johnson	2	BOOK*	C
June 22 & 23	9am-3pm	July 13	EDU 55402 KA	On the Road to Teaching Greatness	N. Smith	2*		C
June 29 & 30	9am-3 pm	July 20	EDU 50036 KA	Student Engagement is Right Down My Alley	N. Smith	2*		B^

NOTE: *Must purchase book prior to class. Zoom option available see syllabus.

NOTE: *Zoom, online, onsite, options see syllabus NOTE -SEE SYLLABUS on location for Saturday.**

NOTE: R^ Meet at 873 S. Parker, Olathe, KS 66061 on Saturday

NOTE: B^ Meet at Bowling Alley on Saturday- Time and location will be emailed to you.

Kansas City – ZOOM and Online

June 4	8am- 3pm	June 25	EDU 50012 KA	Balance of Work and Life	J. Henry	2		Z/O
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ONLINE

May 28 -June 25	June 25	EDU 59228 KW	Google Slides in Classroom	R. Nally	2		0
May 29- July 24	July 24	EDU 52092 KA	Impact of Media Portrayal of Teachers	C. Doolittle	3		0
May 31 -July 26	July 26	EDU 52095 KA	Impact of Media Portrayal of Teachers Part II	C. Doolittle	3		0
June 5 – June 26	June 26	EDU 59224 KA	Google-Boosted Chromebook Classroom	S. Beems	2		0
June 6- July 18	July 18	EDU 52094 KA	Understanding Teen Relationships & Social Media	T. Sinkler	3		0
June 11 -July 8	July 8	EDU 59200 KW	Google Sheets in Classroom	R. Nally	2		0
June 13 – July 25	July 25	EDU 51800 KA	Book Club for Educators	T. Sinkler	3		0
June 18 – July 30	July 30	EDU 61301 KA	Reading, Writing and Picture Books	T. Sinkler	3		0
June 26 – July 17	July 17	EDU 59221 KA	Google Tools for the Classroom	S. Beems	2		0

LOCATIONS INFORMATION and CODES

TBA= To be announced

C=Ottawa University KC Campus, 4370 West 109th St, Suite 200, Overland Park, KS 66211

Z = ZOOM – means you will receive by email the code and password to get into on the day of class.

R= Retail Rebel – 873 S. Parker, Olathe, KS 66061

B= Bowling Alley -

ON= ONLINE, <http://ottawau.blackboard.com>

Ottawa University MA in Education is available online.

Call toll-free for details: 855-392-0002

SUMMER 2024 Course Descriptions

EDU 66512 KA ESOL Methods in the Classroom This course is designed to provide foundational knowledge in basic linguistic and pedagogical knowledge of English learners for teachers in early childhood; elementary; and/or secondary schools. The study of philosophical and theoretical frameworks of English Language Learners (ELL) building on the foundation of the science of reading including aspects of SEI programs and phonetic support. The review of historical and legislative foundations, teaching strategies/methods, culture related factors used in determining educational strategies and interventions, and parent/community programs.

EDU 51026 KA Wonderful World of Words This workshop will discuss the various ways new words are learned and vocabularies are grown. Methods of connecting words to the real experiences of children will be given, with practical hands-on materials to take back to the classroom. Participants will be challenged to create word-lovers instead of vocabulary-phobes! **RESULTS**

EDU 50055 KA Thrifting For Teachers: Making the Most of Available Resources As educators we've all found ourselves playing the comparison game when it comes to setting up our classrooms, creating effective lessons, and using our personal money to purchase classroom items. This course will help teachers reflect on their current positions and prioritize what works best for them and their students. Taking the competitiveness out of classroom decorating and lesson planning will help teachers create classrooms that maximize student success! We will discuss the many different avenues that are available to teachers as they set up (or redecorate) their classrooms, and we'll learn ways to get the most bang for our buck. Whether teachers visit thrift stores, become do-it-yourselfers, or write grants, the end result is having fun with teaching and watching students blossom in our classrooms!

Class Format: On **Saturday** we'll meet at Retail Rebel at **8:15 AM** (873 S Parker, Olathe, KS) and then visit three different thrift stores. (You will need your own transportation to each site. It is not necessary to purchase anything at these sites.)

On **Sunday** we'll be at the Ottawa Kansas City campus **9:00 AM to 3pm** to reflect on our experience and learn more about local resources, grant opportunities, and more!

EDU 57414 KA Improving Lesson Plans with SEL Through a book study and time to plan, educators will discover the research and options involved in incorporating SEL into every lesson plan within all levels and subjects. Participants will need to purchase the required text and read assigned chapters as outlined below. Coming to class prepared with completed reading is a requirement for participating in the class meeting day. Assignments and presentations will be completed during the class meeting day. Participants will discover options, strategies, and direction for incorporating SEL within lesson plans. Utilizing SEL as a tool to influence the culture and learning environment is an ability that puts students first and ensures educators are utilizing reflective practices and proactive steps to support all students and their development as life-long learners.

BOOK- Must be purchased prior to class session. Book Information: [Improve Every Lesson Plan with SEL](#) by Jeffery Benson ([link for ASCD](#) [Link for Amazon](#) [Link for Half Price Books](#)) **RESULTS**

EDU 55402 KA On the Road to Teaching Greatness: What Great Teachers Do Differently One thing that educators have in common is that no matter how good we are at our craft, we strive to be and do better. Great teachers not only know, but they do. They have high expectations, create positive classroom atmospheres, and know that it's the people, not programs, that determine the quality of a school. Join us as we take a deeper look at Todd Whitaker's book, "What Great Teachers Do Differently". Mr. Whitaker shares 19 things that great teachers do differently to become more effective in the classroom. This course is perfect for all levels of

educators, and it will leave you feeling inspired and ready to do the things that matter most for the people who matter most - your students. (It will not be necessary to purchase the book.)

EDU 50036 KA Student Engagement is Right Down My Alley Are you looking for ideas to actively engage all levels of students? Have you thought about using bowling? Join us as we discover the many ways that bowling can be used in the classroom for academics and behavior management. Whether you're looking for a new Classroom Transformation theme or for new test prep games, this course will provide you with some fresh and fun ideas. We'll start the course with a field trip to a bowling alley and follow up with some more hands-on learning in the classroom. You'll "strike" it big with cross-curricular ideas to use in your classroom.

Day 1 of course: Meet at bowling alley for some class bowling and background information. **Time and location will be emailed to you.** (Students are responsible for shoe rental and lane costs.)

Day 2 of course: Meet at Ottawa University **9:00 am to 3:00 pm** for hands-on learning and class discussions.

EDU 50012 KA Balance Life and Work Prior to the pandemic educators often struggled to find enough hours in the day. Now, with the increased stress and the constant changes impacting the lives of educators and students, work and life balance has become even more important. Supporting the social and emotional needs of students is a focus of all school districts. But, to support students, staff members must also be able to take care of themselves. This session will focus on self-care and time management strategies and skills to help you give the most to your students and family while maintaining a healthy you! **RELEVANCE**

EDU 59228 KW Google Slides in the Classroom Do you spend too much money purchasing worksheets from websites like TPT? Learn how to create your own interactive and engaging activities using Google Slides. Google Slides can be used for so much more than your typical presentation program. Enroll to find out how much Google Slides has to offer for your students. **RELEVANCE**

EDU 52092 Impact of Media Portrayal of Teachers Part I The images portrayed in media influence our perspectives of people, places, and cultures. The images of teachers and classrooms through popular media often affect the way the public conceptualizes what educational systems are. Negative stereotypes and biases about teachers and education systems, however, abound in movies, television, contemporary music, and even "news" reports. Critically looking at the media's portrayal of teachers and schools can be a considerably effective exercise in understanding our own attitudes about education systems. This course allows a focused opportunity to examine our own conscious and unconscious attitudes about the work of educators and educational systems. **RELEVANCE**

EDU 59224 KA Google-Boosted Chromebook Classroom This course is designed to provide teachers with foundational learning integrating Chromebooks and Google Applications into their teaching repertoire. This course will cover the fundamentals of Chromebooks and Google Education Apps and how they are integrated into the classroom through revised or new lesson plans targeting using Google Applications to facilitate the requirement of higher order thinking from students. The physical peculiarities of using Chromebooks will be examined as well as an overview of a majority of the apps included in the GAFE "family" with individualized implementation and reflection.

EDU 52094 KA Understanding Teen Relationship & Social Media This course is designed for teachers who would like to have a better understanding of adolescence and their challenges today with digital footprints and social media. This course will cover how complications with relationships and social media can consume teens. We will discuss how we can better understand this in order to be a supportive teacher and provide students with appropriate social emotional guidance.

EDU 59200 KW Google Sheets in the Classroom Learn the basic elements of Google Sheets, how to manipulate data, and ideas for using spreadsheets in content areas to make your classroom life easier! Participants will learn the necessary skills to create Google Sheets that include titles, columns, rows, simple formulas and other basics. Sheets can be used in many different ways in the classroom, from data analysis to interactive student projects. **RELEVANCE**

EDU 52095 KA Impact of Media Portrayal of Teachers Part II Does television reflect our culture, or does it steer our culture? As a medium, television has the advantage of reaching and representing the very latest in cultural trends and dissecting our beliefs, values, and ideologies as a society. Because of its far-reaching ability, television can play a role in helping us to understand the school systems and classrooms of any given time period. What television chooses to focus on and how television depicts schools can impact our own attitudes about the classroom, teachers, administrators, and schools. This course will take a panoramic look at the depictions of teachers, classrooms and schools over the past 7 decades. By critical evaluation of the messages and mores communicated in the school television show, participants will be able to better understand the influence television has had on our evolving views of education overall. Students will not need to have taken Part I of *Impact of Media Portrayal of Teachers* series to fully engage in the topics and concepts presented in this course (though the instructor will draw upon information from that course). **RELEVANCE**

EDU 51800 KA Book Club for Educators When teachers gather to discuss literature, they tap into their love of reading while developing a new understanding of their students' needs. Interweaving the joy of reading and practicality makes a teachers' book club a powerful option for professional development. In this course, educators will connect online and enjoy literature and the social nature of a book club while they probe literacy from different angles. We will read and discuss literature, analyze our personal preferences for reading, reflect on classroom practices and how to incorporate quality literature. Participants will have choices in what they are reading, so they can develop purposeful ideas for their classrooms.

EDU 61301 KA Reading, Writing and Picture Books Children's Literature has evolved into a new genre involving poetry, multi-cultural themes and biographies. This class will introduce dynamic picture books for elementary through high school teachers wanting new innovative ideas to grab their students' attention. These recently published books will inspire classrooms ideas for all grade levels in many content areas.

EDU 59221 KA Google Tools for the Classroom Teachers learn the many different aspects of a Google Classroom. We will work within Google to utilize the drive and create dynamic, useful tools that can be utilized within their curricular area. Participants will learn how to create forms, spreadsheets, slides, and docs via Google Drive and then they will learn about several different educational apps within Google.

SUMMER 2024 – MEET the FACULTY

Sharon Beems is a middle school technology teacher and part time adjunct for Ottawa University. She has taught in public education for 29 years and has been teaching as an adjunct for Ottawa University for 20 years. Her background information includes experience as a regular classroom educator as well as an elective technology teacher. Mrs. Beems has her master's degree in Instructional Design and Technology obtained from Emporia State University.

Carolyn Doolittle is currently a reading specialist in the Gardner-Edgerton School District, and has also taught in the elementary and secondary ELA classroom. After spending more than twenty years in teacher education programs as adviser, professor, and program director, she felt it was time to return to the world of K-12 teaching, to gain a sense of what the realities of teaching are for the 21st Century teacher. Dr. Doolittle holds an Ed.D. in Curriculum and Instruction, specializing in reading and language arts. She serves on her district's ELA curriculum committee and as an instructional coach. In order to stay connected to the higher ed. classroom, she continues to adjunct, and present at various conferences and workshops.

Justin Henry received his undergraduate degree from Sterling College, Master's from Emporia State University and Doctorate from the University of Kansas. He has served as the Superintendent of Goddard Public Schools since 2011 and was recently named the 2021 Kansas Superintendent of the Year. Previously, Dr. Henry served as the Superintendent of Schools for the Southeast of Saline School District and as a high school principal in Ottawa, Kansas. He has had the opportunity to teach for Ottawa University for more than 16 years working with both graduate and undergraduate students.

Kasey Johnson is currently the lead education faculty for Ottawa University for our adult and graduate studies. After teaching music, ELA, History, ELL and Reading in K-12 for over 20 years, Kasey joined the Ottawa faculty in 2019. Dr. Johnson holds a master's in education and a doctorate in ethical leadership. When she's not writing curriculum or working with student teachers, Kasey travels to local school districts providing professional development and training at the local and district levels. Dr. Johnson is a published author and is a sought-after guest speaker for women's retreats, mother's groups, and churches across the United States. Her doctoral work with ELL students focused on ensuring equity and inclusion remain consistent within learning environments. Her energy and enthusiasm will leave you encouraged and filled up as you apply the skills learned within this course.

Rachel Nally is a business teacher at Eisenhower High School and Eisenhower Middle School in Goddard. She has 28 years of education experience as both a classroom teacher and librarian. Rachel is actively involved in numerous committees in her building and district and serves as a district mentor for first- and second-year teachers. She was named the Dr. Earl Reum Student Council Advisor of the Year for Kansas 2018. Rachel has worked for Ottawa University as an adjunct instructor for over 10 years.

Nancy Smith is a Nationally Board Certified first grade teacher with the Olathe Public District Schools and she has worked with teacher candidates at OUKC for 28 years. Her prior experiences include providing home daycare for 17 years and 3 years as an Instructional Resource Teacher with the Olathe Schools. She has a BA in Elementary Education and Special Education and a MS in Curriculum Development with an emphasis on Reading and Language Arts. She was recently awarded the Presidential Award for Excellence in Mathematics and Science Teaching and the Kansas Agriculture Teacher of the Year. Outside of the classroom, she and her husband, Cliff, have 5 grown sons and 2 new daughters-in-law.

Tamara Sinkler has a Master of Science in Education from The University of Kansas and a Master of Science in Library Media from Pittsburgh University. Her background is teaching high school English and English and writing at a junior college. She has designed and developed continuing education courses for several

universities involving special education, reading in the content area, young adult and children's literature, measuring outcomes and STEM Literacy. Currently running the Teacher Education program in a Shawnee Mission High School. She is an instructor online and in the classroom for Ottawa University.

The mission of Ottawa University

Building on its foundation as a Christ-inspired community of grace and open inquiry Ottawa University prepares professional and liberal arts graduates for lifetimes of personal significance, vocational fulfillment, and service to God and humanity.

Ottawa University is committed to equal employment opportunity and does not unlawfully discriminate in the recruitment of applicants, employment opportunities, or general employment practices on the basis of race, age, sex, color, religion, disability, national origin, sexual orientation, or any other characteristic protected by law.

A systems approach to K-12 accreditation

The Five Rs are equivalent to each other in their importance to the quality of a system and that they encompass every concept contained in the ideas of quality education and continual improvement. *Everything* that educational professionals and stakeholders do, say, believe, model, teach, expect, and desire about education can be classified in at least one of the Five Rs.

Kansas Education Systems Accreditation

Framework: The Five Rs

RELATIONSHIPS

Defining Relationships:
"a state of interconnectedness – among people, curricula, programs, projects, and communities – is critical in establishing connections that result in high performing learning environments" (KSDE, 2010, p. 40)

COMPONENTS:

- Staff
- Students
- Families
- Community

RELEVANCE

Defining Relevance:
"the power and ability of specific information to meet the needs of its user – strengthens learner motivation and allows learning to become more engaging, empowering, connected, applicable to the real world, and socially significant" (KSDE, 2010, p. 42).

COMPONENTS:

- Curriculum
- Instruction
- Student Engagement
- Technology

RESPONSIVE CULTURE

Defining Responsive Culture:
"one that readily reacts to suggestions, influences, appeals, efforts, or opportunities – empowers all stakeholders to become respectful of, responsible for, and involved in learning, the learning process, and the learning community" (KSDE, 2010, p. 48).

COMPONENTS:

- Leadership
- Early Childhood
- District Climate
- Nutrition and Wellness

RIGOR

Defining Rigor: "a relentless pursuit of that which challenges and provides opportunity to demonstrate growth and learning – is essential in addressing the needs of our rapidly expanding society and world" (KSDE, 2010, p. 44).

COMPONENTS:

- Career & Technical Ed

RESULTS

Defining Results:
"witnessable evidence of growth and learning – allows curriculum and instruction to be delivered in a timely fashion based on the needs and desires of the individual learner." (KSDE, 2010, p. 46).

COMPONENTS:

- Academic / Cognitive
- Technical / Career-specific
- Employability
- Post-secondary evidence

- *Professional
Learning*
- *Resources*
- *Data*