

Ottawa University



Providing you more than education
Summer 2021

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 2021 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 check out from your local library for the length of the course

Refund/Course Exchange

A \$20.00 fee is assessed for any dropped or exchanged course, per course within the two week prior to the start date of class. A full refund is given to any enrollment before the two weeks prior to the start of the course. Please e-mail information to pat.vossler@ottawa.edu—INCLUDE: your name, student ID, address, and the course you are dropping or exchanging. Only written request will be processed. If the student needs to drop the course once they start the course a \$20 fee is assessed and the rest is refunded. Please allow 4 to 6 weeks for processing any refund. If paid by credit card, the refund will be to the credit card. If paid by check, the refund will be a check. Ottawa University reserves the right to cancel any course that has insufficient enrollment. A full refund will be given if the University cancels a course or you can transfer to another course.

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 2021

Graduate Courses

NOTE: Registration is open

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

Click on the "syllabus" 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 4	8am-4pm	June 25	EDU 51705	All about Assessment Part 1	C. Doolittle	1		C
June 11	8am-4pm	July 2	EDU 51706	All about Assessment Part II	C. Doolittle	1		C
June 12 & 13	8am-4pm	July 3	EDU 52091	Enhance Classroom Learning with Pinterest & Social Media	N. Smith	2		C
June 18	8am-4pm	July 9	EDU 51707	All about Assessment Part III	C. Doolittle	1		C
June 19 & 20	8am-4pm	July 10	EDU 59129	Habits of Highly Creative Teachers	N. Smith	2	\$5.00 *	C
July 10 & 11	8am-4pm	July 31	EDU 51403	Science of Reading Share-A-Thon	N. Smith	2		C

***\$5 Collected the first day of class.**

Kansas City-BLENDED- means part on-site (Zoom) part online

June 15	Zoom only	July 6	EDU 50012	Balance Work and Life	J. Henry	2		Z
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ONLINE

June 1		July 31	EDU 52092	Impact of Media Portrayal of Teachers	C. Doolittle	3		0
June 8		July 6	EDU 59229	Using Google Sites in the Classroom	R. Nally	2		0
June 10		July 1	EDU 59092	Technology in the Classroom	S. Beems	2		0
June 17		July 8	EDU 59225	Google Distant, Hybrid & Classroom Learning	S. Beems	2		0
June 22		July 20	EDU 59228	Google Slides in the Classroom	R. Nally	2		0

LOCATIONS INFORMATION and CODES

TBA= To be announced

Z= ZOOM - information will be sent closer to class

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

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

Ottawa University MA in Education is available online.

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

SUMMER 2021 Course Descriptions

EDU 51705 KA All about Assessment Part I Part I is an exploration of the multi-faceted role of curriculum planning and assessment. The teacher's responsibilities in the assessment process will be presented for evaluation. Emphasis will be given to ethics and assessment. Participants will study the formation and application of formative and summative assessments to align with curricular mapping. Participants will explore and challenge the philosophies and beliefs that undergird personal assessment practices. **RESULTS**

EDU 51706 KA All about Assessment Part II Part II focuses on the decision-making skills required in developing tests and curriculum connected assessments for all students considering aspects of differing learning styles. The strengths and weaknesses of classroom evaluation procedures, both formal and informal, are examined. A brief review of basic statistical concepts, including validity and reliability, will provide the background for analyzing and interpreting the results of standardized tests. Criterion referenced tests will be contrasted to norm referenced tests. Principles of test item-analysis will be considered and practiced. Participants will create and analyze sample test questions with particular attention will be directed toward questions that require higher-level thinking, ultimately creating a unit exam. **RESULTS**

EDU 52091 KA Enhance Learning with Pinterest and Social Media – Students will learn about how to use information found on Pinterest, Teachers Pay Teachers, Social Media and more to enhance your standard's based lesson plans. This course will help teachers critically analyze these technology tools and how they can be effectively used to develop lessons, aid in professional development, explore resources and communicate with colleagues. Students will see connections between their curriculum, available resources, networking opportunities and student engagement. Participants must have accounts with Twitter, Teachers Pay Teachers, Nearpod and Pinterest (or be willing to set one up). **RELEVANCE**

EDU 51707 KA All about Assessment Part III Part III focuses on the decision-making skills required in developing alternative assessments and projects for optimal authentic learning and differing learning styles. The strengths and weaknesses of classroom evaluation procedures, both formal and informal, are examined. Rubrics are created for grading all assignments. Building on sound curriculum building practices, participants will analyze learning outcomes in their teaching and apply them to planning alternative assessments. Different types of alternative assessments, including portfolios and project-based assessment will be examined. Additionally, participants will examine the process of peer and self-evaluation in assessment. Participants will design and alternative assessment for authentic use, with accompanying rubrics. **RESULTS**

EDU Habits of Highly Creative Teachers – If you're stuck in a rut and would like to breathe some new life into your lessons, then join us as we take a field trip to KC Scraps in Kansas City, Missouri. Explore creative ways of reusing and repurposing items to create engaging lessons for our students. All teachers, regardless of the grade level or curricular area, will be fully immersed in "playing around with" recycled items in order to spark ideas of how to include more hands-on activities with your current lessons. KC Scraps is a not-for-profit organization that accepts donations from businesses and then offers the donations to the community in the hope of reducing, reusing, and recycling items. Then we will spend the second day of the course exploring ways to rejuvenate your teaching! **NOTE:** There will be a separate admittance fee and small material fee collected during the first class. Participants are responsible for their own transportation to/from KC Scraps.

RELEVANCE

EDU Science of Reading Share-A-Thon – Are you intrigued by the buzz around the exciting "The Science of Reading" research that's coming out? Do you have questions about best practices of teaching reading? Join us as we delve into the share ideas for teaching reading to all levels of students. This course will provide introductory and background knowledge of the research and then ample time for participants to share ideas and investigate this growing movement. As your teacher knowledge grows, so too will your ability to help your students become stronger readers. Research has clearly shown that the systematic, explicit phonics instruction is necessary foundation for successful reading, so come learn and explore with us! **RELEVANCE**

EDU 50012 KA Balance Life and Work Have you ever felt like there are not enough hours in the day? If so, this session is for you. 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.

RELEVANCE

EDU 52092 KA Impact of Media on the Portrayal of Teachers 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. **RESPONSIVE CULTURE**

EDU 59229 Using Google Sites in the Classroom Learn how to use Google Sites in your classroom to connect to your school, community, parents, and students. In this course, you will create a professional looking website to use in your classroom. Your website can include course materials, videos, pictures, assignments, links, and so much more. **RELEVANCE**

EDU 59092 Technology in the Classroom Ten new technologies will be covered as well as discussing learning management systems. Overview of how to create meaningful assignments that integrate technology into the classroom environment using a variety of software and project options to increase student participation, expand curriculum options, improve instructional delivery and insure student success in all subjects and all grade levels. **RELEVANCE**

EDU 59225 KA Google Distant, Hybrid & Site Classroom Learning Learn to use Google and all of its components. Manage and deliver meaningful content in diverse learning environments. Structure lessons to create dynamic and engaging instructional practices. Apply content-driven resources to meet learner needs. Use adaptable lesson design for the multi-faceted classroom. **RELEVANCE**

EDU 59228 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**

SUMMER 2021 – 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 fourteen years and has been teaching as an adjunct for Ottawa University for six years. Her background information includes experience as a regular classroom educator as well as an elective

technology teacher. She created and maintains the school website, served nine years on the School Improvement Team, and has served in numerous capacities for Ottawa University.

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.

Rachel Nally is a high school media specialist and business teacher at Eisenhower High School in the Goddard School District. She has 25 years of education experience as both a classroom business teacher and librarian. She has a BA in Business Education and a MS in Educational Technology with licensure in Library Science. Rachel was recently named the Earl Reum Student Council Advisor of the Year for Kansas. Rachel has served as an adjunct with Ottawa University 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 23 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. Outside of the classroom, she and her husband, Cliff, are busy raising 5 boys.

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 stake holders 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
- Professional Learning
- Resources
- Data

RESULTS

Defining Results:
“witness able 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