



SCHOOL FOR EDUCATION

Welcome!

Dr. Jo Agnew-Tally, Dean, School for Education

Fall, 2009

School for Education Mission Statement

The School for Education at Park University, an institution committed to diversity and best practice, prepares educators to be effective teachers, leaders in their communities, change agents in their schools, and advocates for learners.

School for Education Vision Statement

The School for Education at Park University is to be known as a leader in the preparation of educators who will address the needs, challenges, and possibilities of the twenty-first century.



Greetings from the School for Education! As this is our first newsletter for the 2009-2010 academic year, we are sharing the latest updates. **First**, we have decided to pursue NCATE accreditation, the national standard of excellence in teacher preparation. **Secondly**, this fall we are launching our BS in Education Degree for our Early Childhood Education, Elementary, and Middle/Secondary Degree programs. We

have reinvented our undergraduate programming to provide a state of the art teacher education program which is aligned with the highest states and national standards in teacher education. The BS Degree, also, supports a **seamless** transition for transfer students, especially those enrolled in the Associate of Arts in Teaching Degree programs. **Third**, with the approval from DESE in March, 2009, we are now able to offer an ESOL certification program that is offered at the graduate level. We are happy to announce we have hired an outstanding new ESOL faculty member, Christine Reyes, who will be joining us in January, 2010. She brings excellent expertise and outstanding credentials in ESOL. **Fourth**, we are also starting our first online Early Childhood Education Program. This noncertification program was designed to meet the educational access needs of students, who must meet new Head Start and NAEYC standards calling for preschool teachers to complete degree programs. **Fifth**, our Park University/Sprint Foundation partnership with our e-Fellows High Intensity Induction Program for beginning science teachers has been very successful and represents cutting edge induction opportunities. An article on this program is provided in this newsletter. **Finally**, few professions offer both the challenges and rewards that education holds. Our faculty, including both our university faculty and school-based faculty, continue to make outstanding and very important contributions to the field of teacher education. I am very proud to announce this has been a banner year for our faculty, especially as related to their accomplishments in the area of research and scholarship. Our faculty of 20 produced 14 publications over the past year and were invited to over 35 national, state, and regional professional conferences in the field of education.

NCATE Redesign and Transformation



James G. Cibulka, Ph.D., president of the National Council for Accreditation of Teacher Education, presented at the fall Missouri Association of Colleges for Teacher Education meeting in Columbia, Mo. Jo Agnew-Tally, School for Education dean, and Betty Bennett, director of field experiences, attended this presentation.

Cibulka reported U.S. Secretary of Education Arne Duncan's message to teacher educators was a call for "revolutionary change — not evolutionary tinkering" in reforming schools of education. Cibulka noted that Duncan both praises and criticizes schools of education, recognizing that some schools of education have already redesigned their programs and are very focused on P-12 student learning, while saying that "many" schools of education are doing "a mediocre job" of preparing teachers for the realities of the 21st century classroom.

Duncan exhorts all schools of education to rise to the challenge and change the status quo. Cibulka noted that among the "seeds of reform" described by Duncan were efforts already being made by NCATE and the American Association of Colleges for Teacher Education. He specifically referred to NCATE's "Redesign and Transformation" initiative, and its focus on clinical experience and student learning as "firmly behind the new drive to link teacher preparation programs to better student outcomes." Cibulka also shared that the message from Duncan is loud and clear: We are all key players in the effort to give this nation and its children a P-12 educational system for the 21st century.

ASCD/MNEA "Fun Raise"



Have you seen some strange characters around? Perhaps you saw some Park University Association for Supervision and Curriculum Development or Student National Education Association members on Oct. 23? The students were at the University's Fright Night event passing out candy to children while others were at Worlds of Fun to earn money for the spring 2010 trip to the ASCD Annual Conference in San Antonio in March. They were a scary bunch.

ASCD/MNEA is having a painting party on Saturday, Dec. 5 at McCoy Elementary in Kansas City, Mo. All hands that can grasp a paint brush are welcome to join the group in an effort to make the building look nice for the children. Please contact Steve Chrostowski at steve.chrostowski@park.edu. Wear your old clothes and join an awesome cause!

On January 21, 2010, the ASCD/NEA is sponsoring a mock interview session in the College for Distance Learning at 4:15 p.m. with the Park Hill (Mo.) School District. Interview techniques will be discussed and practice sessions will held by principals from the district. Please RSVP with Melanie Kinney (mkinney@park.edu) or Betty Bennett (bbennett@park.edu).

School for Education Events



School for Education Hall of Fame

A new tradition has begun. The School for Education honored former Park graduates with the Hall of Fame award. LaDonna Ebright, assistant professor of early childhood education, was the recipient of the Outstanding Retired Teacher Award, and both Kristen Sloan, '06, and Rebecca Mathia '06, were given the Outstanding Beginning Teacher Award. All have shown outstanding service in the field and we would like to thank and congratulate them. Pictured from left are Kristen Sloan, LaDonna Ebright, Rebecca Mathia and Dr. Jo Agnew-Tally.

University to Partner with Organization to Assist Minority Youth

Park University has joined with the Urban League of Greater Kansas City to help minority youth in the Kansas City area through the organization's Education Empowerment Center. The EEC's mission is to improve high school graduation rates and increase the enrollment of minority youth into institutions of higher learning. As youth acquire the skills they need to succeed academically, parents and educators are empowered to equip students to reach their full potential and become self-sufficient. Wakisha Briggs, director of continuing education, is Park's coordinator for this initiative.



Carnegie CASTL Colloquium

On Oct. 23, the Carnegie Foundation for the Advancement of Teaching Colloquium was held in Bloomington, Ind., concluding its three-year Carnegie "CASTL" project dedicated to promoting the scholarship of teaching and learning. Park University has been a Carnegie Affiliate since 2007, represented by the [Center for Excellence in Teaching and Learning](#) team of [Amber Dailey-Hebert, Ph.D.](#), director and associate professor of [education](#), [Emily Donnelly, Ph.D.](#), assistant director and assistant professor of [English](#), and [Jean Mandernach, Ph.D.](#), research associate and professor of [psychology](#).

The CETL trio presented a poster session outlining the programs available to support the scholarship of teaching and learning at Park University, and participated in cross-institutional collaborations with 17 colleges and universities. In addition, Dailey-Hebert presented Affiliate colleagues on "The Attraction, Value and Future of SoTL: Affiliate Perspectives and Beyond." She also accepted a leather-bound certificate presented to Park University from the Carnegie Foundation for the University's contributions to the scholarship of teaching and learning. The distinction is a true honor for Park University and its faculty -- fewer than 100 certificates have been issued by the Carnegie Foundation in the past 10 years. In the adjacent photo, Dailey-Hebert, right, is pictured with Jackie Dewar, CASTL Affiliate coordinating institution representative.

Children's Literature Read Alouds

On Oct. 2, experts on children's books schooled students in Assistant Professor Judy Greene's Children's Literature class on read-alouds. To be done well, reading aloud takes a certain set of skills. Among the most important of these are: using the cover and title to spark curiosity, connections and eagerness to take in the story; asking questions at opportune moments to deepen thought and active engagement; and using one's voice as an instrument to "play" the story and excite the imagination.

These skills can be taught and practiced by most people; however, they can evolve into an art when a master is present to guide the student. On this day, there were three masters — the Wells brothers, Tyler, John and Nathan — whose elementary schools were out for the day. During a peer practice session, their mother, Kate Wells, observed that it is much different reading to other students in the class than to children. She offered to bring her sons to class, and Greene gratefully accepted the opportunity. The Wells children were read to by each student in small groups. After each reading, they gave feedback and answered students' questions — "What did you like the best? Why? What do you think about *Where the Wild Things Are*? What kinds of books do you like? Do you like the books or movies of books better?"

After the read-alouds were done, all three brothers sat together as a panel and answered questions from Greene — "How does your teacher at school do read-alouds? What do you like the best? What don't you like? Why? What would you do if you were reading stories aloud?"

Having true experts in class to shape the development of future teachers has opened the way for other ideas. The latest was Sophie, the Shih-Tzu who came by with Casi McCall, sophomore elementary education major, to help her read a book about dogs and to illustrate the profound effects that animals can have in helping children who are at-risk in their reading skills take risks to overcome obstacles. The more the "real" world can be brought into teacher education classrooms, the better our future teachers will be in bringing the world to their students.



Kudos to Park Hill School District

The Park Hill School District recently received the Missouri Quality Award. This award recognizes an organization's commitment to meeting its customers' needs and to using the best available processes for everything it does. This award is aligned with the exacting standards of the Malcolm Baldrige National Quality Award.

Park Hill spent the last several years aligning its processes with these standards, and district administrators Dr. Mark Miles and Dr. Jeff Klein spent months working through the application and the site visit. The Missouri Quality Award demonstrates to the Park Hill community the world-class level of excellence that its schools are achieving. It also comes with a detailed report from the site-visit team, which identifies both strengths and opportunities for improvement.



"This award shows our commitment to continuous improvement," Fisher said. "It would not have been possible without the people here in Park Hill. Our teachers and support staff are second-to-none, and our parents and community provide the support we need to achieve these great heights."

Teacher Work Samples

The vision of the School for Education at Park University is to be known as a leader in the preparation of educators who will address the needs, challenges and possibilities of the 21st century. One demonstration of this vision being realized is to observe the competencies of our students as they near the end of their teacher preparation journey. A recent Teacher Work Sample Showcase for fall 2009 student-teachers was such a demonstration. The Showcase was attended by students and faculty of the School for Education.

Teacher work samples are one of the core assessments for the student-teacher experience and provide an opportunity for students to demonstrate a unit that they presented at their student-teaching school site. A teacher work sample demonstrates the integration of several teaching processes that meet the MoStep standards for teacher candidates. These processes include:

- The school's contextual factors
 - A design for instruction
 - Student learning goals/objectives
 - Instructional decision-making and analysis of student learning
 - An assessment plan
 - Instructional decision-making
- Reflections and self-evaluation

“The teacher work sample is a glimpse into my life as a teacher; this moment won't happen again,” said Mikendra Young, Master of Arts in Teaching student. “This Showcase felt like sacred community, an opportunity to talk about my experience as an art teacher, and openly and honestly share my story.”

The Teacher Work Sample Showcase was the brainchild of Betty Bennett, associate professor of education, and director of field experiences. “Providing this opportunity for students to display and discuss a unit of study that they presented during their student-teaching or mentorship is a culminating step in their teacher preparation and an entry point into their professional role as a teacher,” Bennett said. The date for the spring 2010 Teacher Work Sample Showcase will be announced after the first of the year.



Departmental Updates

Undergraduate Goals

The School for Education's undergraduate program has three goals for the 200910 academic year. The first goal is to refine the disposition evaluation form. SFE faculty have been working in groups to condense, clarify and refine this form that is completed by faculty, cooperating teacher and student.



The second goal for the SFE is to develop an "understanding by design format" for units and lesson plans. This format was presented at the October faculty meeting and is being piloted in Elementary Strategies. Advantages of this format include assisting the teacher candidate in outlining the lesson plan before the lesson is scripted, and in monitoring and adjusting the lesson during its presentation. Park University's template includes grade-level expectations and other terminology that local school districts use.

The third goal for the undergraduate SFE program is evaluating the progress and success of the Bachelor of Science program. With the evaluation, the sequence of the elementary program has been modified; the Exceptional Child with the appropriate practicum has been added to the summer program; and prerequisites have been removed from courses as needed.

The Beginning Teacher Conference is scheduled for Saturday, Jan. 30, 2010, in Copley Hall, 9 a.m. to 1 p.m.. The topic is "Differentiated Instruction." Differentiated instruction was identified as an area of need in beginning teachers. Graduate credit can be arranged. A Saturday, Feb. 13, 2010, roundtable session is included. This session will include group activities and take-home projects. Contact Melanie Kinney (mkinney@park.edu) for registration.

Elementary Education

The academic year has started out well. The interest in the Bachelor of Science in Elementary Education program has contributed to our enrollment. Many students are selecting language arts or a math/science concentration as their focus. Having a concentration in one of these areas will benefit school districts seeking students competent in impacting academic learning.

The Elementary Education Advisory Board met in October. An update of the BSEE degree that was developed and accepted during the 2008-09 academic year was shared. During the meeting, the board was asked for focus areas that they felt could benefit the skills and knowledge of students. It was suggested that the SFE focus its attention on ways to communicate effectively with parents. Administrators on the board have observed that new teachers lack confidence when communicating with parents. During the spring meeting, ideas and activities for focusing on communication skills will be shared with the board for review. As always, the elementary education faculty appreciates and respects the ideas and time the board gives to our program.

Departmental Updates

Middle/Secondary Education

With our Bachelor of Science in Education degree implemented and in full swing, we are pleased to report that our enrollment has increased exponentially. Interest in our BSE degree programs for middle and secondary level certification has led to the enrollment of a group of high caliber students who have shown initiative and dedication to the teaching field by volunteering in schools, tutoring on campus and privately, facilitating ACT preparation workshops for high school students and working with such organizations as the Park Hill (Mo.) School District's AVID program and the Liberty (Mo.) School District's after-school Adventure Club.

As our program has grown, so too has the need for an advisory board dedicated exclusively to issues unique to Park students pursuing middle or secondary certification. It is because of this need that we have recently formed a new Middle and Secondary Education Advisory Board which met for the first time in October. The Board, made up of seven area professionals, includes: Chad Ackerman, assistant director of institutional research; Greg Dedrick, enrollment counselor; Don Williams, Ed.D., associate professor of biology; Jason Kline, men's basketball head coach; Nora Whitney, teacher and AVID specialist at Park Hill (Mo.) High School; Brenda Jolley, geometry and computer technology teacher at Sumner Academy in Kansas City, Kan., and Jay Terrell, '09, a middle school social studies teacher. Whitney is the advisory board's chair and will represent the Middle and Secondary Education program on the School for Education Advisory Board, and Jolley is the MSEAB secretary.

This first advisory board meeting was an important one as members learned the details of our BSE program, learned about their roles as board members, learned about issues faced by student-athletes who plan to become teachers and discussed ways to recruit students through collaborative projects with area high schools. On the agenda for our spring 2010 meeting is the discussion of such issues as curriculum development, online learning, the use of data to improve College Basic Academic Subjects Examination scores, as well as the discussion of the knowledge, skills and dispositions crucial to any teacher candidate soon to enter the field of education.

Adult Education

The Master of Education in Adult Education degree program is being reviewed by Park University during 2009-10 academic year. Adult education faculty members are working collaboratively on the review to ensure that this popular degree meets all Park University standards, as well as the standards of the Commission of Professors of Adult Education of the American Association of Adult and Continuing Education. The program review is rigorous and time consuming, but it also provides an opportunity for adult education faculty to closely examine the program's outcomes and marketability.

Roxanne Gonzales, Ed.D., associate dean of the College for Distance Learning and associate professor of adult education, became president of the Association for Continuing Higher Education at the organization's annual conference in Philadelphia, Nov. 15-19. Gonzales has been an active member of ACHE for many years and hopes to increase the organization's efforts of inclusiveness and use of technology to enhance education communication. To learn more about ACHE, visit www.acheinc.org
continued on next page....

Departmental Updates

Adult Education Continued

Kay Dennis Ph.D Invited/Refereed Papers:

1. Infusing Online Courses with Opportunities for Interpersonal Skill Development
(With Dr. Amber Dailey-Hebert)
2. Linking Academic Quality to Online Faculty Development and Evaluation
(With Dr. Marthann Schulte)
3. 23rd International Council for Open and Distance Learning World Conference, in conjunction with the 2009 European Association of Distance Teaching Universities.
Theme: "Flexible Education for All: Open – Global – Innovative"
Held 7 – 10 June 2009 in Maastricht, The Netherlands

Kay Dennis Ph.D Webinar Presentation /Consultation:

When Online Faculty Receive Low Evaluations: Guidelines and Advice
(with Dr. Jeffery Alejandro, adjunct faculty, Adult Education)
Magna Publications
Broadcast, recorded and archived 15 July 2009

Kay Dennis Ph.D Invited Papers:

How Can We Foster Interpersonal Skill Development in Online Programs?
(Building on earlier work)

National Academy for Integration of Research, Teaching and Learning
3rd Annual Conference

Theme: "Research-Teaching Linkages: Practice & Policy"

Held 11-12 November 2009 at Trinity College Dublin, Ireland

Objectives of the National Academy, which is fully funded by the Republic of Ireland:

- Establish a centre of excellence for professional academic development in higher education institutions, targeted at the integration of research and teaching and learning, to support the enhancement of the student experience at third and fourth level.
- Play a key role in establishing best practice and in developing a cohort of academic staff with the requisite skills to deliver "Fourth Level Ireland".
- Provide an authoritative and independent voice on policies that influence student learning experiences.
- Support the development of capacities of colleges, faculties, schools and departments to align research and teaching.
- Act as a conduit for disseminating best practice throughout higher education institutions in Ireland.
- Hold international conferences workshops and seminars on the integration of research and teaching and learning, multiple approaches to teaching and learning and learner diversity.

Fulbright Scholar Program

Dr. Kay Dennis (Adult Education) in August submitted application for a Fulbright Scholar Award for Fall 2010. Her project is entitled, "Adult Education for a Changing Society". If accepted, Dr. Dennis will conduct teaching, research, and service activities at one of three locations in former Soviet-controlled eastern Europe: Vytautas Magnas University in Kaunas, Lithuania; Liepaja University in Liepaja, Latvia; or the University of Sarajevo in Sarajevo, Bosnia-Herzegovina. Awards will be announced in Spring 2010.

Departmental Updates

Master of Arts in Teaching Program

The Master of Arts in Teaching degree is designed to offer professional education courses leading to initial or alternative middle or secondary certification. The MAT program continues to increase in student numbers. A student interested in the program must have earned a bachelor's degree from an accredited institution in his/her field (or closely related to the field), in which he/she desires to teach.

Steps to an MAT Degree:

1. State required content hours in the subject area must be taken. These are not part of the degree program, but are like prerequisites to admission.
2. An overall minimum undergraduate grade point average of 3.0 and 2.5 within the core.
3. Pass the PRAXIS assessment within the first 12 hours of the program.
4. Letters of reference.
5. Admitted to the School for Education.
6. An admission interview

Subject areas for students include: English, mathematics, unified science (biology or chemistry), social studies, Spanish and art K-12, or 9-12 grade journalism.

The program includes Foundations of Teaching (18 hours) and Methods and Techniques (17 hours). Clinical experiences are ED 600 Field Experience (10 hours) or ED 602 Mentorship (4 hours). Alternative certification is 36 hours (mentorship) or 45 hours initial certification (student teaching). ED 602 students are not required to take Practicum.

For additional information, please refer to the *2009-10 Park University Graduate Catalog*, pages 89-92, or contact Barbara Fields, Ph.D., assistant professor of education at bfields@park.edu or in her new office located inside the Watson Literacy Center.

Early Childhood Education

Now Available *Online...*

Bachelor of Science Degree Programs in

Early Childhood
Education



Park University introduces its Online Bachelor of Science in Education Studies early childhood education teaching young children and early childhood leadership programs. Park is one of the very few institutions in the country to offer Online Early Childhood Education Bachelor of Science programs and the only one at a comprehensive not-for-profit institution. We bring 134 years of academic excellence and innovation to the world of virtual education. We're accredited by the North Central Association of Colleges and Schools and all degree requirements are aligned with NAEYC standards for early childhood teachers. Learn more at http://www.park.edu/education/ece_mission.html.

ECE and the SFE are pleased to announce that Judi Simmons Estes has joined us in a full-time position as Assistant Professor of Education. Judi has been an adjunct faculty member in the SFE for a number of years. Judi's responsibilities this school year include: teaching early childhood courses and assisting with both the initiation of our early childhood on-line program and clinical experiences for practicum and student teachers. Welcome Judi!

New School Licensure Assessment Test

The New School Licensure Assessment Test for aspiring school administrators was administered for the first time on Sept. 12. Missouri had 95 candidates enrolled to take the test. The items on the test are fully aligned with the 2008 Interstate School Leaders Licensure Consortium standards. The test is being utilized by nine states at this time. States were afforded the freedom to establish their own cut-line scores for determining the minimum score for passing the test.

Dr. Gale “Hap” Hairston, Missouri Department of Elementary and Secondary Education director of educator preparation, has led this effort in Missouri and has collaborated with several practitioners and representatives from several professional associations. Hairston reports that Missouri’s high cut-line score is consistent with the state board’s interest in setting high standards for school leaders. Cut-line scores are as follows, by participating states:

- 169 — Mississippi
- 165 — Kansas
- 163 — Missouri
- 163 — Indiana
- 163 — Utah
- 156 — Tennessee
- One year no-fault pass for all participants — Kentucky
- Score pending — Maine and Maryland

There are two valuable study guides for the examination that have been introduced by Hairston. Individuals preparing to take the test are encouraged to use them:

- Test At A Glance (www.ets.org/Media/Tests/SLS/pdf/1010.pdf); no charge
- SLLA Official Study Guide (<http://store.digitalriver.com/store/ets/DisplayCategoryProduct-ListPage/categoryID.3552400>); \$22.95 plus shipping

The Official Study Guide is also quite valuable for all practicing administrators, as they work to form highly effective schools. Participating states will work throughout the year to consider changes that might help improve the test. As you know, Park University course content for aspiring administrators is closely aligned with ISLLC standards.



Fall 2009 “Welcome Back” picnic
hosted by student groups ASCD/MNEA

Science High Intensity Induction Program

The Park University and Sprint Foundation e-Fellows High Intensity Induction Program for science teachers has been a highly successful teacher induction program. This program was developed to meet the unique professional development needs of beginning science teachers. To address the critical need for teacher induction in science education, the School for Education at Park University, in collaboration with the Sprint Foundation and Science Pioneers, launched the program on June 6.

Novice educators and their veteran teaching mentors collaborated online from Iowa, Kansas, Missouri and Nebraska. Through the merging of online professional development and mentoring, beginning educators were immersed with quality guidance to prepare them for the coming year. According to Betty Pausell and Scott McQuerry, coordinators of the program, the success of the e-Fellows High Intensity Induction Program was found in the dynamic leadership and continual reflective learning it produced among its participants. The following quotes from participant e-Fellows and e-Mentors were recently published in an article written by Pausell and McQuerry to the Science Teachers of Missouri and Kansas Association for Science Teachers newsletters:

Jennifer Scott, e-Fellow Beginning Science Teacher

“My experience with the Science e-Fellows program was unbelievable. I had the opportunity to meet with fellow science teachers and discuss a wide range of topics. As a new science teacher, I greatly enjoyed talking to teachers with more experience and getting new ideas and strategies to help me to become a better teacher in the years to come. It was also nice to realize that I’m not alone in the questions I have from my first year of teaching. The thought of doing an action research plan was at first very intimidating, but Scott and Betty broke everything down into easy to handle steps that took away that intimidation factor. They provided a skill that I will be able to use throughout my career to reflect and improve on my teaching.”



Travis Plume, e-Mentor

“The online class was a unique experience for me. This was the first time I have served in a mentor role and it was interesting to witness many of the familiar concerns and struggles that beginning teachers have. It is my hope that I can pass along any knowledge that I have gained through my experiences in the classroom to my mentees. However, I have also gained some valuable insight from the mentees own experiences. Since I teach in a small rural district, my contact with other teachers can at times be somewhat limited. With this class, I was able to communicate with teachers who may have very different environments to work in. I believe I have just as much, if not more, to gain from their insights in schools that are different than mine. In the end, it was great to walk away with some great contacts to network with in the future.”

Employment Opportunities



Assistant Professor of Education

The School for Education for Park University has a replacement position available at the Parkville Campus for an assistant professor of education.

Requirements are as follows: Ph.D. or Ed.D. in education preferred; M.Ed. with a high level of proficiency and experience with P-12 clinical supervision required; leadership and /or literacy credentials required; ability to teach, supervise all field experiences, and engage in scholarly research and service to the community.

Position includes half-time summer assignment in the months of June and July. Employment begins on June 1, 2010. Send application to: careers@park.edu. Last day to apply is Feb. 1, 2010.

Online, Blended, Face-to-Face Adjuncts — Early Childhood Education Programs

Park University's School for Education is seeking adjunct faculty to teach classes in both the online Bachelor of Science program in Early Childhood and Early Childhood Education and Leadership at Park University. All but clinical classes are offered online in an 8-week format.

A master's degree in early childhood education or related discipline is required; Ph.D. in ECE or related discipline is preferred. Three years teaching experience in an early childhood program (birth to kindergarten) is required. Leadership program courses require two years experience as a program director of an early childhood program (birth to age 5).

Information on requirements and the application process may be found at <http://captain.park.edu/portal/onlineforms/newfacultyrecruiting/teachonline.htm>.

Park Accelerated Programs-Kansas City Area

Park University, a leader in providing degree level programs for working adults, is seeking qualified part-time adjunct faculty to teach in the Park Accelerated Programs (evening and/or weekends). Classes meet once a week for eight weeks at campuses in Parkville, Independence and downtown Kansas City, Mo. A master's degree in the appropriate discipline(s) required. Post-secondary teaching experience preferred.

For an application packet for adjunct positions in the Accelerated Program only, submit your resume to:

Director of Park Accelerated Programs
Kansas City Area
Park University
911 Main St., Suite 800
Kansas City, MO 64105

If interested in part-time adjunct positions, contact call (816) 842-6182 or e-mail sartain@park.edu for more information. The application process requires letters of reference, resume, transcripts and a justification for each course to be taught.