



Early College Handbook

2024-2025

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Goals and Purpose

The Jefferson College Early College Program allows high school students to complete college credit coursework. The Jefferson College Early College Program strives to:

- ❖ Ensure delivery of high-quality college experiences to high school students, thereby increasing student success in and access to postsecondary education.
- ❖ Provide opportunities for academic acceleration for students by enriching and extending the high school curriculum, providing rigorous college coursework, and avoiding unnecessary duplication in coursework as students transition from high school to college.
- ❖ Ensure that high school instructors and institutional faculty continually engage in collegial interactions and work closely as instructional collaborators to ensure student and program success.
- ❖ Promote increased curricular alignment between the high schools and Jefferson College through close collaboration between high school and institutional faculty.
- ❖ Promote flexible and creative guidelines to encourage program innovation while maintaining program quality and student success.

Definitions

Dual credit (DC) refers to college-level courses that allow students to earn both high school and college credit simultaneously. DC classes are taught by a high school teacher and are held at the student's high school. The teacher delivering DC classes must meet the same academic standards as an instructor at Jefferson College and are classified as Jefferson College faculty. Prerequisites and course content are the same as if the course took place at the Jefferson College campus. DC courses provide high school students an opportunity to experience rigorous college-level coursework and help students transition more easily to the challenges of a college schedule, enabling students to build self-confidence for continued academic success. Providing DC opportunities to high school students not only works to increase the number of students graduating from high school and attending college, but also to reduce students' costs and time to degree completion.

The following Jefferson College courses are offered for dual credit:

COURSE	COURSE TITLE	MOTR COURSE EQUIVALENT
BIO101	General Biology (w/ lab)	MOTR BIOL 100L Essentials in Biology with Lab

BIO109	Ecology/Environmental Conservation	MOTR BIOL 100EC Essentials of Biology
BUS101	Introduction to Business	<i>not a MOTR course</i>
BUS240	Financial Accounting	<i>not a MOTR course</i>
CHM111	General Chemistry I (w/ lab)	MOTR CHEM 150L Chemistry I with Lab
CIS125	Computer Concepts/Applications	<i>not a MOTR course</i>
COL101	Introduction to College	<i>not a MOTR course</i>
EDU105	Exploring the Field of Education	<i>not a MOTR course</i>
EDU205	Educational Technology	<i>not a MOTR course</i>
ENG105	Poetry and Short Story	MOTR LITR 100P introduction to Literature - Poetry
ENG106	Drama and Short Novel	MOTR LITR 100D Introduction to Literature - Drama
ENG101	English Composition I	MOTR ENGL 100 Composition I
ENG102	English Composition II	MOTR ENGL 200 Composition II
ENG228	American Literature: Before 1865	MOTR LITR 101A American Literature - Pre Civil War
ENG229	American Literature: After 1865	MOTR LITR 101B American Literature - Post Civil War
HST103	US History I	MOTR HIST 101 American History I
HST104	US History II	MOTR HIST 102 American History II
MGT107	Bookkeeping	<i>not a MOTR course</i>
MTH131	Survey of College Mathematics	MOTR MATH 120 Mathematical Reasoning/Modeling
MTH132	Introductory Statistics	MOTR MATH 110 Statistical Reasoning
MTH134	College Algebra	MOTR MATH 130 Pre-Calculus Algebra
MTH141	Precalculus	MOTR MTH 150 Pre-Calculus
MTH161	Calculus for Business/Social Sciences	<i>not a MOTR course</i>
MTH180	Calculus I	<i>not a MOTR course</i>
PHY111	Elementary Physics I	MOTR PHYS 150L Physics I with Lab
SPN101	Beginning Spanish	MOTR LANG 103 Spanish I

Dual enrollment (DE) refers to students concurrently enrolled at a high school and a postsecondary institution. Students should contact their high school counselor to determine if they can earn high school credit for courses taken at the college level through DE. Classes are often held online, enabling students to continue to remain active in their high school activities while completing college coursework at times convenient to them, but some courses and programs are held at a Jefferson College campus. Since DE courses are taught at Jefferson College campuses or online, students have a great selection of options.

Transferability of Credit

The [Missouri Higher Education Core Transfer Curriculum](#) is a recommended lower-division core curriculum of forty-two semester credit hours intended to facilitate student transfer among Missouri's public institutions of higher education. All public colleges and universities have adopted the Core Transfer Curriculum, commonly known as CORE 42, guaranteeing equivalent transfer of these general education courses among these institutions. Independent colleges and universities can join the CORE 42 agreement and may currently honor transfer course equivalency, but if a student plans to attend a private or out-of-state college or university, students and/or parents should contact that college or university to determine transferability of courses.

Students should always check with the institution they plan to attend after high school graduation to determine how many, and which, credits transfer to that particular institution.

National Alliance of Concurrent Enrollment Partnerships (NACEP) Standards

The National Alliance of Concurrent Enrollment Partnerships (NACEP) Concurrent Enrollment Program (CEP) National Standards for Quality serve as a framework for the Jefferson College Dual Credit program. NACEP and Jefferson College define concurrent enrollment programs (CEP) as college credit-bearing courses taught to high school students by college approved high school teachers. The Jefferson College Dual Credit program adheres to the NACEP CEP Standards.

Partnership Standards

- ❖ The concurrent enrollment program aligns with the college/university mission and is supported by the institution's administration and academic leadership.
- ❖ The concurrent enrollment program has ongoing collaboration with secondary school partners.

Faculty Standards

- ❖ All concurrent enrollment instructors are approved by the appropriate college/university academic leadership and must meet the minimum qualifications for instructors teaching the course on campus.
- ❖ Faculty liaisons at the college/university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment.
- ❖ Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.
- ❖ The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.

Assessment Standards

- ❖ The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.

Curriculum Standards

- ❖ Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.
- ❖ The college/university ensures the concurrent enrollment courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college/university discipline.
- ❖ Faculty liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.

Student Standards

- ❖ Registration and transcription policies and practices for concurrent enrollment students are consistent with those on campus.
- ❖ The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university.
- ❖ Concurrent enrollment students are advised about the benefits and implications of taking college courses, as well as the college's policies and expectations.
- ❖ The college/university provides, in conjunction with secondary partners, concurrent enrollment students with suitable access to learning resources and student support services.

Evaluation Standards

- ❖ The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.

- ❖ The college/university conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement.

Program Structure

At Jefferson College, responsibility for early college courses rests with the same academic administration that is responsible for all credit courses delivered on the college sites. Jefferson College faculty and staff work to ensure consistency with the delivery of concurrent coursework across our service district, including approving new concurrent enrollment courses and programming and monitoring uniform implementation of dual credit policies and procedures.

ROLES AND RESPONSIBILITIES

Vice President of Instruction (CAO)

- ❖ Annually submit to the Missouri Department of Higher Education and Workforce Development (MDHEWD) a list of dual credit course offerings and locations for approval
- ❖ Ensure compliance with the Higher Learning Commission (HLC) standards for faculty credentialing
- ❖ Attend monthly meetings with area superintendents to report on Early College and solicit feedback

Dean of Instruction

- ❖ Collaborate with and provide guidance to associate deans and faculty liaisons for syllabi review, classroom visits, and other dual credit functions

Senior Director of ATS and Early College

- ❖ Ensure compliance with National Alliance of Concurrent Enrollment Partnerships (NACEP) standards
- ❖ Participate in NACEP professional development
- ❖ Collaborate with associate deans, faculty liaisons, and high school partners for strategic planning
- ❖ Implement and maintain Memorandums of Understanding with partner school districts
- ❖ Coordinate payment for high school dual credit/dual enrollment coordinators
- ❖ Develop and implement annual professional development and training for dual credit faculty
- ❖ Conduct annual principal, counselor, and dual credit instructor surveys

Associate Deans

- ❖ Certify dual credit faculty to ensure equivalent qualifications as required of on-campus faculty
- ❖ Coordinate hiring, notification of role and pay structure, and payment for faculty liaisons
- ❖ Schedule and staff dual credit and dual enrollment courses, including creating courses in the student information system

- ❖ Coordinate and track high school faculty visits
- ❖ Submit load each term for dual credit faculty

Early College Coordinator

- ❖ Serve as liaison between Jefferson College and high school partners
- ❖ Coordinate dual credit and dual enrollment registration processes each term, including dual credit classroom visits at the beginning of each semester
- ❖ Serve as primary academic advisor for all early college students and families
- ❖ Ensure early college students are aware of policies, procedures, and resources, including academic support, financial aid implications of early college enrollment, personal support, etc.
- ❖ Coordinate early college cohort programs and manage cohort student schedules
- ❖ Lead appeals process for early college student late add/drop/withdrawal requests
- ❖ Coordinate and facilitate specialized orientations for early college students, including an online Canvas orientation, and campus tours for cohort groups and Intro to College classes
- ❖ Send regular reminders to high school coordinators and dual credit faculty regarding upcoming add/drop/withdrawal deadlines, graduation application deadlines, etc, and prompt dual credit faculty to distribute surveys to dual credit students each year
- ❖ Create and maintain documents such as course offerings spreadsheet, Early College Handbook, registration forms, approval spreadsheets, webpages, etc.
- ❖ Coordinate the Early College Advisory Committee membership and meetings
- ❖ Collaborate with Registrar's Office to update enrollment timelines each semester
- ❖ Participate in NACEP professional learning opportunities

Faculty Liaisons

- ❖ Meet with dual credit faculty each semester to review syllabus and discipline topics
- ❖ Ensure alignment of high school syllabi, textbooks, courses, and assessments with those of on-campus courses
- ❖ Lead annual professional development specific to the discipline

High School Dual Credit/Dual Enrollment Coordinators

- ❖ Serve as liaison between Jefferson College and the high school
- ❖ Determine and confirm student eligibility/assist in enrollment process
- ❖ Arrange placement testing
- ❖ Access grades through the Jefferson College student information system

Dual Credit Faculty

- ❖ Attend adjunct orientation and annual professional development, including discipline specific training
- ❖ Collaborate with faculty liaisons in design and delivery of courses
- ❖ Provide a copy of the syllabus, assignments, textbook, and assessments for each course and meet with liaison each semester to ensure alignment of course to on-campus course

- ❖ Submit midterm and final grades in the Jefferson College student information system by Jefferson College deadlines
- ❖ Adhere to adjunct contract, including using the Jefferson College email system
- ❖ Distribute surveys to dual credit students each year

Registrar's Office

- ❖ Assist with schedule changes as needed
- ❖ Perform degree audits for graduation
- ❖ Communicate with students regarding graduation eligibility and commencement

Dual Credit Faculty

Jefferson College dual credit faculty are required to hold the same credentials as on campus adjunct faculty. Those guidelines are as follows:

- ❖ As for any instructor of college-level courses, high school instructors of dual credit courses shall meet the requirements for faculty teaching in institutions of higher education, as stipulated for accreditation by the Higher Learning Commission. Dual credit instructors shall possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except for in programs for terminal degrees for which they must possess the same level of degree.
- ❖ Instructors using credentials for qualifications with a master's level degree in a discipline or subfield other than that in which they are teaching must have completed a minimum of eighteen graduate credit hours in the discipline.
- ❖ Institutions may, at their discretion, employ as dual credit instructors for career and technical programs an individual with superior knowledge and tested experience in the discipline in which he or she is teaching. However, the knowledge and experience of any dual credit instructor must be measurable through means such as documented experience working in the field, industry certification and years of experience in the field, documented recognition of excellence in teaching in the discipline, expertise validated through publications or wide critical and public acclaim, or through a nationally recognized rating of proficiency.

In addition to minimum qualifications outlined above, Jefferson College dual credit instructors must possess superior knowledge of their discipline and demonstrate highly effective teaching. The following are additional minimum expectations of dual credit instructors:

- ❖ At the beginning of the semester, each instructor will submit a course syllabus to the appropriate full-time faculty liaison. Instructors will be required to administer no fewer than four exams or other major assessments each semester, one of which must be a final examination. Copies of all

exams and essay assignments, including copies of graded work, must be filed with the appropriate full-time faculty liaison. Early review of the exams and essay assignments by the liaison is critical to the success of the course.

- ❖ Assessment of student outcomes consistent with measures used on campus must be administered in each class.
- ❖ The duration of the course(s) will be no longer than one academic year (August to June) and will include a minimum of 750 minutes of instruction per semester hour of credit awarded for each course. The United States Department of Education mandates that students be made aware of expectations regarding school work to be completed outside the classroom. As outlined in *Federal Definition of a Credit Hour* guidelines, for each one hour course, a student is expected to complete at least two hours of work (reading, studying, completing assignments, etc.) per week outside of the classroom.
- ❖ Newly-hired dual credit instructors will complete JC101: Orientation to Teaching, a self-paced online course. A continuation course, JC102: Teaching & Learning, also self-paced, is offered as an additional professional development option. These courses are completed through Canvas LMS.
- ❖ Dual credit adjunct faculty are expected to participate in the annual Adjunct Faculty Professional Development Seminar (orientation) event each August.
- ❖ Dual credit adjunct faculty are required to participate in annual discipline-specific professional development workshops, including the online JC113 NACEP/Dual Credit course in Canvas LMS.
- ❖ Dual credit instructors will be evaluated regularly in accordance with established Jefferson College institutional policies and procedures. Regular on-site course evaluations at the high school will occur once a year for the first two years for new instructors. For all instructors, evaluations will occur a minimum of one every two years. Faculty liaisons, associate deans, or their designees will conduct on-site course evaluations. Reports of student performance will be utilized and analyzed with respect to the continuation of the dual credit instructor.

Note: Failure to meet the minimum expectations outlined above can result in instructor non-compliant status, which may result in discontinuation of dual credit teaching assignment offers.

Jefferson College will provide dual credit faculty liaisons in each academic discipline to mentor dual credit faculty, assure compatibility of the dual credit course with the corresponding college course, and foster collaboration between high school instructors and college faculty.

Prospective dual credit instructors will follow the same application process established for prospective on-campus adjunct faculty. To initiate a process, the school district reaches out to the college by sharing the potential instructor's transcripts. Once reviewed by the Associate Dean and liaison, the school is contacted with the transcript review outcome. If the prospective dual credit instructor qualifies, he/she completes the adjunct application which includes the submission of a resume, cover letter, and academic transcripts to Jefferson College Human Resources.

Student Eligibility

All prospective dual credit and dual enrollment students must meet the same requirements for placement into individual courses as those required of on-campus students. Most courses require reading proficiency, and some courses have additional requirements. Students are encouraged to review the [College Catalog](#) to view individual course prerequisites and determine eligibility.

All students in early college courses will have access to student services and academic support similar to that afforded to students on the college campus, including, but not limited to, advising, campus bookstore services, library services, tutoring, and other resources required for college-level academic performance. Jefferson College will work collaboratively with partnering high schools to establish and maintain early alert systems for students showing signs of poor academic performance.

All students must submit a dual credit/dual enrollment application/registration form to become enrolled as a Jefferson College student. This form can be obtained from the student's high school counselor or the Jefferson College Early College Coordinator.. Students must complete an enrollment form each semester they wish to enroll. Enrolling in one course or one semester does not automatically enroll the student in the sequential course the next semester.

Student Support

Early College students are provided access to all support services provided to on-campus students, including advising, campus bookstore services, library services, and tutoring. To access many resources, students must have a student identification card. Student ID cards can be issued by Enrollment Services in the Student Center building at Hillsboro, the Library Circulation Desk at Hillsboro, or the front desk at the Arnold location. Students need a copy of a state-issued photo ID and a copy of their class schedule to obtain a student ID card.

Accommodations - Accessibility Resource Office

The [Accessibility Resource Office](#) provides services for any Jefferson College student with a diagnosed disability, including visual, hearing, psychiatric, physical, and learning disabilities. Current and appropriate documentation of a disability must be provided to the ARO and must show how the disability substantially limits one or more major life activities before accommodations can be received. Jefferson College follows the established guidelines of the St. Louis Association on Higher Education and Disabilities (AHEAD) regarding documentation requirements of learning disabilities at the postsecondary level.

In college, many services for students with disabilities that have been previously facilitated by parents and secondary school faculty and staff under IDEA guidelines are now the responsibility of the student. It should be understood that not all accommodations provided in high school are acceptable in college. It is the student's responsibility to self-identify, provide current and appropriate documentation of a disability, and request accommodations from the ARO. In addition, students must provide written consent for ARO staff to release information to anyone that is not the student, including parents.

A student has a right to choose not to disclose a disability; however, if a student chooses not to disclose a disability to the Accessibility Resource Office, the student is not covered under the ADAAA or under Section 504, and he or she cannot receive accommodations or support services. Should a student choose not to disclose a disability and then later decide to disclose the disability, any newly requested accommodations are not provided retroactively.

To get started with the accommodation process, contact the Accessibility Resource Office at (636) 481-3158 or aro@jeffco.edu to discuss potential eligibility and the process for accessing disability services.

Advising

Prospective and current early college students have a specific academic advisor, the Early College Coordinator, to provide guidance on course selection, degree requirements, financial aid implications, and transferability. The Early College Coordinator is the first point of contact for early college students. Contact the Coordinator at earlycollege@jeffco.edu or (636) 481-3245 with questions or to set up an appointment.

Campus Bookstore

Jefferson College's textbook services are provided by Barnes and Noble. Please visit the [Bookstore webpage](#) for more information.

Library Services

Students can book a study space, check out books, get help with research, borrow materials like laptops, and print/copy/scan documents at the [Jefferson College Library](#). Dual credit and dual enrollment students will have full access to college library resources, which may present a broader range of available titles and materials than the student's K-12 school, and unrestricted internet access.

Peer Tutoring/Academic Success Center

Jefferson College offers its students many academic resources at no cost. Students can receive drop-in face-to-face tutoring at the [Academic Success Center](#), where highly qualified individuals, mostly college instructors, provide tutoring in subjects like writing, math, science, and information technology, including

some online options. Computer labs are available in the Academic Success Center. In addition to drop-in tutoring, students can also receive one-on-one peer tutoring with a fellow student who has already been successful in a particular class. Please visit the [Tutoring webpage](#) for additional information.

Student Expectations

Students are expected to follow Jefferson College policies and procedures, which are published in the [Jefferson College Student Handbook](#) and the [Jefferson College Catalog](#). Additional information can be found in the Canvas course, Early College Orientation, in which all early college students are enrolled. The Canvas course also provides the opportunity to complete practice assignments, discussion board posts, and quizzes.

Course Rigor

Dual credit courses are taught at the same level as on-campus courses at Jefferson College, therefore, students should expect a higher level of difficulty as compared to high school courses.

Grades

Students are graded based on the Jefferson College grading standards. Final grades are reflected on the students' college transcript and become part of the students' permanent record. Because college transcripts are permanent, it is important for students to fully apply themselves in order to do well in the courses.

Schedule Changes (Drops/Withdrawals)

Students must follow the same drop/withdrawal deadlines as required for on-campus students. Timelines with drop/withdrawal deadlines are distributed in dual credit classes and are mailed to every early college student upon registration. A student must **drop** a class within the allotted time frame to have the class removed from their Jefferson College transcript and to be released from financial obligation. A student **withdrawing** from a course is still responsible for payment of the course and the course will be listed on the student's transcript, but it will not be calculated into their Jefferson College grade point average. Failure to withdraw from a course will result in the final grade earned being posted to the student's transcript and being calculated into the grade point average.

Frequently Asked Questions

How is dual credit different from dual enrollment?

High schools are limited in what they can offer as dual credit courses, as they must have staff at the school who are qualified to teach the courses. Since dual enrollment courses are taught at Jefferson College campuses or online, students can choose from a greater selection of general education subjects and instructors to best suit their needs. In addition, evening classes might better fit the student's schedule. More information can be obtained from the student's school counselor.

How is dual credit different from advanced placement (AP)?

AP courses are similar to Dual Credit courses in that college credit can be earned from both. In an AP course, college credit is awarded if the student receives a certain score on a single national exam at the conclusion of the course. If the student does not receive the required score, no college credit is earned. Additionally, AP instructors are not required to have any specific qualifications to teach an AP class.

Dual Credit courses evaluate a student's entire performance in the course, awarding credit for successful completion of all coursework instead of relying upon a grade for a single standardized exam. Instructors of Dual Credit courses must meet the same requirements required of faculty at Jefferson College. In addition, course credits fall under the same guidelines for credit transferability as any other college course offered in public and independent institutions in Missouri, and since Jefferson College has adopted the Missouri Higher Education Core Transfer Curriculum, courses are guaranteed to transfer to other colleges and universities that have joined the CORE42 agreement.

What is the cost for early college courses?

Tuition cost for early college students is \$75 per credit hour. This is a significant discount from the standard cost of tuition. Dual credit students will typically receive a loaned textbook and required supplies from the high school at which they are taking the dual credit course. Dual enrollment students may be responsible for textbook/supply costs for classes taken at Jefferson College or online. Students should consult their high school counselor for information regarding responsibility of the costs of books and supplies. Costs for books and supplies vary among courses.

How do I access my Jefferson College transcript?

Students can obtain an unofficial copy of their transcript through the Student tab of their MyJeffco account. Official transcripts can be [ordered online](#).

Can I get financial aid for early college classes?

Students who have not graduated from high school yet are not eligible for financial aid through the Free Application for Federal Student Aid (FAFSA), the state A+ scholarship program, or Jefferson College scholarships. Students can apply for a [Dual Credit/Dual Enrollment Scholarship](#) through the Missouri

Department of Higher Education and Workforce Development if they meet certain criteria and have financial need.

Are Jefferson College and the Dual Credit Program accredited?

Jefferson College has been continuously accredited by the Higher Learning Commission (HLC) since 1969. The institution has always received the longest possible length of accreditation. Additionally, Jefferson College is a postsecondary institutional member of the National Alliance of Concurrent Enrollment Partnerships (NACEP) and was awarded NACEP accreditation for the Dual Credit Program in April 2016. Due to a lapse in NACEP accreditation from 2024-2025, the Jefferson College Dual Credit Program intends to apply for initial NACEP accreditation in the 2025-2026 accreditation cycle.

Contact Information

General questions or concerns about dual credit, dual enrollment, advising, transferability, establishing or modifying dual credit offerings, high school partnership agreements, dual enrollment degree programs, or scheduling of any informational meetings should be directed to Jess Bartlett, Early College Coordinator, at earlycollege@jeffco.edu or (636) 481-3245.

EARLY COLLEGE ADMINISTRATION			
Name	Title	Email	Phone
Jess Bartlett	Early College Coordinator	jbartle2@jeffco.edu	(636) 481-3245
Debbie Runzi	Early College Advisor (part-time)	drunzi@jeffco.edu	
Jaclyn Birks	Director of Admissions	jbirks@jeffco.edu	(636) 481-3216
Suzanne Richardson	Senior Director, ATS/Early College	sricha17@jeffco.edu	(636) 481-3340
Kaysie Watson	Assistant Registrar	kwatson5@jeffco.edu	(636) 481-3237
Stacey Wilson	Registrar	swilson@jeffco.edu	(636) 481-3207
Maryanne Anglionto	Associate Dean, Math, Physics, and Technology	manglion@jeffco.edu	(636) 481-3318
Dr. Joanne Fish	Associate Dean, Humanities	jfish@jeffco.edu	(636) 481-3332
Dr. Janice Johnson	Associate Dean, Business, Social Science, and Public Services	jjohns84@jeffco.edu	(636) 481-3273
Janet Akers-Montgomery	Associate Dean, Science and Health	jakers4@jeffco.edu	(636) 481-3356
Dr. Kenny Wilson	Dean of Instruction	kwilso20@jeffco.edu	(636) 481-3400

Dr. Chris DeGeare	Vice President of Academic Affairs, Chief Academic Officer	cdegear1@jeffco.edu	(636) 481-3300
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DUAL CREDIT LIAISONS			
Subject	Name	Email	Phone
Biology	Simon Bade	sbade@jeffco.edu	(636) 481-3248
Business	Kathy Johnson	kjohns23@jeffco.edu	(636) 481-3428
Chemistry	Wesley Whitfield	wwhitfie@jeffco.edu	(636) 481-3274
College Studies	Jason Johnson	jjohns82@jeffco.edu	(636) 481-3343
Computer Information Systems	Douglas Hale	dhale1@jeffco.edu	(636) 481-3417
Education	Dr. Ken Boning	kboning@jeffco.edu	(636) 481-3344
English	Amy Call	acall@jeffco.edu	(636) 481-3320
History	Joe Thurman	jthurma1@jeffco.edu	(636) 481-3346
Mathematics	Imran Shah	ishah@jeffco.edu	(636) 481-3275
Physics	Dr. Bob Brazzle	rbrazzle@jeffco.edu	(636) 481-3305
Spanish	Melissa Stephens	mstephe7@jeffco.edu	(636) 481-3309

HIGH SCHOOL DUAL CREDIT COORDINATORS/COUNSELORS			
High School	Counselor	Email	Phone
Crystal City High School	Shanna Meyer	meyers@crystal.k12.mo.us	636-937-4411
DeSoto High School	Lisa Queen	queen.lisa@desoto.k12.mo.us	636-586-1060
Festus High School	Angie Macy	macyangela@festusedu.com	636-937-5944
Fox High School	Christy Lane	lanec@foxc6.org	636-296-5210
Grandview High School	Stephanie Villmer	villmers@grandviewr2.org	636-944-3390
Herculaneum High School	Laura Asinger	lasinger@dunklin.k12.mo.us	636-479-5200
Hillsboro High School	Sarah Dix	dix_sarah@hsdr3.org	636-789-0000
Jefferson High School	Renee Richardson	richardsonr@jr7.k12.mo.us	636-933-6921

Northwest High School	Mark Fields	mfields@northwestschools.net	636-274-0555
Seckman High School	Nicole Stoffey	stoffeyn@foxc6.org	636-282-1485
St. Pius X High School	Ken Halter	khalter@stpius.com	636-931-7487
Windsor High School	Andrea Reed	areed@windsor.k12.mo.us	636-464-4435

DUAL CREDIT INSTRUCTORS			
High School	Subject	Name	Email
DeSoto High School	Business	Ron Taylor	rtaylo12@jeffco.edu
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DeSoto High School	English	Macy Moore	mmoore28@jeffco.edu
DeSoto High School	Math	Janine Davis	jdavis59@jeffco.edu
Festus High School	Biology	John Maddux	jmaddux1@jeffco.edu
Festus High School	Education	Matt Gurnow	mgurnow@jeffco.edu
Festus High School	English	Jennifer Eckert	jeckert1@jeffco.edu
Festus High School	History	Brian Craft	bcraft@jeffco.edu
Festus High School	Math	Theresa Harms	tharms@jeffco.edu
Festus High School	Math	Symantha Naeger	snaeger3@jeffco.edu
Festus High School	Math	William Noce	wnoce@jeffco.edu
Fox High School	Education	Lydia Dorenbusch	ldorenbu@jeffco.edu
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