

You Belong *Here!*

Jefferson 
College



2026-2027
ADJUNCT HANDBOOK

▶ MISSION

Jefferson College serves our community by delivering quality learning opportunities that empower individuals to achieve their goals.

▶ VISION

Jefferson College strives to inspire our community to explore, develop, and engage in innovative learning experiences in a supportive and inclusive environment.

▶ VALUES

Jefferson College fosters a culture of excellence for its community of students, faculty, and staff by embracing the following values:

SUCCESS

Supporting a focus on achievement, self-discovery, scholarship, creativity, completion, and skill mastery;

ACCESSIBILITY

Fostering an environment of diversity and inclusion where a culture of collaboration responds to the needs of our communities through quality and affordable educational opportunities;

INTEGRITY

Encouraging open, honest, and respectful communication; committing to accountability in all interactions, operations, and procedures;

LEARNING

Establishing a high-quality learning environment that features collaborative and innovative engagement, academic freedom, professional development, and continuous assessment for improvement; and

SERVICE

Infusing a spirit of civic engagement through community volunteer initiatives, cultural enrichment, and service-learning opportunities.

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Introduction

This Handbook is intended to provide information that will be helpful to you in your role as an adjunct instructor.

For additional information, please visit the Office of Online Learning on the first floor of B. Ray Henry Hall (formerly Technology Center) on the Hillsboro campus or contact your Associate Dean.

– Section I –

Requirements for Adjunct Instructors

Human Resources & Payroll Services

Human Resources Staff:

Tasha Welsh – *Associate Vice President of Human Resources*, (636) 481-3157
Shelly Mueller – *Director of Compensation and Benefits*, (636) 481-3140
Alicia Smith – *Director of Talent Acquisition and Organization Design*, (636) 481-3154
Lauren Kemper – *Human Resources Specialist*, (636) 481-3134
Kayla Barren – *Benefits and HRIS Technician*, (636) 481-3152
Emma Earls – *Human Resources Recruitment Assistant*, (636) 481-3133
Stephanie Earls – *Payroll Coordinator*, (636) 481-3126

Location:

Administration Building

Responsibilities:

Personnel Records, Payroll Services, Video Training,
Applications/Resumes, Benefits Administration

Contracts

- Teaching assignments are acknowledged through the Faculty Load and Compensation (FLAC) module in Banner Self-Service. To acknowledge teaching assignments, login to MyJeffco. Under the “Employee Tab”, choose “Human Resources”, then select the “Employee Self Service” button. Click the “Faculty Load and Compensation” link. For further instructions, refer to the [Faculty Load and Compensation Contract Approval](#) document.
- Adjuncts will be notified to acknowledge their teaching assignments via email from the Dean of Instruction’s office. Questions regarding teaching assignments and load should be directed to the adjunct’s Associate Dean.
- Contracts for Fall and Spring are paid in four equal installments (unless indicated otherwise): September through December (Fall) and February through May (Spring). Contracts for Summer semester are paid in two equal installments (unless indicated otherwise): June and July. Contracts for Intersession are paid in one installment in June.
- Rate of pay for adjunct instructors: Level A - \$690, Level B - \$700, Level C - \$725, Level D - \$745 per credit hour. Lab courses are compensated at a rate of 0.8 per credit hour.

Forms Required

- Online application for employment
- New instructors need to complete the I-9 form and present original identification to the Office of Human Resources. Common forms of identification include: (1) Driver’s license or state ID; AND (2) Social Security card or birth certificate. For a complete list of acceptable documents, contact the Office of Human Resources.
- Federal and state tax withholding forms (W-4’s) need to be completed by all new instructors. If returning instructors have had a change in tax status or address, please complete new W-4’s through PeopleAdmin Employee Records.
- Authorization for Payroll Deduction Form
- Official transcripts must be included in the personnel file. Please request that your college or university mail transcripts directly to the Jefferson College Office of Human Resources.
- All new instructors must complete the PSRS and PEERS status information form through PeopleAdmin Employee Records. Current instructors only need to complete the form if they had a change in employment status in regards to working for another school.
- Each employee must view 8 training videos: *Active Shooter*, *Cybersecurity Awareness*, *Sexual Harassment: Staff-to-Staff*, *Drug Free Workplace*, *FERPA: Confidentiality of Records*, *MUSIC Sexual Misconduct: Staff-to-Student*, *Jefferson College Title IX Training*, and *Discrimination Awareness in the Workplace*. (It takes approximately 3.75 hours to complete the training videos, please contact Human Resources at 636-481-3133 to complete this process.) Additionally, each employee must view all compliance refresher videos that are assigned annually

Payroll Checks

- Payroll checks are deposited the last banking day of each month. Direct deposit is mandatory: complete a Direct Deposit Authorization Form, and attach banking information in PeopleAdmin Employee Records, Available Forms, Direct Deposit Form.

Parking Permits

- You will need to register any vehicle you drive at any of the Jefferson College locations.
- Permits are available on the employee tab of MyJeffco or in the Student Center on the Hillsboro campus and at the front desk at JCA. License plate number is required.
- There is no charge to obtain parking permits for your vehicles.
- Reserved parking for faculty is available at the Hillsboro and Arnold campuses.

Personal Appearance

- As a representative of the College, employees are expected to dress with dignity and professionalism and in a manner that is not offensive, suggestive, distracting or insulting to others. All employees are expected to wear appropriate dress for work. Clothing and appearance should be neat, clean, in good taste and suitable for the particular work assignment. Personal hygiene is essential. Therefore, it is necessary that all employees maintain a clean, presentable appearance. Personal hygiene includes a regular bath/shower, use of deodorant, and appropriate oral hygiene. Supervisors are responsible for enforcement of this staff expectation.

Duties and Responsibilities

Curriculum

Course content should reflect the expected learning outcomes, methods of instruction and assessment, and required textbooks listed in the Institutional Course Guide (ICG) available in the [Simple Syllabus Library](#).

- Please create your syllabus using Simple Syllabus and submit a pdf copy as an attachment to an email to the appropriate Associate Dean before the beginning of the semester. All faculty must utilize Simple Syllabus for all of their section syllabi by the spring 2025 semester to improve the consistency of our student experience across all courses at the College and ensure accessibility of all syllabi. See Section II of this handbook for more information on the syllabus and Simple Syllabus.
- Integrate the assigned textbook into your course. This is required. Any additional books must be approved by the appropriate Associate Dean.
- Actively engage students with course content and hold them accountable for the reading material with discussions, writing assignments, quizzes, and exams.
- Consider study guides, reviews, web postings, etc., to help students manage the material and prepare for tests and writing assignments. Do not violate copyright laws. Do not require students to print large amounts of information.
- Assisting students with study skills and techniques specific to your discipline will improve their chances for success. At the beginning of the semester, spend some time modeling effective note-taking, writing essay exam responses, and sharing old exams. Remind students that professional and peer tutors are available.
- Consult your Associate Dean or mentor when you have questions or concerns about curriculum.
- Provide accommodations for students with disabilities as requested by Accessibility Resource Office (ARO).
- If requested, submit documents needed for multi-section assessment. See the “Selected Classroom Selection Techniques” section ([page 22](#)) for additional information.

Class Meetings/Instructor Attendance

Adherence to the College’s Academic Calendar is important. You are expected to begin and end classes at the designated times. Deviations from the calendar and from scheduled class times create conflicts. **DO NOT** deviate from the Academic Calendar and scheduled class times.

In the event you will need to miss a class meeting, **PLEASE CALL AND EMAIL the appropriate Senior Administrative Specialist for your School to report your absence.** Note carefully whether the out-of-office responder is engaged when you email, and contact the designated Senior Administrative Specialist whose information is included to ensure the cancellation message is passed to your students; be sure to include the Course ID and CRN of the section(s) you will need to cancel.

- Humanities faculty should contact Miranda Gilbert at (636) 481-3331, mgilber4@jeffco.edu
- Business, Social Science & Public Service faculty should contact Miranda Gallaway at (636) 481-3314, mgallawa@jeffco.edu
- Math, Physics & Technology faculty should contact Kylie Walton at (636) 481-3445, kw Walton@jeffco.edu
- Science & Health faculty should contact Kristina Erxleben at (636) 481-3466, kexleben@jeffco.edu

Miranda Gilbert, Miranda Gallaway, Kylie, or Kristina will send out a text message announcing your class cancellation. **Please note that even if you have let students know in advance of an absence, you must still report your absence to Miranda Gilbert, Miranda Gallaway, Kylie, or Kristina as indicated above.** They will contact the appropriate staff at other sites, when appropriate. If requested, a sign may be posted on the classroom door.

Whenever possible, please notify students in advance, if you will miss a class. The Senior Administrative

Specialist for your school can send a text to all of your students. Please request this as early as possible, including the course and crn number. Post an announcement on the course page in Canvas or send an email to the class. If appropriate, please specify assignments and/or instructions for students.

In the event that you will be on a field trip or you are scheduling a class in a different location, please advise your Associate Dean and the Senior Administrative Specialist for your School.

You must meet with students during the scheduled final exam time. This is not an option.

Student Correspondence

You should return all phone calls and emails within two (2) business days and check your Jefferson College email and your faculty mailbox frequently.

- It is required that you use your Jefferson College email account when corresponding with students.
- Please check with your Senior Administrative Specialist to determine where your mailbox is located.
- In general, adjunct instructors teaching at the Hillsboro campus will have mailboxes in the Arts & Science building Faculty Lounge - AS 107.
- School of Math, Physics and Technology adjuncts and the School of Science and Health adjuncts who teach at Hillsboro may have mailboxes in the Career & Technical Education Building, Room 101.
- Some adjunct instructor mailboxes are in BRH 203. It is for adjuncts that strictly teach in the B. Ray Henry Hall.
- Humanities adjunct instructors mailboxes are located in the Fine Arts Center Administration office.
- Adjuncts who teach at the Arnold site will have mailboxes at that location in the main office area on the first floor.
- Instructors who teach at more than one Jefferson College site should check their mailboxes at each site.
- When speaking with students about dropping courses and maintaining satisfactory academic progress, always refer them to Registration & Student Records

Student Privacy (FERPA)

All faculty are required to maintain the privacy of educational records as detailed in the Family Educational Rights and Privacy Act (FERPA). See page 46 for more details. The student's right to privacy should always be considered when:

- Posting grades. Displaying grades by student name, Social Security number, or Jefferson College Student Identification "V" number is a violation of FERPA.
- Returning test papers or examinations.
- Displaying student participation system data.
- Announcing student achievement.
- Discussing a student's class work or grades.
- Giving oral or written recommendations for a student.
- Remaining logged into MyJeffco for extended periods of time on computers where others may access student record information.
- Adequately disposing of confidential information.

Student Participation System

All faculty are required to report student attendance/participation through the Student Participation System in MyJeffco. All reporting must be completed by Sunday evening each week. Data in the Student Participation System is used to identify students who have failed to begin attendance, as well as to identify the last date a student participated in an academically-related activity. Correct reporting of student attendance/participation is critical to Federal Financial Aid compliance, so please enter attendance properly and accurately. Additional information on the Student Participation System is available by watching the "Video Tutorial for the Attendance and Participation Tracking System" found on the Faculty tab in MyJeffco. For questions, please contact the Registrar at (636) 481-3207.

Grades

You must submit grades for all students, even those who have never attended.

- The Incomplete grade (I) is for extenuating circumstances that occur late in the semester and that make it impossible for the student to complete the class. A student may receive an Incomplete (“I”) grade only at the instructor’s discretion when extenuating circumstances, which occur late in the semester, make it impossible for the student to complete all course work. An incomplete grade may remain on record for only one semester. During this period, the instructor who assigned the incomplete grade may guide the student’s independent work, which completes remaining course requirements. Students may not re-enroll in this course while they are completing these independent course requirements. After one semester, the instructor will either change the original “I” grade, or the “I” grade will automatically become an “F” grade. Students receiving “I” grades in a spring semester have through that fall semester to resolve the “I” grade.

Students receiving an “F” grade should follow the College’s policy on repeating courses.

- Your midterm and final grades must be submitted on time through MyJeffco. Late grade submission is not acceptable. Failure to submit grades on time creates considerable work for Student Services, since financial aid letters, graduation eligibility letters, transfer documents, etc., are generated concurrently, and any missing grade requires time-consuming adjustments that affect several people. You must also submit PSSA feedback (please see [Section III](#) of this handbook for detailed information).

For questions please contact the Registrar at (636) 481-3207.

First Quarter Feedback (1QFB)

First Quarter Feedback (1QFB) feedback is requested on all students at the 25% mark of each course. Faculty are required to report general feedback for students at the 25% mark of the course. As a part of normal attendance reporting, faculty will automatically have access to 1QFB feedback entry on those designated weeks. Faculty are requested to select one of the options as to how the student is doing in the class and advisors will then follow-up with students who are struggling.

Impact of Late Grades

On SAP (Satisfactory Academic Progress) processing and Financial Aid...

- ✿ Students are not suspended who should be.
 - Institution is at risk for fines, if audited and found not to have appropriately suspended students.
- ✿ Students are suspended who should not be.
 - May cause students to be dropped for nonpayment and lose classes of first choice
 - May cause loans to be cancelled and require the student to reapply and wait for funding
- ✿ Incorrect mailings sent to students regarding status.
 - Time and paper waste
 - Creates confusion for students
- ✿ Staff must manually re-evaluate students receiving late grades (otherwise it is an automatic process in Banner) – very time-consuming.

On Student Services...

- ✿ Students may be assigned inaccurate Academic Standing (Dean’s List, Probation, Suspension, etc.) and be incorrectly notified.
- ✿ The automatic end-of-term processes (entering grade, making it part of the student’s academic history, and recalculating student’s GPA) become manual and time-consuming.
- ✿ Students must be notified individually that the late grade has been posted.

On Students...

- ✿ Frustration in waiting for a grade
- ✿ Delay in awarding of degree
- ✿ Problems in transferring – may need credit or grade in order to register or be accepted into a program
- ✿ Delay in employer reimbursement
- ✿ Confusion caused by incorrect mailings on financial aid or academic standing

Evaluation Process for Adjunct Instructors

This process provides valuable feedback for continuous improvement of teaching and learning on our campus. Evaluation generally occurs on a biennial basis, although discipline or program protocol may require more or less frequent assessment. Please check with your school's Senior Administrative Specialist for details about how you will be evaluated if you have questions about the specific procedures for your school.

Dual Credit Classes and Memorandums of Understanding

Each dual credit discipline has a liaison assigned to interface with high school faculty and college faculty teaching dual credit in the high schools.

The Jefferson College Dual Credit Faculty Liaison is a college faculty member who provides discipline specific dual credit teachers with initial training, site visits, annual professional development and supervision over the equivalency of high school dual credit and on-campus courses. This includes additional annual responsibilities of curriculum alignment, syllabus review, learning assessment alignment, feedback, and ongoing mentorship. Liaisons are the crucial link between concurrent enrollment and campus faculty and are the means by which the College engages concurrent enrollment instruction to new developments in the course area, pedagogic innovations, textbook adoption, educational outcomes, assessment of learning, grading standards, proficiency expectations, and syllabi components.

Faculty Liaisons work with dual credit instructors to adopt content philosophy and competencies, curriculum, pedagogy, and assessments.

Dual Credit Faculty Liaisons will visit high school teachers on-site the first year as a dual credit instructor then every other year thereafter.

The Dual Credit Faculty Liaisons will facilitate the following goals and objectives of the Jefferson College Early College program:

- 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.
- Through close collaboration between high school and institutional faculty, serve to promote increased curricular alignment between the high schools and Jefferson College.

- Promote flexible and creative guidelines to encourage program innovation while maintaining program quality and student success.

Below are the names and email addresses of the current liaisons.

Biology:	Simon Bade	sbade@jeffco.edu
Business:	Kathy Johnson	kjohns23@jeffco.edu
Chemistry:	Wesley Whitfield	wwhitfie@jeffco.edu
College Studies:	Jason Johnson	jjohns82@jeffco.edu
Computer Information Systems:	Gwen Lee	glee4@jeffco.edu
Education:	Dr. Ken Boning	kboning@jeffco.edu
English:	Amy Call	acall@jeffco.edu
History:	Joseph Thurman	jthurma1@jeffco.edu
Math:	Imran Shah	ishah@jeffco.edu
Physics:	Dr. Bob Brazzle	rbrazzle@jeffco.edu
Spanish:	Melissa Stephens	mstephe7@jeffco.edu
Theatre:	Rebecca Ellison	rellison@jeffco.edu

Jefferson College Dual Credit team members:

Director of Admissions:	Jaclyn Birks	jbirks@jeffco.edu
Early College Coordinator:	Jessica Bartlett	jbartle2@jeffco.edu
Sr. Director of ATS & Early College:	Suzanne Richardson	sricha17@jeffco.edu
PT Early College Advisor:	Debbie Runzi	drunzi@jeffco.edu

*Additional Dual Credit Instructional Requirements:

Dual credit courses follow the Jefferson College Academic Calendar.

Agreements between Jefferson College and Area High Schools

High school and Jefferson College officials sign a Memorandum of Understanding (MOU) affirming their commitment to uphold the policies and instructional requirements and standards established by the Higher Learning Commission (HLC) for dual credit programs.

The MOU specifies that all dual credit courses must mirror the equivalent courses offered on the Jefferson College campus in terms of course content, student learning outcomes, assessment methods, and instructional rigor. Courses must also adhere to HLC expectations regarding faculty qualifications, curriculum consistency, and measurable student outcomes.

Dual credit instructors and their respective high schools are required to participate in Jefferson College's multi-section assessment process to ensure that grading standards and academic expectations remain aligned with those of full-time discipline faculty. Teaching methodologies and evaluation criteria should reflect the same academic rigor used in the college setting.

In addition to the HLC standards for dual credit, the Jefferson College Dual Credit Program is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP). The NACEP standards to ensure high-quality concurrent enrollment. These standards include: Partnerships, Curriculum, Faculty, Students, Assessment, and Program Evaluation. These standards ensure that within the Jefferson College Dual Credit Program:

- High school dual credit courses match the quality and rigor of those offered on campus.
- Students in dual credit achieve the same learning outcomes as traditional college students.
- Dual credit instructors meet Jefferson College's academic qualifications and participate in ongoing

professional development.

- The program maintains accountability and continuous improvement through regular, thorough evaluations.

In alignment with the HLC's Quality Assurance for Dual Credit Courses or Programs along with the NACEP standards, Jefferson College dual credit courses are designed to provide high-achieving high school students with access to high-quality, college-level instruction.

Instructional Requirements

- Every other year, a college Dual Credit liaison will visit the high schools to observe and evaluate dual credit classes being taught for Jefferson College to “ensure and document the quality of dual credit practices by demonstrating compliance with the statewide dual credit policy.”
- Dual credit instructors are required to submit a copy of their syllabus each semester before the semester begins; preferably via link to the completed section syllabus in Simple Syllabus or alternatively as an attachment to an email. Liaisons will provide the appropriate Associate Dean with a list of instructors with whom they met each term.
- Instructors will be asked to submit course assessment documentation and samples of graded student work.
- Course content will encompass the course outcomes of the Jefferson College course(s).
- The textbooks used in the dual credit course will be specified by the appropriate Associate Dean. Because of budgeting constraints, high schools may be permitted to keep textbooks for two editions rather than one as is required on campus.

Academic Dishonesty

It is important for dual credit instructors to be knowledgeable about Jefferson College's Academic Honesty policy (see the [Jefferson College Student Handbook](#), under Student Code of Conduct. Each instructor must publish his/her academic dishonesty policy in the “Course Expectations and Procedures” section of the course section syllabus. Additionally, the help text provides a link to approved AI Syllabus Statements from which you can copy and paste. If you believe a student has violated the Student Code of Conduct, please submit the details of the alleged violation using the [Maxient Incident Reporting Portal](#) (found under the employee tab in MyJeffco) to the Student Conduct Office.

FERPA

Be aware that FERPA applies to any student enrolled in college classes, regardless of age. Therefore, dual credit students will be asked to sign a waiver allowing high school personnel, as well as parents, to have access to academic records for the academic year in which the student is enrolled in a Jefferson College dual credit class.

Dual Credit Non-Compliance Statement

Dual credit instructors are employed as Jefferson College adjunct faculty and are expected to remain compliant with local, state and national dual credit standards and expectations. Instances of non-compliance will be addressed by the faculty liaison, Associate Dean, Coordinator and Director of Early College, and/or other Jefferson College staff.

The Adjunct Faculty handbook includes duties and responsibilities for all adjunct instructors along with specific information for Dual Credit instructors. A college dual credit liaison will visit the high schools to observe and evaluate dual credit classes being taught for Jefferson College to “ensure and document the quality of dual credit practices by demonstrating compliance with the statewide dual credit policy.”

Failure to uphold the Jefferson College Dual Credit instructor/course standards could result in a non-

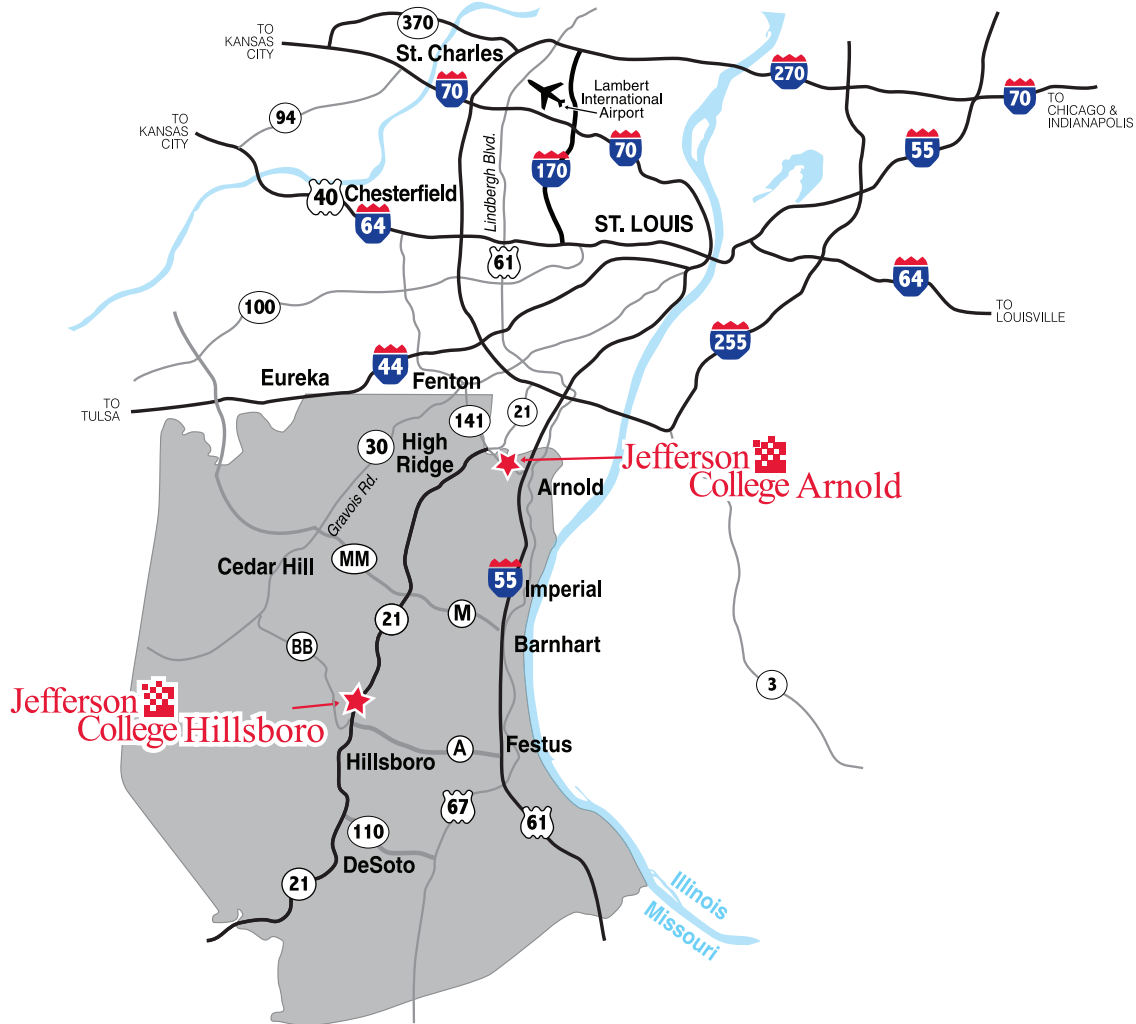
compliance inquiry and loss of Adjunct instructor status. Non-compliant instructors/high schools will be notified in writing. The faculty liaison, Associate Dean and Director of Early College will consult with the high school and adjunct instructor to determine the improvement goals and compliance timeline. Should the instructor not make adequate progress toward meeting the required local, state and national standards, the instructor would not be approved for future dual credit courses.

– Section II –

Helpful Information

FALL 2026		SPRING 2027	
August 14-17	Technology Maintenance (Canvas and online services may not be available)	January 18	Martin Luther King Day (campus closed)
August 24	Classes Begin	January 19	Faculty In-Service Day (no day or evening classes)
September 7	Labor Day (campus closed)	January 20	Classes Begin
September 8	14-week Classes Begin	February 1	14-week Classes Begin
October 13	Faculty Work Day (no day or evening classes)	February 15	President's Day (campus closed)
October 17	First 8-week session ends	March 12	First 8-week session ends
October 19	Second 8-week session begins (ends on same schedule as 16-week classes)	March 15-21	Spring Break (no classes)
October 20	Midterm and First 8-week Grades Dues, 11:30 p.m.	March 18-21	Spring Break (campus closed)
November 11	Veterans' Day (campus closed)	March 22	Second 8-week session begins
November 25	Thanksgiving recess begins at noon	March 23	Midterm and First 8-week Grades Due, 11:30 p.m.
November 27-29	Technology Maintenance (Canvas and online services may not be available)	March 25-28	Technology Maintenance (Canvas and online services may not be available)
November 30	Thanksgiving recess ends at 7:00 a.m.	March 26-28	Spring Holiday (campus closed)
December 5	Last meeting for Saturday classes (one time a week classes)	May 6	Last meeting day for Thursday only classes (one day a week day/evening classes)
December 7	Last meeting for Monday only classes (one time a week day/evening classes)	May 10	Last meeting for Monday only classes (one time a week day/evening classes)
December 8	Last meeting for Tuesday only classes (one time a week day/evening classes)	May 11	Last meeting for Tuesday only classes (one time a week day/evening classes)
December 9	Last meeting for Wednesday only classes (one time a week day/evening classes)	May 11	Last Day of Classes (TR)
December 9	Last Day of Classes (MW)	May 12	Last meeting for Wednesday only classes (one time a week day/evening classes)
December 10	Last meeting for Thursday only classes (one time a week day/evening classes)	May 13	Teaching faculty not required to be on campus (no day/evening classes)
December 10	Last Day of Classes (TR)	May 14	Last meeting for Friday only classes (one time a week day/evening classes)
December 11	Last meeting for Friday only classes (one time a week day/evening classes)	May 14	Last Day of Classes (MWF)
December 11	Last Day of Classes (MWF)	May 15-21	Final Exams (see Final Exam Schedule for further clarification)
December 12-18	Final Exams (see Final Examination Schedule for further clarification)	May 22	Commencement
December 21	Grades Due **Note: Grades due one day early due to Winter Break	May 25	Grades Due
WINTER INTERSESSION 2026		SUMMER INTERSESSION 2027	
December 21	Classes Begin	May 24	Classes Begin
December 24-25	Christmas Recess (campus closed)	May 31	Memorial Day (campus closed)
January 1	New Year's Recess (campus closed)	June 10	Last Day of Summer Intercession Classes
January 12	Last Day of Winter Intercession Classes	June 15	Intercession Grades Due
January 14	Intercession Grades Due	SUMMER 2027	
		June 14	Classes Begin
		July 2 - 4	Technology Maintenance (Canvas and online services may not be available)
		July 5	Independence Day, observed (campus closed)
		July 8	Last Day of first 4-Week Summer Sessions
		July 12	Second 4-Week Sessions begin
		July 22	6-week sessions end
		July 27	6-week Grades Due
		August 5	Second 4-week and 8-week sessions end
		August 10	8-week Grades Due

Campus Locations



HILLSBORO (1000 Viking Drive)

Directions from I-270:

Tesson Ferry (Highway 21) (Exit 2) south approximately 23 miles (toward Hillsboro) to campus on right. Turn right on Hayden Road & then left on Jefferson College Drive. The college will be on the right within one quarter mile.

OR from I-55:

Take Exit 175 at Festus & go west on Highway A for approximately 11 miles. Travel through the intersection at Highway 21 to Jefferson College Drive and turn right. The College will be on the left within one quarter mile.

ARNOLD (1687 Missouri State Road)

Directions from I-270:

Take I-55 south to Hwy 141 (exit 191). Right on Hwy 141 to second stoplight (Astra Way). Left at Astra Way to stop sign. Go across Missouri State Road onto the campus of the Jefferson County Library and the Arnold Recreation Center. Follow the winding road past the Library and Recreation Center, continuing to the right past the stop sign, around to the College at the top of the hill.

General Information

Adjunct Office Space

Adjuncts may book the Library's Faculty Staff Resource Room (Library 202) to work quietly in a private office. Adjuncts may also utilize the computers, printer, and copier in the Center for Teaching and Learning (Library 209), or book one of the several meeting rooms located on the first floor of the Library to meet with students. Please note: the copier requires the use of your department code, please contact your division administrative specialist to obtain this. All library computers are available for public use, but faculty are asked to print multiple copies of classroom items through their School's ADs office or in the CTL. For descriptions and to book Library spaces see libcal.jeffco.edu/ or call 636-481-3167.

Faculty may also use the computers and office equipment in the AS Faculty Lounge, Room 107 and B. Ray Henry Hall, Room 315A. Do not use the faculty lounge to conference with students or conduct student testing. Students are not allowed in the faculty lounge. Please contact your division senior administrative specialist, Miranda Gilbert at (636) 481-3331 (mgilber4@jeffco.edu), Miranda Gallaway at (636) 481-3314 (mgallawa@jeffco.edu), Kristina Erxleben at (636) 481-3466 (kerxlebe@jeffco.edu) or Kylie Walton at (636) 481-3445 (kw Walton@jeffco.edu) if you need a conference area to meet with a student or for other requests.

JCA adjunct offices & faculty lounge are available for computer use and printing. Each workplace is equipped with a computer, phone, and access to a shared printer. If you need a private space to meet with a student, please ask front desk staff, and they will work hard to find you a space. Adjuncts may use the faculty office in JCA 236 and may even sign up for a dedicated time at the workspaces. Faculty may meet with students individually in the JCA 236 conference room.

Copies/Copyright Laws

Post Documents on your Canvas Course Page(s). You are strongly encouraged to post course documents such as the syllabus, assignment directions, handouts, etc., to your Canvas Course Page(s). Syllabi should be posted via the Simple Syllabus link on the Course Navigation Menu.

This allows students to access course information electronically from a variety of locations. Students who prefer hard copies are free to print. If you need assistance with posting documents in Canvas, please contact Karen Altenau at kaltenau@jeffco.edu or (636) 481-3483.

Two-sided copies are strongly encouraged. Office copy machines are to be used for 100 or fewer one-page copies. Because of curricular budget constraints, it is important that you send larger print orders to Central Office Services (COS) on the Hillsboro Campus, using the online copy request form with your department account number. Print requests can be made online through the Employee tab in MyJeffco. COS needs five working days to process your copies. A courier leaves Hillsboro at 8:00 a.m. and delivers and picks up materials at Arnold. NOTE: All copy machines are black and white only.

Do not violate Copyright Laws.

Section 107 of the copyright law states that "fair use is a provision of the copyright law that permits limited use of portions of a copyrighted work without the copyright owner's permission for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship or research." There is a Fair Use Checklist and other copyright information available through the Library tab in MyJeffco or the Faculty Services tab on the Library website.

Copy Machine Locations (Copy Code Required):

Hillsboro

Arts and Sciences, Faculty Lounge, Room 107: Monday – Friday, 7:30 a.m. – 10:00 p.m.

Arts and Sciences, Room 110: Monday – Friday, 7:30 a.m. – 4:30 p.m.

Career & Technical Education Building, Room 101: Monday – Friday, 7:30 a.m. – 4:30 p.m.;
After hours, maintenance personnel will unlock door.

Center for Teaching and Learning (CTL) Library, Room 209: Monday – Thursday, 7:30 a.m. – 8:00 p.m.; Friday, 7:30 a.m. – 4:00 p.m.; Saturday 10:00 a.m. – 2:00 p.m.

B. Ray Henry Hall (formerly TC), Room 203: Monday – Friday, 8 a.m. – 4:30 p.m.;
After hours, maintenance personnel will unlock door.

Fine Arts Center, Administration office: Monday – Friday, 7:30 a.m. – 4 p.m.

Arnold

Mailroom: (Fall and Spring only)

Monday - Thursday, 8:00 a.m. – 6:00 p.m.; Friday, 8:00 a.m. – 12:00 p.m.

A copy code is needed to make copies. Please contact the Senior Administrative Specialist for your school to obtain a copy code. If more than 30 copies are needed, it must be sent to the Central Office Services at the main campus.

Employee I.D. Card

Your Jefferson College employee ID card serves as your library card. The card is available free of charge in the Office of Human Resources, the Library, or the Student Center on the Hillsboro campus, or Jefferson College Arnold.

School Meetings

You are welcome to join colleagues in your discipline at monthly school meetings. To learn when colleagues in your school meet, please contact your Associate Dean.

Prerequisite Problems

Students with prerequisite problems are generally referred to the Office of Registration and Student Records. The appropriate Associate Dean can also work with students. Registration and Student Records staff will notify students who do not meet prerequisite requirements.

Waitlist Procedures

Students on a waitlist should have a form for you to sign. If the class is full, it is your decision to admit or not admit the student(s). If you decide to admit students, it should be in the order in which they registered. If you sign a form, the student will submit the form to the Enrollment Services front counter at the Hillsboro campus or to the office at JCA.

To determine the order in which students registered, access your class through the Faculty tab in MyJeffco, click on the Self Service button, then the Detail Waitlist for the class. The Detail Waitlist lists the order in which the students were registered on the waitlist. (See Section III of this handbook for more information about waitlists.)

Student-Centered Approach to Teaching

Jefferson College promotes a student-centered approach to teaching and learning. This approach asserts that course content is best learned when instructors relate course content to students' prior knowledge and experiences, and provide learning experiences where students are active in their learning, both inside the classroom and outside the classroom. Additionally, the college encourages instructors to present course content in ways that provide opportunities for students to develop their critical thinking skills, social skills, and self-regulation skills.

Why is it important to relate course content to students' lives?

The knowledge students currently have is the basis for the new ideas they will construct in your class. Misinformation needs to be discovered and addressed so students will have a strong foundation on which to build new concepts. Also, relating new concepts to students' lives helps students to find relationships between the information to be learned and the information they already know. These relationships make the new subject matter concepts meaningful to students. The more meaningful the concepts are, the more likely it is that students will retain the information.

Why is it important to create class sessions where students are active, rather than passive, in their learning?

Based on the work of Jean Piaget, we know that students who are placed in a state of disequilibrium are driven to return to equilibrium. Whenever possible, introduce course concepts with a question for students to answer or a statement that students will challenge. The more active students are in their thinking, the more likely they are to remember the information they learn. Placing students at disequilibrium at the beginning of a class session naturally motivates students to want to learn the material.

Additionally, the research of William Glasser tells us that people are more likely to remember information if they both hear and see the information than if they just hear or see the information. But people are even more likely to remember the information if they teach it to someone else. To improve the likelihood that students will remember course concepts, give students the opportunity to present information to other students.

Why is it important to develop students' social, self-regulation, and critical thinking skills? (Aren't I here to teach math, history, biology, etc.?)

We are preparing students to enter a workforce that demands that its employees problem solve and innovate in cooperation with colleagues. Workers in today's economy have information at their fingertips through the Internet. They must be able to apply, evaluate, analyze, and synthesize that information. They must be able to self direct and work with others. The more opportunities they have to develop these skills while learning subject matter content, the better we, as college instructors, will have prepared them to enter the workforce.

Look to the work of Benjamin Bloom when creating course objectives and assignments. In addition to asking students to remember and understand course concepts, provide opportunities for students to apply, analyze, evaluate and create.

Consider using the following verbs in course objectives and assignments:

Critical Thinking Skill	Corresponding Verbs
Application	prepare, produce, model, solve, change, make, modify, draw, ...
Analysis	distinguish, investigate, compare, subdivide, point out, select, infer, classify, ...
Evaluation	recommend, relate, consider, critique, weigh, assess, apprise, judge, ...
Synthesis	combine, design, originate, hypothesize, plan, invent, formulate, ...

In addition to facilitating critical thinking, provide opportunities for students to develop the abilities to self direct and work with others. Consider Howard Gardner's Theory of Multiple Intelligences and then design assignment and assessment alternatives. Give students choices in how to demonstrate the knowledge gained in your course. Also consider integrating cooperative learning activities into your lectures.

As you create class sessions, assignments, and tests, ask yourself the following questions:

How will I...

- ✿ Build on students' current knowledge?
- ✿ Promote social interaction?
- ✿ Encourage students to think critically?
- ✿ Respond to spontaneous class discussion?
- ✿ Relate content to students' lives?
- ✿ Allow for student errors and create opportunities for students to self correct?
- ✿ Create ADA compliant course content?

Tips for New Teachers

Source: *Tips for New Teachers at Community Colleges*, by Rob Jenkins
The Chronicle of Higher Education, August 17, 2009

- 1. Appear confident.** Act confidently, even if you feel unsure of yourself. Remind yourself of the objective evidence that you know what you are doing: degrees, transcripts, books you have read, etc. Do not announce that you are new at this.
- 2. Be consistent.** Decide well in advance what your classroom policies will be on issues such as academic integrity, attendance, late work and missed tests. Also decide well in advance the number, types, and relative weights of tests and assignments that will determine students' final course grades. Clearly state policies and grading information in your section syllabus and do what you say throughout the semester.
- 3. Don't take yourself too seriously.** "Few students, if any, are as interested in your subject as you are... They are much more likely to conclude that some aspects of your course really are important if you don't act as if everything is."
- 4. Keep your distance.** "Establish a user-friendly persona while maintaining an appropriate professional relationship with your students."
- 5. Remember to whom you are teaching.** Keep in mind that your students are freshman and sophomores, not graduate students. If you're teaching a general education course, most are not majoring in your subject. Have realistic expectations and then help students to meet them.

How to Engage Your Students from the First Day of Class

(Based on the Teaching Professor Online Seminar, featuring Dr. Mary Clement)

The first day of class sets the tone for the entire semester, so it is critical to establish a strong framework for student success, beginning on day one.

- 1. Arrive early.** Arrive early to set up your room, turn on Smart equipment, find a place for handouts, and greet students. If you cannot get into the classroom right away, visit with students in the hall.
- 2. Focus the students.** As students enter the room, display a PowerPoint slide with instructions for students (e.g., pick up an introductory assignment, read a page in the text, etc.). This frees you to begin establishing relationships with students as they arrive. Continue the practice of displaying “focus” information at the start of every class throughout the semester. For example, a “focus” slide could include a question about the assigned reading, a quote from an expert in the field or a current event related to the day’s topic.
- 3. Establish procedures.** Develop procedure for taking attendance, distributing papers, and collecting and returning assignments. Make sure students know how to address you.
- 4. Address the section syllabus.** Rather than reading the syllabus aloud to students, present students with a list of questions that can be answered by reading the syllabus. Have students respond to the questions through group discussion or individually in writing, either in class or as an assignment.
- 5. Teach course content on the first day.** Consider giving a mini-lecture and then having students immediately work with the information. You may want to give an ungraded quiz, have students write a “minute paper,” or complete a lab activity. Ensure that students learn something on the first day of class.
- 6. List the expected learning outcomes for the day on the whiteboard.** Throughout the class, reference the list and ask students to relate the day’s activities to the outcomes.
- 7. Build a sense of community.** Include an opportunity for students to interact with each other and learn each other’s names. It builds a sense of community that encourages students to come to class and facilitates civil behavior.
- 8. Learn students’ interests and prior knowledge.** Distribute an interest survey and use the students’ responses to relate course content to students’ interests and prior knowledge throughout the semester.
- 9. Plan the class to include four parts.** Throughout the semester, plan all classes to include the following parts: 1) focus the students; 2) lecture and/or give examples to introduce new material; 3) have students apply the new material; and 4) review, conclude, and assess.

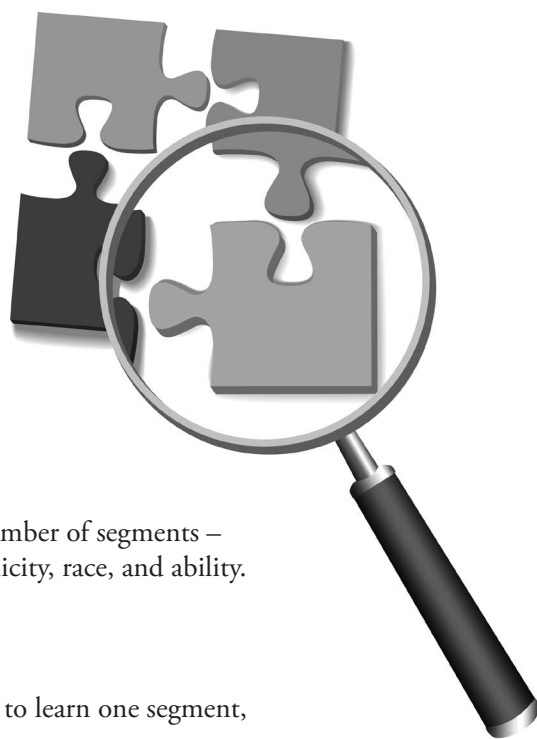
Motivating Students to Read the Textbook

Strategies recommended by Jefferson College faculty:

- Use the book frequently in class.
- Model in class *how* you want students to read the textbook.
- Spend part of class time engaging students in activities that require them to use information from the assigned textbook reading.
- Prior to lecturing on a topic, administer a quiz (online or in-class) on the related reading assignment.
- Include higher order questions on tests.
- Include items on tests that assess information from the assigned textbook reading that you do not cover in lecture.
- Give take-home exams.
- Require citation of the textbook in writing assignments and/or discussion board posts.
- Elicit from students the reasons *why* they need to prepare for class by reading the textbook.
- Explain the purpose and value of assigned reading – connect it to the course expected learning outcomes (course objectives).
- Ask students to develop an action plan for getting the reading done.
- Use the Jigsaw technique (see next page)

Jigsaw in 10 Easy Steps

Adapted from: <http://www.jigsaw.org/steps.htm>



1. Divide the day's lesson (or a course concept) into 5-6 stand-alone segments. For example, if you want history students to learn about Eleanor Roosevelt, you might divide a short biography of her into stand-alone segments on: (1) Her childhood, (2) Her family life with Franklin and their children, (3) Her life after Franklin contracted polio, (4) Her work in the White House as First Lady, and (5) Her life and work after Franklin's death.
2. Divide students into 5- or 6-person "jigsaw" groups. (The number of students in the group must correspond to the number of segments – see step 1.) The groups should be diverse in terms of gender, ethnicity, race, and ability.
3. Appoint one student from each jigsaw group as the leader.
4. The leader in each jigsaw group directs each student in the group to learn one segment, making sure each group member has a different segment.
5. Give students time to read over their segment at least twice and become familiar with it. (You may want to assign this as out-of-class reading and resume the jigsaw activity at the next class meeting. You may also want to encourage students to seek out additional information from other sources on their assigned segment.)
6. Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment. Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group. (The instructor floats from expert group to expert group to ensure the presentations accurately convey concepts.)
7. Bring the students back into their original jigsaw groups.
8. Each student presents her or his segment to the jigsaw group. Encourage others in the group to ask questions for clarification. (Consider signaling the class when it is time for the next person in their group to present. This ensures all groups will finish at the same time.)
9. Float from jigsaw group to jigsaw group, observing the process. If any group is having trouble (e.g., a member is dominating or disruptive), make an appropriate intervention. Eventually, it's best for the group leader to handle this task. Leaders can be trained by whispering an instruction on how to intervene, until the leader gets the hang of it.
10. At the end of the session, give a quiz on the material so that students quickly come to realize that these sessions are not just fun and games but really count.

Assessment as a Tool to Increase Learning

Assessment Basics

Effective instructors routinely check to see if students understand course content and make changes to instruction based on what they find out. Instructors are encouraged to ask themselves the following three questions: (1) What assessment strategy did I use to determine what students know and are able to do? (2) What did the assessment strategy reveal about student learning? (3) What changes did I make to subsequent class sessions to increase student learning? See the Student Outcomes Log in this section of the Handbook.

“Assessment is the process of systematically gathering information for the purposes of making decisions about learning and teaching” (Eggen & Kauchak, 2004, p.23).

Frequent assessment allows the instructor to make changes to the curriculum to increase student understanding and allows students to know how they are progressing (Eggen & Kauchak, 2004).

“Informal measurement is the process of gathering incidental information about learning progress during learning activities and discussions with students (Eggen & Kauchak, 2004, p.495).

Reference: Eggen, P., & Kauchak, D. (2004). *Educational psychology: Windows on classrooms*. Columbus: Pearson Merrill Prentice Hall.

The College's current Assessment practices are detailed in the Assessment Handbook. The current copy can be found at MyJeffco → Faculty Tab → Faculty Documents.

Participation in Assessment of Multi-section Course Assessment

Faculty at Jefferson College formally assess courses that have multiple sections taught by multiple instructors. They determine the extent to which students, as a whole, across all sections of a course, are achieving expected learning outcomes, and then use the information to improve courses so that student learning increases. Your participation in a multi-section course assessment project may be required to include the general education program Academic Skill Competency Development (ASCD) assessment. It is important to remember that the goal of multi-section assessment is for a department to see students' strengths and weaknesses, not to single out an individual instructor. Once faculty have identified relative strengths and weaknesses in students' mastery of specific learning outcomes, faculty can then revise courses to positively impact student learning by building on strengths and making changes to address weaknesses.

Classroom Assessment Techniques (CAT)

Use Classroom Assessment Techniques (CATs) throughout the semester to quickly determine students' levels of understanding of course content. *Classroom Assessment Techniques: A Handbook for College Teachers*, by Thomas A. Angelo and K. Patricia Cross is an excellent source for quick ways to assess student understanding. It is available for checkout in the Jefferson College Center for Teaching and Learning (Library 209). One technique mentioned is the Minute Paper.

A minute paper is a “quick and extremely simple way to collect written feedback on student learning. To use the Minute Paper, an instructor stops class two or three minutes early and asks students to respond briefly to some variation on the following two questions; ‘What was the most important thing you learned during this class?’ and ‘What important question remains unanswered?’ Students then write their responses on index cards or half-sheets of scrap paper...and hand them in.”

Selected Classroom Assessment Techniques (CATs)

<i>Name:</i>	<i>Description:</i>	<i>What to do with the data:</i>	<i>Time required:</i>
Minute Paper	During the last few minutes of the class period, ask students to answer on a half-sheet of paper: “What is the most important point you learned today?”; and, “What point remains least clear to you?” The purpose is to elicit data about students’ comprehension of a particular class session.	Review responses and note any useful comments. During the next class periods emphasize the issues illuminated by your students’ comments.	Prep: Low In class: Low Analysis: Low
Chain Notes	Students pass around an envelope on which the teacher has written one question about the class. When the envelope reaches a student, he/she spends a moment to respond to the question and then places the response in the envelope.	Go through the student responses and determine the best criteria for categorizing the data with the goal of detecting response patterns. Discussing the patterns of responses with students can lead to better teaching and learning.	Prep: Low In class: Low Analysis: Low
Memory Matrix	Students fill in cells of a two-dimensional diagram for which instructor has provided labels. For example, in a music course, labels might consist of periods (Baroque, Classical) by countries (Germany, France, Britain); students enter composers in cells to demonstrate their ability to remember and classify key concepts.	Tally the numbers of correct and incorrect responses in each cell. Analyze differences both between and among the cells. Look for patterns among the incorrect responses and decide what might be the cause(s).	Prep: Med In class: Med Analysis: Med
Directed Paraphrasing	Ask students to write a layman’s “translation” of something they have just learned -- geared to a specified individual or audience -- to assess their ability to comprehend and transfer concepts.	Categorize student responses according to characteristics you feel are important. Analyze the responses both within and across categories, noting ways you could address student needs.	Prep: Low In class: Med Analysis: Med

<i>Name:</i>	<i>Description:</i>	<i>What to do with the data:</i>	<i>Time required:</i>
One-sentence Summary	Students summarize knowledge of a topic by constructing a single sentence that answers the questions “Who does what to whom, when, where, how, and why?” The purpose is to require students to select only the defining features of an idea.	Evaluate the quality of each summary quickly and holistically. Note whether students have identified the essential concepts of the class topic and their interrelationships. Share your observations with your students.	Prep: Low In class: Med Analysis: Med
Exam Evaluations	Select a type of test that you are likely to give more than once or that has a significant impact on student performance. Create a few questions that evaluate the quality of the test. Add these questions to the exam or administer a separate, follow-up evaluation.	Try to distinguish student comments that address the fairness of your grading from those that address the fairness of the test as an assessment instrument. Respond to the general ideas represented by student comments.	Prep: Low In class: Low Analysis: Med Prep: Low
Application Cards	After teaching about an important theory, principle, or procedure, ask students to write down at least one real-world application for what they have just learned to determine how well they can transfer their learning.	Quickly read once through the applications and categorize them according to their quality. Pick out a broad range of examples and present them to the class.	In class: Low Analysis: Med Prep: Med
Student-generated Test Questions	Allow students to write test questions and model answers for specified topics, in a format consistent with course exams. This will give students the opportunity to evaluate the course topics, reflect on what they understand, and determine what makes good test items.	Make a rough tally of the questions your students propose and the topics that they cover. Evaluate the questions and use the good ones as prompts for discussion. You may also want to revise the questions and use them on the upcoming exam.	In class: High Analysis: High (may be homework)

Additional CAT:

<i>Name:</i>	<i>Description:</i>	<i>What to do with the data:</i>	<i>Time required:</i>
Focused Listing	Focus students' attention on a single important term, name, or concept from a particular class session and direct them to list several ideas that are closely related to that "focus point." For example, in a political science course, students list a half-dozen words and phrases to describe Federalism. Students circle the three most important. This CAT can be used at the beginning of a class and again at the end to determine the learning the lesson provoked.	Sort students' responses into "appropriate" and "inappropriate" items. Organize the data to highlight the information, categories, or relationships you want students to remember. Use the data as a starting point for the next class section. First, display a composite list created from students' responses. Second, display the same information organized into topics. Lastly, display a concept map that shows the relationship of the words/phrases to each other and the overall concept.	Prep: Low In class: Low Analysis: Low
Double Entry Journals	Direct students to divide the journal page into two columns. In the left column, students note the most meaningful ideas from an assigned reading or lecture. In the right hand column, students state their personal reaction to the reading or lecture.	Check the left side of students' notes to determine if their key points match what you see as key points. Categorize comments on the right side of students' papers to help you connect readings/lectures to students' lives.	Prep: Med In class: High Analysis: High (may be homework)

Published Resource: Angelo, T.A. & Cross, K.P. (1993). *Classroom Assessment Techniques: A Handbook for College Teachers* (2nd ed.). San Francisco: Jossey-Bass.

STUDENT OUTCOMES LOG

Course _____

Instructor _____

Date _____

1. Select one of the Expected Learning Outcomes from the Institutional Course Guide (ICG) and type the outcome below.
2. How did you check to see if students met this outcome?
3. How well did students perform this outcome? Why were they able to perform well or why did they perform poorly?
4. As the instructor, what will you change to improve student learning?

The Syllabus and Simple Syllabus

An effective syllabus sets the expectations for a particular course section with assignments, due dates, policies, etc. A well-designed syllabus benefits both the professor and the students by explicitly describing the criteria for success in the class. A warm tone can convey your enthusiasm for your subject matter and your students.

“A strong syllabus facilitates teaching and learning. It communicates the overall pattern of the courses so a course does not feel like disjointed assignments and activities, but instead an organized and meaningful journey. In particular, a good syllabus clarifies the relationship between goals and assignments. Students who read a good syllabus are more likely to feel that the course strategies have been designed to help them reach their goals...”

Slattery, J., & Carlson, J. (2005). Preparing an effective syllabus. *College Teaching*, 53(4), 159-164.

According to Slattery & Carlson (2005) and Littlefield (1999, as cited by Slattery & Carlson), a comprehensive syllabus helps the faculty member to develop and organize his or her vision for the course and creates an effective structure that allow both faculty and students “to recognize where they need to go and what they need to do to get there.”

- Sets the tone for the course
- Motivates students to set achievable goals
- Structures students’ work over the course of the semester; they depend on the syllabus to proactively manage their time effectively
- Helps faculty plan and meet course goals in a timely manner
- Let students know what they can expect from faculty, and vice versa

The syllabus is often referred to during the grade appeal process and when credits are evaluated for transfer. “When attempting to resolve disputes, administrators often consult the syllabus to determine whether the faculty member followed the rules that both professor and student ‘agreed to’ in the course.” The impact of the syllabus extends beyond that course, as “... accrediting bodies look to syllabi to ascertain what happens in specific courses and then look across syllabi to gauge learning more broadly...” In addition, the syllabus can serve as an artifact for job applications to validate an applicant’s knowledge and skills.

Simple Syllabus is used for both the Jefferson College Institutional Course Guide (ICG) and an instructor’s syllabus for a specific section of a class posted through Canvas. ICGs are the required minimum elements shared by all sections of a course. The Curriculum Committee selected Simple Syllabus (syllabus management system) to:

- guarantee that all ICG fields are accurate in instructor syllabi which can impact grade appeals, accreditation, and transfer of credits.
- create a standard format and order that provides students with a consistent experience.
- ensure accessibility and ADA compliance.

With that in mind, please utilize the [Simple Syllabus Guide - brief](#) as you complete your section syllabi via the Simple Syllabus link on your Canvas Course Navigation Menu. See the following pages for required and recommended components of an effective syllabus.

Section Syllabus Checklist

All college instructors are required to use Simple Syllabus for the section syllabus, available to students via the link on the Canvas Course Navigation Menu. Dual credit instructors may link in the high school LMS. **ATS courses that only award high school credit are not currently using Simple Syllabus.** Before the beginning of the semester, adjunct college faculty submit a link to the section syllabus in Simple Syllabus or a downloaded PDF copy to the appropriate Associate Dean. Dual-credit instructors submit their syllabi through a form provided by the Early College Coordinator.

- [See Instructor Guide to Simple Syllabus](#) - How to enter/edit a section syllabus for step-by-step instructions for using Simple Syllabus along with links to video walkthroughs.
- Use this checklist to both verify the Institutional Course Guide (ICG) information that is pre-loaded AND to add the required information manually entered by the instructor for this specific section of the class. Items that load automatically into the syllabus from the ICG in Simple Syllabus are already checked below; optional items are noted in italics. A digital copy of this form can be found [here](#).

Instructor Name: _____

Course: _____ **Semester:** _____

Course & Section Information is loaded from the Simple Syllabus ICG & Class Schedule/Banner.

- Course Info: Prefix & Number, Title, Credit Hours/Lecture Contact Hours/Lab Contact Hours
- Section Info: course prefix & number, section number, CRN, credit hours, current semester, and length of term, type (online, hybrid, or face-to-face lecture), meeting location with room number, meeting days/times

Instructor(s) for this section; if you update your [Simple Syllabus profile](#) first, then some of this info will load for you, otherwise, click the pencil icon to edit/enter.

- ☐ Name, title, personal pronouns
- ☐ Preferred method of communication
- ☐ Phone: not required or expected to share personal numbers with students. Part-time adjunct faculty may direct students to use the preferred method of communication to arrange a phone call if needed. Office hours/location and/or appointments. Part-time adjunct faculty state "Office Hours by Appointment Only"
- ☐ @jeffco.edu email
- Timely Faculty/Student Interactions (2021 BAT-FAT): "I will strive to provide an initial response to all email messages within two business days."

Course Description with Pre/Co-Requisites is loaded from the Simple Syllabus ICG & Class Schedule/Banner.

- Pre/corequisites
- Course catalog description to include state MOTR icon and link to state webpage for equivalent courses (if applicable)
- Curricular alignment(s)

Course Expected Learning Outcomes are loaded from the Simple Syllabus ICG.

- All expected learning outcomes from the ICG are required, with corresponding assessment measures for each outcome using terminology that matches the Methods of Evaluation.

Outline of Topics is loaded from the Simple Syllabus ICG, with the option to add topics for this section.

- All topics from the ICG are required; DO NOT remove any of the ICG required/approved topics.
- ☐ *Option to add topics or topic details for a section; discuss with your Associate Dean or Dual Credit Faculty Liaison before adding a topic or topic details.*

Class Calendar or this section posted:

- IF meeting dates and assignments are in Canvas, you can [link to Canvas Calendar with course assignments](#)
- Create a table or Copy/type into the Simple Syllabus Rich Content Editor (RCE) text box
- Add a [link to a document with this information that is saved in Google Drive](#)
- ☐ Tentative class schedule with topics for meeting dates or online weeks consistent with ICG, [Class Schedule, Academic Calendar, and Final Exam Schedule](#). Class meetings begin/end at designated times and dates to include final exam week; deviations reported to your Dual Credit Faculty Liaison, Program Director, or Associate Dean.
- ☐ Due dates for exams and assignments

Planning the time needed for this class (formerly “Credits”) is partially loaded from the Simple Syllabus ICG & partially tailored for this section.

- OUTSIDE OF CLASS ACADEMICALLY RELATED ACTIVITIES College Policy Statement
- ☐ Section-specific federal definition of a credit hour statement that matches your course credit hours and the section's length of term, which specifies the time needed outside of class each week, as required for compliance with the federal definition of a credit hour. See the help text in Simple Syllabus for statements that can be copied and then edited in the Simple Syllabus Rich Content Editor (RCE) text box.

Method(s) of Instruction are partially loaded from the Simple Syllabus ICG & partially tailored for this section.

- All methods from the ICG are required.
- ☐ Section-specific methods and/or details, such as service learning, case studies, collaborative learning, group projects/grades, peer evaluation, writing-intensive, lecture, web components to include Canvas course page & other technology. Copy/type into the Simple Syllabus Rich Content Editor (RCE) text box or link to a document with this information.

Required Textbook(s) and Materials are loaded from the Simple Syllabus ICG (should match the information at the college bookstore available via the link in the [Class Schedule](#) for this section), with an option to add books/materials for this section.

- All books and materials from the ICG are required, to include calculators, digital media, lab or art supplies, use of Canvas course page, etc. Dual Credit Faculty Liaison may approve alternates.
- ☐ *Section-specific books/materials; discuss with your Associate Dean or Dual Credit Faculty Liaison before adding books/materials. Click the pencil icon to edit.*

Supplemental References are loaded from the Simple Syllabus ICG, with an option to add references for this section.

- All supplemental references from the ICG are required; DO NOT remove any of the ICG required/approved references.
- ☐ *Section-specific references. Copy/type into the Simple Syllabus Rich Content Editor (RCE) text box or link to a document with this information.*

Methods of Evaluation are partially loaded from the Simple Syllabus ICG & partially tailored for this section.

- All methods from the ICG are required. Note that some ICGs include the required details listed below, while the instructor is required to add these to the section syllabus for other courses. Copy/type and/or add a table into the Simple Syllabus Rich Content Editor (RCE) text box or link to a document with this information.
 - ☐ Grading Scale, weight of each assignment, exam, participation (NO course points for merely attending per federal definition of a credit hour)
 - ☐ Number and kinds of assignments, labs, papers, or projects; number and kinds of exams with the topics covered on each exam; grading criteria; and how feedback for assignments/exams will be shared
 - ☐ Clear expectations for due dates with section-specific procedures for late/missing assignments/

exams to include impact on grade

- ☐ Specify course/section lab procedures and impact on grade (if applicable)
- ☐ Course/section confidentiality requirements and how any requirements impact grade (if applicable)

College and Class Policies are partially loaded from the Simple Syllabus ICG & partially tailored for this section.

■ **ADA/504 ACCOMMODATIONS** College Policy Statement

- ☐ *Textbox immediately under this specific college policy to add a related section-specific procedures, such as a recommended manner for scheduling the meeting with the instructor that is required when a student chooses to use ARO-approved accommodations in this specific class. Before Summer 2025, this information was included in the Class Expectations and Procedures section.*

■ **ACADEMIC HONESTY** College Policy Statement

- ☐ Textbox immediately under this specific college policy to add a related section-specific policy/procedure for violations of academic honesty, to include policies related to AI; the Simple Syllabus Help Text includes examples for AI-related class policies. Before Summer 2025, this information was included in the Class Expectations and Procedures section.

■ **ATTENDANCE** College Policy Statement

- ☐ Textbox immediately under this specific college policy to add a related section-specific policy/procedure for attendance/participation. Before Summer 2025, this information was included in the Class Expectations and Procedures section.
 - ☐ Course/section policy/procedure for absence/tardiness and missed participation.
 - ☐ Section-specific procedures for canceled class meetings and/or campus closures. Note that if a scheduled class meeting is canceled, instructors should provide an alternate for the missed instruction, such as an assigned reading/video/discussion. Students are instructed to check Canvas when the campus is closed, so additional procedures may not be required.

Class Expectations and Procedures tailored for this section are either copied/typed into the Simple Syllabus Rich Content Editor (RCE) text box or linked to a document with this information.

- ☐ Procedures for withdrawal from the course and requesting an incomplete course grade (recommend requiring a completion contract)
- ☐ Course/section expectations for inclusive learning and socially responsible behavior.
- ☐ Additional section-specific expectations and procedures, such as rationale indicating applicability of the course, motivational information/favorite quote, study tips, or other tips for success in the course, etc.

Support Services tailored for this section are either copied/typed into the Simple Syllabus Rich Content Editor (RCE) text box or linked to a document with this information.

- ☐ Include the relevant college/campus resources specific to this class/section, see Adjunct Handbook Section IV. Academic Resources for a list of all college services.

Subject to change notice is loaded from the Simple Syllabus ICG.

- “Instructor reserves the right to make changes to the syllabus at any time.”

Check tone and impression from a student perspective

- ☐ *Double-check the choice of language to create a warm tone and send encouraging messages about student success.*
- ☐ *Double-check the entire syllabus to ensure it is a clear, organized guide for students with enough information to navigate the course without being overwhelmed with too much detail.*

Required Syllabus Statements

The statements on the next two pages are automatically added to your syllabus in Simple Syllabus except for the federal definition of credit hour expectations described below.

OUTSIDE OF CLASS ACADEMICALLY RELATED ACTIVITIES

The U.S. Department of Education mandates that students be made aware of expectations regarding coursework to be completed outside the classroom. Students are expected to spend substantial time outside of class meetings engaging in academically related activities such as reading, studying, and completing assignments. Specifically, time spent on academically related activities outside of class combined with time spent in class meetings is expected to be a minimum of 37.5 hours over the duration of the term for each credit hour.

FEDERAL DEFINITION OF CREDIT HOUR EXPECTATIONS

The above OUTSIDE OF CLASS ACADEMICALLY RELATED ACTIVITIES STATEMENT is required on all syllabi, **along with a more detailed statement for your specific section of the course.** These statements vary for each specific section based on the number of credit hours, length of term, and the number, if any, of face-to-face classroom hours scheduled each week. A few examples are provided below and additional examples found in the [help text in Simple Syllabus](#). See your program director or school associate dean if you need assistance in calculating and crafting the statement needed for a particular section of a course.

Example for a face-to-face (f2f) 16-week 3 credit hour:

Since this class is a face-to-face, 16-week, 3 credit hour class, the expectation is that at least 112.5 hours be spent on academically related activities over the 16-week period. The class meets face-to-face for ~37.5 hours over the 16 weeks, so it is expected that 75 hours be spent on outside-of-class activities. This means you should **expect to spend about 5 hours or more each week outside of class meetings** reading the textbook, taking and reviewing notes, completing assignments, studying for exams, etc.

Example for a face-to-face (f2f) 6-week 3 credit hour:

Since this class is a face-to-face, 6-week, 3 credit hour class, the expectation is that at least 112.5 hours be spent on academically related activities over the 6-week period. The class meets face-to-face for ~37.5 hours over the 6 weeks, so it is expected that 75 hours be spent on outside-of-class activities. This means you should **expect to spend about 12 1/2 hours or more each week outside of class meetings** reading the textbook, taking and reviewing notes, completing assignments, studying for exams, etc.

Example for an online 14-week credit hour:

Since this particular class is an online 14-week course without face-to-face class meetings it is expected that at least 112.5 hours be spent on academically related activities over the 14-week period. This means on average you should **expect to spend about 8 hours or more each week** reading the textbook, viewing online videos, reviewing supplemental course materials, taking and reviewing notes, participating in online discussions, completing online quizzes, completing assignments, studying for exams, and taking exams, etc.

Example for an online 6-week credit hour:

Since this particular class is an online 6-week course without face-to-face class meetings it is expected that at least 112.5 hours be spent on academically related activities over the 6-week period. This means on average you should **expect to spend about 19 hours or more each week** reading the textbook, viewing online videos, reviewing supplemental course materials, taking and reviewing notes, participating in online discussions, completing online quizzes, completing assignments, studying for exams, and taking exams, etc.

ADA Amendments Act of 2008 (ADAAA) STATEMENT

Jefferson College is dedicated to providing reasonable accommodations and appropriate support services to students with disabilities (temporary or permanent), in order to provide equal access to educational opportunities, programs, and activities.

If a student has a diagnosed medical/psychological condition(s) that needs accommodations and/or had an Individualized Educational Plan (IEP) or 504 Plan in high school, they should contact the [Accessibility Resource Office \(ARO\)](#) for more information at (636) 481-3158 (TTY users dial 711) or aro@jeffco.edu. To initiate the application process, visit www.jeffco.edu/aro/apply/.

AFTER receiving their accommodations letter, it is the **student's responsibility** to contact their instructor via email or Canvas Inbox as soon as possible to meet and discuss the implementation of their accommodations. Failure to do so can delay or prevent the use of a student's accommodations as they cannot be provided retroactively. *During this discussion, a student will not be required to disclose their disability or medical condition to the instructor.*

ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the [Student Handbook](#).

ATTENDANCE STATEMENT

Regular and punctual attendance is expected of all students. Any one of these four options may result in the student being removed from the class and an administrative withdrawal being processed: (1) Student fails to begin class; (2) Student ceases participation for at least two consecutive weeks; (3) Student misses 15 percent or more of the coursework; and/or (4) Student misses 15 percent or more of the course as defined by the instructor. Students earn their financial aid by regularly attending and actively participating in their coursework. If a student does not actively participate, he/she may have to return financial aid funds. Consult the College Catalog or a Financial Aid representative for more details.

SUBJECT TO CHANGE CLAUSE

The instructor reserves the right to make changes to the syllabus at any time.

How to edit a section syllabus in Simple Syllabus

All college instructors are required to use Simple Syllabus for the section syllabus. ATS courses that only award high school credit are not currently using Simple Syllabus.



- Adjunct and full-time college faculty submit their section syllabus in Simple Syllabus via the link in the Canvas Course Navigation Menu, AND publish the Canvas course by the first day of the semester/term to make it available to enrolled students. Canvas pages and syllabi are also viewable by the School Associate Dean, who will reach out to any faculty member missing a syllabus after the start of the class.
- Dual-credit instructors submit their section syllabus in [Simple Syllabus](#) and then submit their syllabi through a form provided by the Early College Team. The team will reach out if a syllabus is missing after the start of the class. Dual credit instructors who do not use Jefferson College Canvas may post a link or embed code to Simple Syllabus in the high school LMS.

Scan this QR code for the [Instructor Guide to Simple Syllabus - How to enter/edit a section syllabus](#) with step-by-step instructions for using Simple Syllabus, along with links to video walkthroughs.

When to edit a section syllabus in Simple Syllabus

AY		AY 2026-27			AY 2027-28
Term (first effective term)		Fall 2026 & AY 2026-27 Catalog	Spring 2027 & needs state approval for Fall 2028	Summer 2027	Fall 2027 & AY 2027-28 Catalog
Enrollment begins around		03/15/2026	10/15/2026	02/15/2027	3/15/2027
Classes begin as early as		08/24/2026	12/21/2026	05/24/2027	08/23/2027
Classes End		12/11/2026	5/21/2027	8/5/2027	12/18/2027
Grades Due		12/22/2026	5/25/2027	8/10/2027	12/21/2027
JCOOL: Notifies that classes are available for instructors to edit in Canvas with automatic link/sync to Simple Syllabus in each section.		06/22/2026	11/09/2026	04/05/2027	06/21/2027
Instructors: Submit each section syllabus via Simple Syllabus link in Canvas & Publish the Canvas class. Dual credit instructors who do not use Jefferson College Canvas may post a link or embed code to Simple Syllabus in the high school LMS.	1. In the Simple Syllabus linked to the Canvas class, instructors edit and submit each section's syllabus by the start of the class. Edit as needed during the term and announce any changes to the syllabus as needed.	by the first day of class	by the first day of class	by the first day of class	by the first day of class
	2. In Canvas, instructors manually publish each class section for student access by the start of the class.				
JCOOL: Closes section syllabi editing in Simple Syllabus		end of class	end of class	end of class	end of class

Care Team

The Care Team is here to support students who may be struggling with behavioral or well-being concerns. Meeting weekly, the team works together to connect students with personalized resources, encouragement, and accountability, while ensuring safety and care for both the individual and the campus community. Anyone can report concerns about a student(s) through the College's Maxient Incident Report portal found in MyJeffco, under the Employee and Faculty tabs, or the Care Team website.

The Care Team assesses all incoming reports and implements appropriate intervention(s), as needed. For further information regarding the Care Team, please contact (636) 481-3333 or visit: jeffco.edu/care-team/

If you are not sure whether you need to submit a referral, please err on the side of caution and submit a Care Team Referral using the Maxient Incident Reporting Portal. Please be aware that the Maxient reporting system is not monitored after hours or on weekends.

Student Conduct

The College recognizes that students are both citizens and members of the academic community.

- As citizens, students enjoy the same freedoms and rights that all citizens enjoy – freedom of speech and assembly, freedom of association, freedom of the press, right of petition, and right of due process.
- As members of the academic community, students are expected to conduct their affairs in accordance with the standards set forth in the Student Code of Conduct.

Because the College must maintain its credibility as an institution of higher education, it has established and maintains standards of academic honesty against which students are regularly evaluated in the performance of their course work.

Upon enrolling in the College, each student assumes an obligation to conduct himself/herself in a manner compatible with the College's function as an educational institution and to comply with the laws enacted by Federal, State, and local governments. If this obligation is neglected or ignored by the student, the College must, in the interest of fulfilling its function, institute appropriate disciplinary action.

The Student Conduct Office promotes ethical campus citizenship through enforcement of community standards, respect for individual rights, and accountability as outlined in the [Student Code of Conduct](#). Allegations of student misconduct may be submitted using the [Student Code of Conduct Report Form](#). For further information regarding Student Conduct, please contact the Director of Student Conduct and Community Standards at (636) 481-3262, hgillam1@jeffco.edu, or in the Student Center-Room 211. TTY Users dial 711.

Title IX

[Title IX](#) of the Educational Amendments is a law that passed in 1972 that states, "No person in the United States shall, on the basis of sex be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational programs or activity receiving federal financial assistance." All Jefferson College students, faculty, staff, administrators, guests, and visitors must comply with Title IX.

All college employees are expected to report actual or suspected discrimination or harassment immediately to the Title IX Coordinator: Kristine Bogue — Student Center 209, kbogue1@jeffco.edu, (636)481-3258. Reports can also be submitted utilizing the Maxient reporting portal, found under the Employee and

Faculty tabs in MyJeffco. No one, other than the college's designated confidential contacts, may provide confidentiality in these incidents. Any person who feels that discriminatory practices have been directed towards them based upon sex and/or gender may discuss their concerns with the Jefferson College Title IX Coordinator and/or Deputy Title IX Coordinators:

Ross Politt, rpolt5@jeffco.edu, Student Center 207, (636) 481-3267

Dr. Jan Johnson, jjohns84@jeffco.edu, B. Ray Henry Hall 205 (formerly TC), (636) 481-3400

Alicia Smith, asmith92@jeffco.edu, Administration Building 131-C, (636) 481-3154

For additional information, please review the [Title IX Sexual Harassment Grievance Process](#) and/or visit www.jeffco.edu/title-ix/

Accommodating Students with Disabilities

Important Information for Adjunct Instructors

A key part of the mission of Jefferson College is to “foster a supportive learning environment.”

In order to fulfill this mission and to comply with the ADA Amendments Act of 2008 (ADAAA) and Section 504 of the Rehabilitation Act of 1973, which applies to higher education, effective faculty members interact with students with disabilities in a positive way. The staff in the [Accessibility Resource Office \(ARO\)](#) is happy to assist you in accommodating students with disabilities. Any questions or concerns should be directed to **Linda Ladendecker-Corley, Accessibility Resource Office Coordinator: (636) 481-3169 or lladende@jeffco.edu**.

Providing access to your course to students with disabilities is mandated by federal law.

The assignment of academic accommodations is a carefully considered process which involves safeguards put in place to protect the student's rights as well as protect the integrity of the course.

- The student must self-disclose as a student with a disability and wanting accommodations by contacting the Accessibility Resource Office (ARO) at 636-481-3158, aro@jeffco.edu or [online](#).
- During the application process, the student will request accommodations and provide appropriate documentation of the disability.
- The Accessibility Resource Office (ARO) Coordinator then reviews the student's application for requested accommodations and schedules an intake meeting with the student to discuss their request.
- Per the ADAAA guidelines fundamental core elements of a course are not subject to accommodation.
- The Accessibility Resource Office (ARO) Coordinator grants or denies the requested accommodations.
- The ARO office prepares a student Accommodations letter that is shared with the student and the Testing Center via Google Drive. The student will receive an email from the ARO through Maxient that allows them to retrieve their Accommodations letter with instructions and a template of the required email that the student is to send to whichever instructors they choose to share their accommodations with to inform them of when they want to start using their accommodations (as the accommodations are “NOT retroactive”) and to set up a meeting at the beginning of the semester with their instructor(s) to discuss the implementation of their accommodations in the classroom.

Instructors should remember to:

- Ensure confidentiality! Do not have a discussion about the student's accommodations in front of other faculty, staff, and other students.
- At the beginning of each semester, you will continue to announce the ARO as a resource for students who had accommodations in high school.

- Do not ask the student the nature of their disability or why they have certain accommodations.
- Please respond to the email that the students send you, alerting you that they have accommodations and want to meet with you.
- Set-up a private meeting during office hours with the student to discuss the implementation of their accommodations in your classroom.
- You must abide by the accommodations approved by the ARO Coordinator and reviewed on an as needed basis by the Accommodation Review and Appeal Committee.
- Accommodations must be provided starting immediately from the time that the student has informed you of wanting to use them until the end of the semester as accommodations **ARE NOT** retroactive.

All accommodations must go through the ARO office. Do not work directly with students to negotiate accommodations. If a student discloses to faculty that they have a disability, the faculty needs to immediately refer using the ARO Referral Form found in Viking Connect, as well as refer the student to the ARO office. Instructors should work closely with the ARO office. More information can be found in the ARO Policies and Procedures Manual which can be found at www.jeffco.edu/aro.

Frequently Asked Questions

- 1. Should I make a general announcement about the Accessibility Resource Office (ARO) to the entire class?**
Yes, it is a great idea to tell students that students that had accommodations in high school are eligible for accommodations to have equal access to your course and refer them to page in your syllabus that has the ARO contact information. In fact, it is a good idea to mention to students the many support services are available at Jefferson College.
- 2. I suspect that I have a student with a disability in my class. However, I have not received any paperwork. May I provide accommodations?** No. All accommodations must be processed through the ARO office. Again, an exception is to accommodate an obvious physical disability (such as a broken arm/leg, walker/wheelchair) and refer the student to the ARO office. Under the ADAAA guidelines you are not allowed to ask the student if they have a disability if you think they do. You can contact the ARO (at 636-481-3158 or aro@jeffco.edu) and ask if that student is in the process of applying for accommodations as it may be a timing issue.
- 3. I just received an email from a student with their Accommodations letter, how will I know how to appropriately provide the accommodations?** Refer all questions and concerns to Linda Ladendecker-Corley, Accessibility Resource Office Coordinator at (636) 481-3169 or lladende@jeffco.edu.
- 4. What do I do if I disagree with the accommodations listed on the Notification of Student Accommodations letter?** Immediately contact Linda Ladendecker-Corley at (636) 481-3169 with your concerns about approved accommodations.
- 5. I want all of my students to be successful, but this student will never make it in my class. What can I do?** Never suggest that a student drop courses or reconsider studying in a particular field because of a disability. However, any student could be asked to drop a course based on a student's grade. When speaking with students about dropping courses and maintaining satisfactory academic progress, always refer them to Enrollment Services.
- 6. What should I do if a student isn't using approved accommodations?** Notify Linda Ladendecker-Corley, ARO Coordinator at 636-481-3169 or by email at lladende@jeffco.edu.
- 7. What if a student never shares their accommodation letter with me and fails my class?**
The ownership of that grade is on the student who made the decision not to share their accommodations with you in the first place.

8. What if I know a student has accommodations because they were in a previous class of mine and used them then, but they haven't shared their accommodation letter with me this semester?

Under the ADA guidelines students have the right to not only self-disclose to the college if they have a disability and want accommodations, they also have the right to decide when they want to use them, so you can not reach out to that student regarding their accommodations, as it is their decision to make if they want to use their accommodations or not in your class and this can change from semester to semester

9. Why do students have different accommodations? To comply with the ADA Amendments Act 2008, each student's situation must be viewed on an individual basis. There are several factors that can influence the need for different accommodations, such as the degree to which the student is affected by the disability, the presence of multiple disabilities, medication side-effects, and learning preferences.

10. Are newly-approved accommodations retroactive? No, they go into effect immediately after the student has informed you that they want to start using them in your classroom. Only in extreme emergencies, such as an unplanned surgery or a car accident, would this be allowed.

11. How would I go about giving extended time for taking a test? Extended time for taking a test is an accommodation that is approved by the Accessibility Resource Office (ARO) Coordinator. Once approved, the test can be administered in the Testing Center by filling out a test referral slip and sending the test to the Testing Center. In Canvas and My Math Lab, modify the time settings because the Testing Center cannot. Contact the Office of Online Learning for more information on how to do this. You can allow the student to take the test anytime during the day that the test is being given in class. Also, if there is no availability in the Testing Center on the day that the test is being given then please allow the student to take the test either the day before or the day after it is given in class so they can receive their testing accommodations.

12. What if the student has the accommodation to get a test read to them? Assistive technology may be used in the Testing Center, or a member of the ARO Office staff may read the test to the student. Test readers are trained in the techniques of test reading to ensure the integrity of the test.

11. What technology is available for students with accommodations? Examples of assistive technology that is available includes a CCTV, a portable CCTV, text-to-speech technology, screen readers, textbooks in alternative formats, and speech-to-text technology. For more information about available accommodations, including assistive technology, please contact the ARO at 636-481-3158 or aro@jeffco.edu.

Academic Honesty Statement Examples

Submit a Report a Concern/Policy Violation through Maxient link located on the Employee and Faculty tabs in MyJeffco for alleged violations.

The following statements are examples of academic honesty policies included in syllabi. While faculty members are not required to copy any of these examples verbatim, it is important that you include a statement that outlines the policy for your course. It can be as simple as merely including the Academic Dishonesty policy found in the Student Conduct Code or it can be more detailed as shared below.

Example One:

Tests, final exam, and graded class work (unless specified as a group project) are individual efforts. Any form of cheating or plagiarism will not be tolerated. Using the textbook, notes, using a cell phone, talking during assessments, copying work of another student, copying work out of solution manuals, instructor's manuals, or other similar materials, allowing another student to copy work, or collaborating with anyone on individually graded work of any kind will not be allowed. Students who participate in such behaviors will receive a grade of zero for such work. Such scores are averaged with all other scores for the final course grade, cannot be replaced, and may cause a student to fail the course.

Example Two:

Academic Honesty – Cheating calls into question all your work in this course, DON'T DO IT. Any student who cheats or plagiarizes will earn **a grade of "F" for the entire course**. Violation of the academic honesty policy indicates a failure to meet the standards of this course and is a violation of the Student Conduct Code. See the *Student Handbook* for the Student Conduct Code.

Example Three:

Academic Integrity – [READ THE [STUDENT HANDBOOK](#) CAREFULLY.] Any student participating in acts of academic dishonesty - including but not limited to: copying the work of other students, using unauthorized "crib notes", plagiarism, stealing tests, or forging an instructor's signature – will be subject to the following: 1st offense will result in a zero (0) for the assignment; 2nd offense will result in an F for the course.

I will turn your name into the appropriate administrative authority as it is a violation of the Student Code of Conduct. All students are responsible for complying with campus policies as stated in the [Student Handbook](#).

Example Four:

Plagiarism – If a student plagiarizes, he or she will fail the course. Dishonesty is a gross violation of the academic honesty policy and indicates a failure to meet the standards of this course. Plagiarism includes using words and ideas that are not your own without properly crediting and documenting the source.

Example Five:

Plagiarism – When a writer uses words or ideas from a source beyond his or her own mind, then the writer must acknowledge the source (in other words, let the reader know where those words or ideas came from, following standard procedures for documentation). Not doing so is called plagiarism, which means, in essence, stealing someone's ideas or words. I caution you:

1. against using phrases, sentences, paragraphs, etc., word for word, from the printed or internet material of others;
2. against using the words or ideas of another with only slight changes;
3. against using the general plan, the main headings, or a rewritten form of someone else's material;
4. against buying or borrowing an essay that someone else has written;
5. against allowing someone else to correct your essay;
6. against allowing someone else to take your exams.

In this technological age, it is so very easy to Google your essay topic or exam question and find some other person's words and ideas. For some students, the temptation to borrow (really steal) those words and ideas is almost irresistible. You are busy people with many obligations; thus, it is easy enough to convince yourself that you are justified in using just this sentence here or that paragraph there, especially if you substitute a few synonyms and sprinkle in some of your own words and ideas. However, if you do feel such a temptation, you must resist. There is no justification whatsoever for plagiarism. Even ignorance of the conventions is no defense.

If you are in doubt about anything in your essay and whether or not it constitutes plagiarism, please ask me, since the consequences for plagiarism are severe. I have no sympathy for cheaters whatsoever. Plagiarized work of any sort earns an "F" for the course. I may also report the incident to the Dean for further action. If you find yourself desperate enough to consider deliberate plagiarism, please contact me and ask for help instead. I have all the sympathy in the world for the stresses involved in college, and I want very much to help each of you succeed in this course and in your future career endeavors. Cheating is not the path to success.

Artificial Intelligence Statement Examples

Jefferson College allows instructors to choose to allow or prohibit the use of generative AI in their classes. This document provides sample syllabus language that instructors can use for their class policies on AI use. Faculty are strongly encouraged to include one of the Curriculum Committee's recommended AI Syllabus Statements. Feel free to use these sample statements as is, adapt them for your class, or create your own.

AI Prohibited:

Using an AI Generator such as ChatGPT, iA Writer, MidJourney, or DALL-E is strictly prohibited in this class. All work must be your own. Submitting AI-generated material will be treated as plagiarism.

Using Generative AI tools, such as ChatGPT, DALL-E, etc., for assignments is not permitted in this class; therefore, any use of such programs may be considered Academic Dishonesty under the Student Code of Conduct and will result in _____ (failure of the assignment, failure of the course, etc.).

The assignments in this course are designed to assess your [knowledge, skills, ideas]; therefore, the use of any generative tools, such as AI programs, is not permitted. Use of such tools will result in _____.

AI Permitted with Permission

This course is designed to prepare students for the world beyond college; therefore, the use of technological tools such as Generative AI is appropriate in certain, limited situations. Use beyond those circumstances is prohibited. We will discuss appropriate uses and citation methods. All other uses will be treated as Academic Dishonesty under the Student Code of Conduct.

In this class, students can use AI programs such as ChatGPT to help generate ideas or to get feedback on drafts. Use of such technology to create entire _____ [essays, answers to test questions, projects, speeches, etc.] is prohibited. Students can submit their work to AI programs for feedback using prompts like this one:

I am writing a _____ essay for my _____ class. The assignment is _____. What suggestions do you have to make this draft more effective? Do not rewrite the essay. Give me specific recommendations to improve it.

This class will integrate artificial intelligence (AI) tools as part of my commitment to innovative and engaging learning experiences. AI technologies have become an integral part of today's world, and we will explore how to use them ethically, effectively, and responsibly. For example, students may experiment with generative AI to create an outline, analyze articles, get feedback on their own writing, summarize content, and develop a list of questions.

Do not submit any work generated by an AI program as your own. You may use it for research in specified assignments. If you include material generated by an AI program, it should be cited like any other source material, using the appropriate citation format for this class.

Students are allowed to use AI tools such as ChatGPT if the instructor allows and approves the use in advance. Students who use permitted AI tools complete this statement and submit it along with their assignments:

I acknowledge the use of [insert AI system(s) and link] to [specific use of generative artificial intelligence]. The prompts used include [list of prompts]. The output from these prompts was used to [explain use].

Acceptable uses of AI assistance include but are not limited to:

- Idea or topic generation
- Developing search terms
- Summaries or paraphrases of key concepts for study purposes
- Creating an outline
- Formatting citations
- Soliciting general feedback about how to revise rather than asking for a rewrite
- This policy is designed to allow students to use these tools to improve their own learning and understanding, not to replace their own processes of thinking and creating. Any use that results in students taking credit for words or ideas they did not produce will be treated as plagiarism.

This policy is designed to allow students to use these tools to improve their own learning and understanding, not to replace their own processes of thinking and creating. Any use that results in students taking credit for words or ideas they did not produce will be treated as plagiarism.

AI Permitted

Students are encouraged to use artificial intelligence tools in this class to prepare them for their use in the workplace.

I expect you to use AI (ChatGPT and image generation tools) in this class and will require its use for some assignments. Their use is an emerging skill, and we will discuss appropriate uses of this cutting-edge technology so you are able to use it effectively and ethically.

Students are allowed to use AI tools, such as ChatGPT or Dall-E, with no special permission or documentation required.

– Section III –

College Policy and Procedures

Emergency Procedures

A Quick Response Guide, based on the College Emergency Preparedness Plan, is located in each classroom/office and distributed to each member of the faculty and staff. Additional information, if required, can be obtained by contacting the Building & Grounds Department at extension 3505.

Class Cancellations Due to Inclement Weather

In case of inclement weather, class cancellations/campus closings will be announced as follows:

Viking Text Message Service: This convenient service is available to all students and employees. Sign up through MyJeffco. Faculty and students will only be notified by text message if they have signed up for the service.

Radio: KJFF AM (1400) Festus
KREI AM (800) Farmington
KTJJ FM (98.5) Farmington

Telephone: (636) 481-3000

Television: KTVI (Channel 2)
KMOV (Channel 4)
KSDK (Channel 5)
KPLR (Channel 11)

Website: <https://www.jeffco.edu/>

All cancellation notices pertain to Jefferson College Hillsboro and Jefferson College Arnold, unless otherwise specified.

During the times that classes are cancelled, there will be no other activities/events held on college grounds (i.e. Missouri Baptist, UM-St. Louis, continuing education courses, special events, athletic practices/games).

It is your responsibility to check for class cancellations; you will not receive a phone call.

Decisions on evening classes are made separately and are generally made by 4 p.m.

Tuition Waiver for Adjunct Instructors

POLICY #	<i>II-021 (Page 1 of 1)</i>
TITLE	<i>Enrollment in Jefferson College Classes</i>
TYPE	All Personnel - General Policies and Compliance Issues
RATIONALE	Provision for tuition waivers for full-time regular employees, part-time regular employees, adjunct faculty, and retirees
APPROVED	June 11, 2009; November 12, 2015; November 9, 2017; March 14, 2024
REVIEWED	March 14, 2024
REVIEW CYCLE	Every five years

POLICY

It shall be the policy of the Board of Trustees that tuition may be waived for the benefit of employees, adjunct faculty, retirees, and eligible dependents of full-time regular employees/retired full-time regular employees who enroll in Jefferson College credit and continuing education classes. This waiver is subject to the following conditions:

1. The student must meet Jefferson College admission requirements, if applicable.
2. All scholarships, grants, and/or third-party payments that are tuition specific will be applied to tuition prior to waiving tuition for employees and their dependents. Tuition will be waived for employees and their dependents before the application of any non-tuition specific federal or state need-based financial aid (e.g., Pell and Access Missouri).
3. The total amount of tuition to be waived will be limited to the amount budgeted annually for that waiver. The budgeted amount will be reviewed annually by the Business Office based on actual application of the policy.
4. Books, fees, materials, or any other non-tuition charges shall not be included in the waiver.
5. The continuing education class must have already met minimum enrollment standards in order for the tuition waiver to apply.
6. Some courses may be declared exempt from tuition waiver.
7. Enrollment in courses by employees must not interfere with the employee's job performance or conflict with the employee's work schedule

Full-time Regular Employees/Retired Full-time Regular Employees – Waiver of tuition shall apply to both credit and continuing education classes for the employee/retiree, spouse, and/or dependents. (Dependent signifies one who has been so designated on the federal income tax return and/or an employee's child under the age of 23.)

Part-time Regular Employees/Retired Part-time Regular Employees – Waiver of tuition shall apply to both credit and continuing education classes up to a maximum of six semester hours per semester for the employee/retiree only.

Adjunct Faculty – Waiver of tuition shall apply to both credit and continuing education classes for the adjunct faculty member only for one class per semester up to a maximum of five credit hours during a semester in which the adjunct faculty member teaches.

BOARD MONITORING

The President of the College shall direct the Associate Vice President of Human Resources, in cooperation with the Vice President of Finance and Operations, to monitor employee and retiree tuition waivers and prepare timely reports for the Board of Trustees as requested.

Access to Microsoft Products

Microsoft 365 is offered at no additional cost to Students and Faculty and is the online version of Microsoft Office products. Access this service in your MyJeffco account under Quicklinks found on the right side, then click Microsoft Office or at <https://www.office.com/>. (Login with your MyJeffco email address and password.)

[Click here](#) to learn how to download and install Microsoft Office applications for your device.

Upon separation from Jefferson College, Microsoft 365 accounts, stored documents, and access to 365 applications is discontinued.

For questions regarding this service, please contact our Helpdesk at 636-481-3234, Option 2.

Faculty Guide to Class Rosters & Grading Procedures

The following departments are here to help assure our students have the best possible experience here at Jefferson College. Any of the following staff are happy to assist you whenever possible.

Registration and Student Records Staff

Student Center, (636) 481-3209 or email register@jeffco.edu

Stacey Wilson, *Registrar*, (636) 481-3207 or email swilson@jeffco.edu

Kaysie Watson, *Assistant Registrar*, (636) 481-3225 or email kwatson5@jeffco.edu

Corynne Doyle, *Coordinator of International and Veteran Services*, (636) 481-3272 or email cbrown1@jeffco.edu

Lynda Ferguson, *Secretary to the Registrar*, (636) 481-3205 or email lfergus1@jeffco.edu

Deneen Mains, *Enrollment Services Assistant*, (636) 481-3208 or email dmains1@jeffco.edu

Carly Schoenky, *Enrollment Services Assistant*, (636) 481-3286 or email cschoenk@jeffco.edu

Registration and Student Records Assistants can answer various questions regarding admission, registration, transcripts, and general financial aid. They also have the primary responsibility for ensuring the integrity of student records. This includes the accurate recording of grades, maintaining accurate class rosters throughout each semester, the evaluation of transfer credit, the issuance of official Jefferson College transcripts, the awarding of degrees, and a host of other responsibilities. We need your help! The following information will assist you in assisting us! Please review it often throughout your first year as an instructor with us and don't hesitate to call with any questions.

Please consider our office as a resource to you for FERPA questions and College academic policies. For questions related to International Students and/or Veterans reach out to the Coordinator of International Students & Veteran Services, (636) 481-3272

Advising and Retention Services Staff

Student Center, (636) 481-3209 or email advisor@jeffco.edu

Brenna Young, *Director of Advising & Retention*, (636) 481-3280 or email byoung12@jeffco.edu

Kim Flora, *Assistant Director of Advising & Retention*, (636) 481-3285 or email kflora1@jeffco.edu

Judy Ellison, *Advising Specialist*, (636) 481-3260 or email jelliso3@jeffco.edu

David Smith, *Advising Specialist*, (636) 481-3261 or email dsmith70@jeffco.edu

Diana Jacobs, *Advising Specialist*, (636) 481-3263 or email djacobs@jeffco.edu

Kyle Portell, *Advising Specialist*, (636) 481-3256 or email kportel5@jeffco.edu

Caleb Yochim, *Advising Specialist*, (636) 481-3286 or email byochim@jeffco.edu

Mandy McKay, *Advising Specialist*, (636) 481-3211 or email amckay1@jeffco.edu

Advising and Retention staff assist students with academic advising, registration, basic financial aid, transfer assistance, and career guidance. Pathways of interest have been developed with an Advising Specialist assigned to each pathway. Meeting with the Advising Specialist in the preferred pathway is critical to ensuring that students choose the right program for their educational and career goals. Students can make an appointment to speak with their Advising Specialist by using the Advisor Scheduling button on the Student Tab in MyJeffco. Students select the pathway of interest and follow the prompts to schedule an advising appointment.

Have a quick question? Email advisor@jeffco.edu for assistance.

Class Rosters

Class rosters show the most up-to-date enrollment information for your course(s). These are available to you around the clock via the Employee tab in MyJeffco. Class rosters will include any students who have officially registered for or withdrawn from the course. Any student attending your class who does not appear on the class roster should be referred to Enrollment Services immediately to resolve the problem. In most cases, the student is not officially registered for the course and has not been assessed tuition and fees.

Administrative Withdrawal

Any student who fails to begin attendance or ceases participation for at least two consecutive weeks may be administratively withdrawn from the course(s). Additionally, any student who has sporadic participation in a course resulting in the student missing 15% or more of the coursework may be administratively withdrawn. Individual programs may have more rigorous attendance and participation requirements.

Any student who feels that the administrative withdrawal was executed unfairly or inaccurately can appeal the withdrawal within 10 calendar days of notification. The student must submit a written letter of appeal to the appropriate faculty member.

A student who is administratively withdrawn will receive a grade of “WX” for the course(s) and will be financially responsible for all tuition and fees associated with the course(s).

An administrative withdrawal may only be granted through the official College withdrawal deadline for each course.

Midterm Grades

Midterm Grade Rosters will be available for 14 and 16-week courses mid-semester. Watch MyJeffco announcements for the dates when grade rosters will be open. You are **required** to submit grades for students who are currently earning grades of “D” or “F,” but all students appreciate knowing how they are doing at mid-term. If you miss the deadline for submitting online mid-term grades, you may give the grades confidentially to students in class. Students may view a mid-term grade on MyJeffco as soon as the instructor submits the grade. This is different than for final grades.

Final Grades

Online Final Grade Rosters will open about 2 weeks prior to the end of each term. It is imperative that final grades be entered prior to the published deadline so that grades can be processed on time. Final grades should be entered promptly when the course is over. Grades may only be entered online. All announcements regarding grade entry will be distributed via MyJeffco.

You may assign a grade of A, B, C, D, F, I, or P (P is only for specific courses). Most instructors use a 90, 80, 70, 60, 50 grade scale. Jefferson College does not record plus or minus designations. A grade of “W” (student-initiated withdrawal), “WX” (administrative withdrawal) or “H” (audit) will appear as pre-assigned for appropriate students. These grades cannot be assigned by an instructor on the grade roster. Please be sure to print a copy of all grade worksheets for your records after grades have been submitted.

Final grades will be available to students within 24 hours following the due date. Unlike mid-term grades, several key processes must be run by Registration and Student Records before final grades can be viewed by students.

Incomplete Grades

A student may receive an incomplete or “I” grade only at the instructor’s discretion when extenuating circumstances prevent the student from completing all course work.

If you assign an incomplete grade, create a written agreement that states the remaining academic work to be completed, and the date by which it must be completed.

An incomplete grade can remain on record for only one semester. During that semester, the instructor who assigned the grade is expected to guide the student’s independent work which completes the remaining course requirements. The student **MUST NOT RE-ENROLL** in this course while completing the course requirements. After one semester (summer term not included), the “I” grade will either be changed by the instructor or will convert to a grade of “F.” Students receiving an “F” grade should follow College policy on repeating courses.

Please feel free to contact the Registrar at (636) 481-3207 if you have any questions.

Waitlists

Waitlists are usually limited to students who agree to be on the waitlist for a high-demand course. The waitlist maximum is usually set by the Associate Dean of the department/discipline. These students are encouraged to attend the class during the first two weeks and to identify themselves to you. If your course is full and has a waitlist, it will be your choice whether to allow a waitlisted student to register. If you choose to allow a student to register, that student will need to bring written authorization from you (either a signed waitlist letter or schedule change form) to the Enrollment Services front counter at the Hillsboro campus or to the offices at JCA to get registered and pay the appropriate tuition and fees.

Waitlist students are not allowed to attend class after the first two weeks of the semester. If you have a student attending who does not appear on your class list, please refer him/her to the Office of Registration and Student Records immediately.

Student-Athlete/International Student-Athlete Absence Procedure

Student-athletes may occasionally miss class due to scheduled athletic competitions, travel, or other team-related activities. At the beginning of each week, the Student-Athlete Success Coordinator sends a weekly announcement through Viking Connect to all faculty. This announcement includes the game and travel schedules for the teams with scheduled activities that week. When applicable, departure times, anticipated return-to-campus times, and the time student-athletes are expected to report to the field or court before home competitions are also included.

Faculty will be notified of anticipated athletic-related absences through these weekly announcements whenever possible. Student-athletes are responsible for communicating with their instructors, completing missed work, and following the instructor’s established attendance and make-up policies.

Questions regarding student-athlete schedules, athletic-related absences, or concerns about a student-athlete’s participation should be directed to the Student-Athlete Success Coordinator, Meredith Buschmann at mbuschma@jeffco.edu or call 636-481-3387 and/or the International & Veteran Services Coordinator, Corynne Doyle, at cdoyle5@jeffco.edu, or call 636-481-3272 if the concern involves an international student-athlete.

Family Educational Rights and Privacy Act (FERPA)

Informational Guidelines for Faculty & Employees

What is FERPA?

In accordance with the Family Educational Rights and Privacy Act (FERPA), all students have the right to:

- ✿ Review their official college records.
- ✿ Request amendment of these records.
- ✿ Restrict their names from certain reports.
- ✿ File with the U.S. Department of Education appropriate FERPA complaints.
- ✿ Obtain Jefferson College's FERPA policy statement.

The Act applies to all institutions that are the recipients of federal funding. The regulations for FERPA can be found in 34CFR part 99.

Who is protected under FERPA?

Students who are currently enrolled in higher education institutions or formerly enrolled, regardless of their age or status in regard to parental dependency.

Students who have applied but have not attended an institution do not have rights under FERPA.

What are education records?

All records directly related to a specific student that are maintained by the institution are considered education records. These include application materials, transcripts, test data, attendance records, grades, and any handwritten or printed notes or memos concerning or identifying the student that are shared between two or more people.

What items are NOT considered to be education records?

- ✿ Sole-possession records or private notes held by educational personnel that are not accessible or not released to other personnel.
- ✿ Records relating to an individual's employment by the institution (unless that employment is contingent on student status).
- ✿ Records containing only information obtained after an individual is no longer a student at the institution (i.e., alumni records).
- ✿ Records relating to treatment by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional and disclosed only to individuals providing treatment.
- ✿ Law enforcement or campus security records that are solely for law enforcement purposes.

I'm a faculty member -- how does FERPA affect me?

Faculty members, by virtue of their role as instructors and advisors, have access to, and often create, education records (i.e., grades). In handling student records of any kind, great care must be taken with personally identifiable information (such as name, V number, and Social Security number, because the same name or number will identify the same person in every situation).

The student's right to privacy should always be considered when:

- Posting grades. Posting grades by student name, Social Security number, or Jefferson College Student Identification number IS a violation of FERPA.
- Returning test papers or examinations. It is a violation of FERPA to return papers in such a way that students may see each other's grades.
- Displaying student participation system data.
- Announcing student achievement.
- Discussing a student's class work or grades where others who do not have legitimate educational interest may overhear.
- Giving oral or written recommendations for a student, especially if that student has not given specific written permission for the recommendation.
- Remaining logged into MyJeffco for extended periods of time on computers where others may access student record information.
- Adequately disposing of confidential information to prevent unauthorized access.

What is directory information?

Directory information is information that can be released without first obtaining permission from the student.* Jefferson College has designated the following as directory information:

- Name(s)
- Address
- Telephone number
- Jefferson College email address
- Date of birth
- Major area of study
- Dates of attendance at Jefferson College
- Full or part-time enrollment status
- Degrees or certificates awarded
- Most recent prior school attended
- Participation in officially recognized sports
- Photograph
- Awards received

Students do have the right to request that all or part of the designated directory information be withheld. Such requests must be made in person at Registration and Student Records. The restriction remains in place until the student requests in writing that it be removed.

** Please contact The Office of Registration and Student Records if you are requested to release any directory information.*

A note about MyJeffco...

College personnel have ready access to protected student information via MyJeffco. Online information is treated no differently than paper documents. All online information related to a student's record should be treated as confidential. All requests for the release of student information should be forwarded to the Registrar for the appropriate response.

How long do I have to respond to a legitimate request for information?

FERPA defines 45 days as the maximum reasonable time for compliance.

Can I be sent to jail for violating FERPA?

No. However, there are some serious consequences for intentional violations.

When a complaint is lodged, the Family Policy Compliance Office in Washington, D.C., assumes that the institution acted in good faith and, when advised of the problem, will promptly take action to correct it. If the institution refuses to comply with Family Policy Compliance Office recommendations, Federal financial aid funds can be withheld.

Lawsuits are often filed by students that include complaints of FERPA violations. If the Family Policy Compliance Office has confirmed that an institution has committed a violation, it makes such a lawsuit very difficult to defend.

How do I get more information?

This document provides only a summary of FERPA. Additional information can be found in the [Jefferson College General Catalog](#), [Faculty and Staff Handbook](#), and [Student Handbook](#). If you have questions or need clarification of any issues related to FERPA, you may also contact the Registrar at (636) 481-3207.

Complaints Alleging Discrimination or Harassment

Discrimination Prohibited

Jefferson College is committed to maintaining a workplace and educational environment that is free from illegal discrimination or harassment in admission or access to, or treatment or employment in, its programs, activities and facilities. Discrimination or harassment against employees, students, or others on the basis of age, ancestry, color, creed, disability, genetic information, marital status, national origin, pregnancy, race, religion, sex, gender identity or expression, sexual orientation, or covered veteran status or any other characteristic protected by law is strictly prohibited. The College also prohibits:

- Retaliatory actions based on making complaints of prohibited discrimination or harassment or based on participation in an investigation, formal proceeding, or informal resolution concerning prohibited discrimination or harassment.
- Aiding, abetting, inciting, compelling, or coercing discrimination or harassment.
- Discrimination or harassment against any person because of such person's association with a person protected from discrimination or harassment due to one (1) or more of the above-stated characteristics.

All employees, students, and visitors must **immediately report** any incident or behavior that could constitute illegal discrimination or harassment.

Compliance Officers

The Board of Trustees designates the following individuals to act as the College's compliance officers:

For Employees:

Tasha Welsh
Associate Vice President Of Human Resources
Jefferson College
1000 Viking Drive
Hillsboro, MO 63050
(636) 481-3157

For Students:

Kristine Bogue
Title IX Coordinator/Senior Director of Student Compliance
Jefferson College
1000 Viking Drive
Hillsboro, MO 63050
(636) 481-3258

For the complete policy and procedure regarding Complaints Alleging Discrimination or Harassment, please refer to the Board Policies and Board Procedures (II-001.02) and Title IX Sexual Harassment Grievance Process (II-001.04) found in the President's Office icon under the Employee Tab on MyJeffco.

Prohibition Against Alcohol/Drugs

Policy

It shall be the policy of the Board of Trustees to provide a drug free, healthful, safe, and secure work environment. Thus, no employee will report to work while under the influence of alcohol or any unlawful controlled substance.

The use of all tobacco and smoke-related products is prohibited on all properties owned or leased by Jefferson College.

Further, the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance in and on Jefferson College owned and controlled property, or while conducting College business, is prohibited except as provided in Board Policy and Procedure II-027.

Further, Jefferson College recognizes drug dependency to be an illness and a major health problem. The institution also distinguishes drug abuse as a potential health, safety, and security problem. Employees needing assistance in dealing with such problems are encouraged to utilize the College's employee assistance program or other appropriate counseling services. Conscientious efforts to seek such help will not jeopardize employment.

Violation of this policy will result in disciplinary action up to and including suspension or termination of employment, or participation in evaluation/treatment for a substance use disorder. Instances of violations could result in the involvement of civil law enforcement authorities. The statutes of the State of Missouri and federal or local municipal and county governments shall take precedence over any actions taken by Jefferson College.

Notice: Availability of Federal Disclosure Information

The following documents are available for viewing, downloading, or printing from the College web site by following this link (www.jeffco.edu: Click “About – General Information – Consumer Info”).

Direct link: www.jeffco.edu/consumer-information/

1. **Notice of Availability of Institutional and Financial Aid Information:** Lists availability of financial aid, steps to apply, and costs of attending and estimated budgets. Student Loans: Lists information about Federal Direct Loans, including Repayment Information. Printed information is available from the Financial Aid Office, located on the first floor of the Student Center Building, (636) 481-3212.
2. **College General Catalog:** Contains current academic & career-technical degree and training programs and course descriptions; instructional, lab, and related physical facilities; faculty and instructional personnel listing; names of accrediting, approving, and licensing bodies; student withdrawal and tuition refund policies; and much more. Copies are available electronically. For questions, please contact Registration and Student Records, first floor of the Student Center Building, (636) 481-3207.
3. **Student Refund Policies:** Summarizes refund policies and procedures, and return of Title IV grant/loan assistance. Policies are located in the College General Catalog and related information is available in the brochure titled Federal Overpayment Policy. Printed copies are available from the Financial Aid Office, located on the first floor of the Student Center Building, (636) 481-3212.
4. **Accommodations and Support Services for Students with Disabilities:** The Accessibility Resource Office Policies and Procedures Manual lists examples of accommodations and support services available to students with disabilities on a case-by-case basis. The Manual can be found at www.jeffco.edu/aro.
5. **Completion, Transfer and Retention Rates:** Contains completion, transfer, and retention rate information for first-time, full-time, degree-seeking students and athletic program participation rates. Copies are available from the Office of Institutional Effectiveness & Innovation located on the first floor of the Technology Center, Room 101. Contact Matt Huskey, Institutional Research Data Analyst, at mhuskey@jeffco.edu or (636) 481-3257.
6. **Annual Security and Fire Safety Report (Clery Act):** Contains required security policies and procedures, titles of Campus Security Authorities, and crime statistics. Copies are available from the Jefferson College Police Department (JCPD) Office, 800 Mel Carnahan Drive, Hillsboro, MO 63050; or JCPD Office, Jefferson College Arnold, 1687 Missouri State Road, Arnold, MO 63010; 636-481-3500.
7. **Daily Crime Log:** Records criminal incidents and alleged criminal incidents that are reported to the Campus Police Department. This log is available for viewing in the Police Department Office, 800 Mel Carnahan Drive, Hillsboro, MO 63050; or JCPD Office, Jefferson College Arnold, 1687 Missouri State Road, Arnold, MO 63010; 636-481-3500.
8. **Equity in Athletics Disclosure Act Report:** Contains summary information of total operating expenses and revenues for men's and women's sports and other required supporting data for the athletic program. Copies are available from the Office of the Director of Athletics, Field House, (636) 481-3386.
9. **Privacy of Student Records (FERPA):** This document is the College's policy statement assuring the privacy and practices for safeguarding student personal information. Copies are available from at the Enrollment Services front counter on the first floor of the Student Center Building, (636) 481-3209.

10. **Drug-Free Schools and Campuses Regulation (EDGAR Part 86):** Notifies all employees and students of the College's alcohol and other drug prevention policies. These policies include the following: (1) standards of conduct, (2) possible legal sanctions and penalties, (3) statements of the health risks associated with alcohol and other drug abuse, (4) alcohol and other drug prevention programs available to students, staff, and faculty, and (5) disciplinary sanctions for violations of the standards of conduct. Copies are available from the Student Compliance Office, top floor of the Student Center Building, (636) 481-3262.

11. **Notice of Potential Use of Student Data for Academic Research:**

All Jefferson College students are advised that their academic data may, subject to federal privacy (FERPA) and research laws (45 CFR 46), be accessed for the purposes of academic research. This may be reported out in order to meet the requirements of federal or state reporting laws, or it may be used to support appropriate academic research. In all such cases, no published data or reports will include information specific to any individual student.

– Section IV –

Academic Resources

Academic Support Services Hours

Bookstore

Hillsboro Bookstore (636) 481-3250, or sm8494@bncollege.com

Monday – Thursday, 8:00 a.m. – 6:00 p.m.; Friday, 8:00 a.m. – 4:00 p.m.; Saturday & Sunday, Closed

Accessibility Resource Office (ARO)

This office, located in the Charles McClain Hall (formerly ASII) Building, Room 104 on the Hillsboro campus, serves students with disabilities. It is also a resource for faculty and staff regarding implementation of accommodations as well as training opportunities. For more information please contact Linda Ladendecker-Corley, ARO Coordinator at (636) 481-3169.

Hillsboro

Fall & Spring Semesters

Monday – Friday, 8:00 a.m. – 4:30 p.m.

Summer Semesters

Monday – Thursday, 7:30 a.m. – 5 p.m. (*Evening hours by appointment*)

Arnold

For an appointment at the Arnold Campus please contact the ARO at 636-481-3158 or aro@jeffco.edu.

Library Hours

Fall & Spring Semesters

Monday – Thursday, 7:30 a.m. – 8:00 p.m.; Friday, 7:30 a.m. – 4:00 p.m.; Saturday, 10:00 a.m. – 2:00 p.m.

Summer Semesters

Monday – Thursday, 7:30 a.m. – 7:00 p.m.

libcal.jeffco.edu/hours

Library Contact Information

(636) 481-3166

jeffco.edu/library

The Library is closed whenever the College is officially closed.

Library hours vary during Interim and Intersession.

Testing Services

Hillsboro: (636) 481-3147 Testing Center, Room 122 (between the Library's entrance and McClain Hall)

Monday & Wednesday, 8:00 a.m. - 4:30 p.m.; Tuesday, 8:00 a.m. - 6:00 p.m.; Thursday, 8:00 a.m. - 8:00 p.m.; and Friday,* 8:00 a.m. - 2:00 p.m.;

Saturday,* see [website](#) for availability

Arnold: (636) 481-3593 (Room 114)

Monday – Wednesday, 9:00 a.m. - 4:00 p.m (subject to change)

** Fall & Spring Semesters only*

NOTE: *Testing Services will be closed when campus is closed for holidays and campus closures. Interim and Intersession hours are different – check website or call (636) 481-3147.*

Testing Center Policies and Procedures

It is the philosophy of the Testing Center to provide quality-testing for students and faculty of Jefferson College. As part of the mission statement of the Testing Center, testing services are also available to the general public. To meet the needs of both our internal and external customers, a variety of testing services are available which include the following:

- Faculty Make-up Testing
- Distance Learning Testing
- Placement and Exit Testing
- HiSET/GED Testing (Missouri High School Equivalency)
- Computer Literacy Testing
- ACT Testing
- HESI A2 Entrance Exams
- Pearson VUE Testing
- Correspondence Testing
- Department Proficiency Testing
- MEASURE
- ATI Entrance Exam
- CLEP Testing

In order for the Testing Center to maintain quality test administrations and security, please follow these guidelines:

Faculty Make-Up Testing Guidelines:

Testing services will be provided to faculty who arrange make-up testing for their students who missed an in-class examination or quiz. Testing services are also provided when a student has a documented disability and approved accommodations, such as extended time, which cannot be given during regular classroom testing.

Whole class testing (including any pre-tests and extra credit testing) cannot realistically be accommodated. Students should not be given the option to take their tests in the classroom or the Testing Center as part of standard course policy.

Faculty will be asked to fill out a Paperless Test Referral Slip found in MyJeffco under Employee tab>Faculty tab indicating the specific directions on how the test should be administered. It is extremely helpful for the Testing Center staff if the Instructor includes the following on the front page of every test:

- Course Title
- Instructor's Name
- Student's Name

This helps ensure that students are given the correct test. Here is a quick [how to video](#) on filling out the Test Referral slip.

Testing Center Website:

More information about the Testing Center can be found online at www.jeffco.edu/Testing-Center

Testing Center Test Procedures and Services for Students

Students are required to present a Jefferson College student ID in order to test at the Testing Center.
Exception: Nursing ATI testing must have a valid driver's license, State ID or passport and Jefferson College student ID.

If you have any questions, please contact the Coordinator of Testing Services at 636-481-3164.

Placement Testing

PLEASE NOTE:

In order for a student to take the placement exam, he or she must ***first complete an application to Jefferson College*** either online or in person at the Student Center. Once the application is accepted, the ACCUPLACER NextGen Reading and Math exams are administered on a walk-in basis anytime the Testing Center is open. Be sure to bring a valid photo I.D. and allow approximately 2 1/2 hours for the exam. More information about the Testing Center can be found [online](#). For questions, please contact Debbie Verstringhe, Coordinator of Testing Services at dverstri@jeffco.edu.

Additional Information

- **Computer Literacy:** The Computer Literacy exam is given on a walk-in basis anytime the Testing Center is open; a fee will be required.
- **CLEP Test:** By appointment only; a fee will be required.
- **Online Classes:** During Testing Center hours and in compliance with syllabus and faculty instructions
- **Classroom Make-up Tests:** With permission of instructor

Online Test Proctoring Tools

MonitorEDU is an online remote live proctoring service utilized by Jefferson College. Utilizing MonitorEDU's proctoring service requires students to use personal devices and technology in an environment that meets the College and MonitorEDU's requirements.

*MonitorEDU can be used **with or without** Respondus LockDown Browser.*

- [MonitorEDU Faculty Instructions](#)
- [MonitorEDU Student Instructions-How to Guide](#)
- [MonitorEDU Minimum Hardware Requirements](#)
- [MonitorEDU Student FAQ](#)

MonitorEDU Test Referral Form can be found in MyJeffco under
Employee tab>Faculty tab>MonitorEDU Test Referral Form

Respondus Lockdown Browser is a custom browser that locks down the testing environment in Canvas. When students use LockDown Browser to access a quiz, they are unable to print, copy, visit other websites, access other applications, or close a quiz until it is submitted for grading. Quizzes created for use with LockDown Browser cannot be accessed with standard browsers.

- Campus computers, including those in classrooms and the Testing Center, as well as those checked out from the Jefferson College Library, should already have Respondus LockDown Browser installed.
- Personal Windows, Mac, Chromebook, and iPad devices may be used but will need to install the LockDown Browser prior to quizzes/exams. Note: a computer is recommended over a mobile device such as a Chromebook or iPad.
- LockDown Browser and Respondus Monitor are NOT available for use on mobile phones, such as iPhone or Android phones.

Students should contact the [Jefferson College Help Desk](#) if they have difficulty installing.

FOR INSTRUCTORS:

First step is to enable the Lockdown browser tab in the left navigation menu in your Canvas course. (this tab is only visible to instructors, not students)

Go to Settings>Navigation>drag Lockdown browser tab to top list to enable>Save at bottom.

[Video steps to set up a quiz using Respondus Lockdown browser in your Canvas Course](#)

FOR STUDENTS:

[Lockdown Browser Instructions](#)

[Quick Guide on How to Use LanSchool in Classroom](#)

Associate Dean Offices

Hillsboro

Arts & Sciences Building, Room 110: Monday – Friday, 8:00 a.m. – 4:30 p.m.

Career & Technical Education Building, Room 102A: Monday – Friday, 8:00 a.m. – 4:30 p.m.

B. Ray Henry Hall, Room 203: Monday - Friday, 8:00 a.m. - 4:30 p.m.

Fine Arts Center, Administration Office: Monday - Friday 8:00 a.m. - 4:30 p.m.

Arnold

Main Office: Monday – Thursday, 7:30 a.m. – 5:00 p.m., Friday, 8:00 a.m – Noon (Hours may vary)

NOTE: All offices are closed Friday – Sunday during summer session

Schedule subject to change. All offices are CLOSED on:

Labor Day, Faculty In- Service Days, Veterans Day, Thanksgiving Break, Winter Break, Martin Luther King Day, President's Day, Spring Holiday, Memorial Day, and Independence Day.

Technical Support

For assistance with the Smart Technology equipment (DVD, document camera, computers and SMART board in the classrooms) call: (636) 481-3234, option 2. For assistance with Canvas or MyJeffco, select option 2.

Smartboard in Classroom User Guides:

Smartboard How to Video

- [SMART Board Model 6000 Series User Guide](#)
- [SMART Board Model 6000s Series User Guide](#)
- [SMART Board Model MX Series User Guide](#)

For additional questions or assistance, please contact the Helpdesk during normal business hours at (636) 481-3234 Option 2 or by email at helpdesk@jeffco.edu.

Office of Online Learning & Helpdesk Staff

Dan Lauder, *Sr. Instructional Designer* (636) 481-3357 or email dlauder@jeffco.edu

Karen Altenau, *Instructional Design Assistant*, (636) 481-3483 or email kaltenau@jeffco.edu

Caden Wade, *PT Helpdesk Assistant*, (636) 481-3234, Option 2 or email helpdesk@jeffco.edu

Toby Beyatte, *PT Helpdesk Assistant*, (636) 481-3234 Option 2 or email helpdesk@jeffco.edu

Academic Success Center (ASC)

The [Academic Success Center \(ASC\)](#), located at both the Jefferson College Hillsboro and Arnold locations, supports the educational development of students and reinforces classroom learning. Our desire is to empower students to achieve their academic goals by providing opportunities to enhance student learning, course success, and personal growth. We partner with the College community to help meet the College's academic success goals, retention and graduation goals.

The Academic Success Center consists of the following services: Foundations Lab, Science Lab, Math Lab, Writing Lab and Computer Information Systems Lab. These labs are staffed with professionals who have degrees and instructional experience in their respective fields. Many are full-time faculty.

Academic Success Centers are a proven initiative nationally to help students meet their educational goals. Please encourage your students to stop by and get to know us, and learn more about the services offered. A schedule of hours is posted online. For more information call Tricia Lee, Academic Success Center Coordinator, at (636) 481-3439.

Mathematics Lab

The Math Labs are located in the Academic Success Center (B. Ray Henry Hallroom 107), and at Jefferson College Arnold (room 112). Students who need help with courses ranging from Beginning Algebra to Differential Equations may drop in for assistance by certified instructors or professional tutors. A schedule of hours is posted online. Students may also use the Online Math Lab. For information on the Online Math Lab go to www.jeffco.edu/ASC and click on Online Tutoring.

Computer Information System Lab

Open Computer Labs are located in the Academic Success Center (B. Ray Henry Hall room 103 & Jefferson College Arnold room 112). Computer labs are staffed for assistance at the Hillsboro and Arnold locations during posted hours. A schedule of hours is posted online.

Science Lab

The Science Lab is located in the Academic Success Center (B. Ray Henry Hall room 109) and at Jefferson College Arnold (room 112). Students who need help with science classes may stop to meet with science faculty or professional tutor. A schedule of hours is posted online.

Writing Lab

Students go to the Writing Lab, located in the Academic Success Center (B. Ray Henry Hallroom 105), and limited hours at Jefferson College Arnold (room 112) to receive help with papers. A schedule is posted online at the beginning of the fall and spring semesters. Students also use the Online Writing Lab (OWL) to receive help with papers. (For details please visit the Online Tutoring Lab at www.jeffco.edu/online-tutoring-labs/)

Following are some guidelines that will help you explain the Writing Lab to your students:

If you give writing assignments in your classes, please let students know that the staff of the Writing Lab can help with many aspects of their papers. It is helpful for the Writing Lab staff to have copies of the assignment when they look at papers, so please remind students to bring them along.

Since students tend to have some misconceptions about the purpose of the lab, please go over the following with them:

Students should be prepared to spend the bulk of their time in the Writing Lab on planning, organizing, drafting, and revising their writing assignments. Therefore, they should plan to come in well before the paper is due. Also, please encourage your students to come in with specific questions about their writing assignment. For example, a student could ask whether his or her thesis statement is clear and then get help with organizing the body paragraphs in her paper.

Please also remind students of the following:

- Computers are available for student use
- Students should check in/out with their student ID when they enter and leave the lab
- Students should make sure they have a way to save/back up their work (i.e. Google drive, flash drive, or email)
- Students should bring a copy of the assignment with them when they come in for help
- There is no charge for printing at the lab, but printing should be related to assignments

If you would like to bring students to the lab or to have a Writing Lab instructor come into your class and explain more, please contact Tricia Lee, ASC Coordinator, at (636) 481-3439 or email plee3@jeffco.edu.

Foundations Lab

The Foundations Lab is located in the Academic Success Center, B. Ray Henry Hall room 111 at the Hillsboro campus and room 112 at the Arnold campus. Students needing one-on-one tutoring in math, reading, and writing, as well as help preparing for math and reading placement examinations, can obtain assistance and instructional resources from a team of professional instructors.

Peer Tutoring

Peer tutoring services are available for students who need academic assistance. This program matches students one-on-one with trained tutors and is provided at no cost to the student for one hour per week per subject unless they have an accommodation that allows up to 3 hours per week per subject. Students can request a peer tutor by submitting an online request form at www.jeffco.edu/peertutoring.

As an adjunct instructor, please consider referring students who excel in your courses to the Peer Tutoring program. We are always looking for excellent students to work (and get paid) as a peer tutor. Interested students should contact the Peer Tutor Coordinator (636-481-3439). Information on how to become a peer tutor is available at www.jeffco.edu/peertutoring.

Professional Tutoring

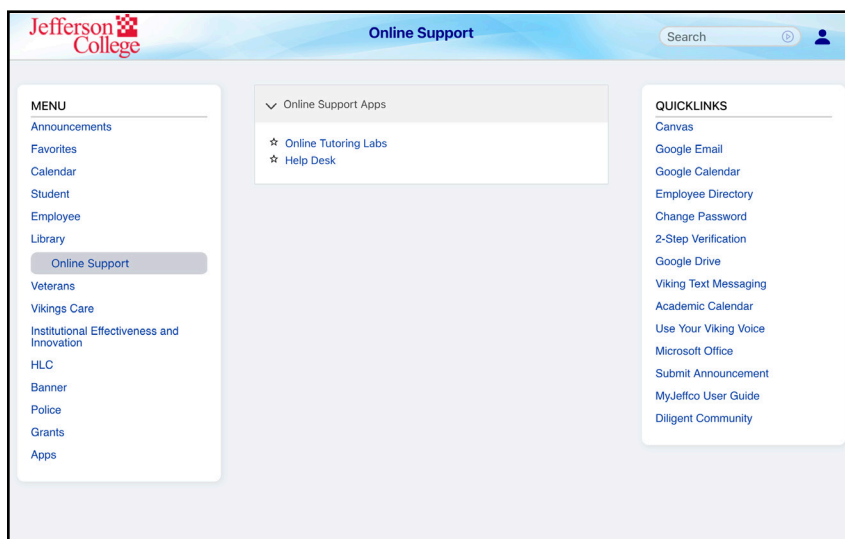
Professional tutoring is offered at Hillsboro, Arnold and Online at no cost to Jefferson College students. The Professional tutors are highly qualified individuals (most of them are Jefferson College instructors) and can work with students on a variety of subjects. The current semester schedule may be viewed online at www.jeffco.edu/asc/.

Jefferson College Online

Jefferson College, in order to unify, promote, and expand real-time support services to online and on-campus students, has initiated electronic access to a broad range of support services at a single location in MyJeffco.

The following services for students, faculty, and staff are available from the JC Online Support tab in MyJeffco:

Online Lab – Visit the Online Tutoring Lab at www.jeffco.edu/online-tutoring-labs/. Here students can connect with instructors for help in various subjects through Google Meet sessions held in the Academic



Success Center (ASC) labs during instructors' scheduled tutoring hours. Information about the schedules and how students can join virtually can be found on this site. The site also provides details about online-only tutoring support available in Math, Science, and Writing. Each lab is staffed by professional tutors with expertise in their subject areas, many of whom are Jefferson College faculty members.

Help Desk – E-services extends the help desk service through live online chat. Help desk staff are available to answer questions related to online learning and educational technology.

Campus Computing Support

Office of Online Learning

Scope of Responsibility

The Office of Online Learning enhances teaching and learning through technology. This department offers educational technology training in Canvas. The department's staff assists with curriculum development and maintains the Canvas help desk for new instructors. **Requests for training should be directed to the Office of Online Learning at (636) 481-3483.** These support services are available Monday-Friday during normal business hours.

Adjunct Faculty Training Opportunities

JC101: Orientation for Teaching at Jefferson College

**Required to take by all new adjunct*

JC101 is a fully online orientation session that covers College policies, procedures and available resources. This course contains information to help adjuncts succeed in their first semester at the college. The course runs several times per year, and takes about 10-15 hours to complete. A stipend is awarded upon successful completion of this course. All new instructors are automatically added to this course upon being hired.

JC102: Adjunct Teaching & Learning Methods

JC102 is a fully online professional development session that allows faculty to overview several topics pertinent to education, and dig deeper into one of them. This course runs a couple of times a year and takes about 10-15 hours to complete. A stipend is awarded for successful completion of this course. If you would like to take this course, please contact Dan Lauder at dlauder@jeffco.edu.

JC103: Faculty Certification to Teach Online and Hybrid Courses

If you are interested in teaching online and/or hybrid courses at Jefferson College, please let your Associate Dean know. Upon the recommendation of your Associate Dean, you will be enrolled in the *JC103: Faculty Certification-Online & Hybrid* training. Contact your Associate Dean to enroll. The purpose of this certification program is to equip full-time and adjunct faculty with the basic skills necessary to create a successful online learning environment for students. A stipend is awarded upon successful completion of this course.

This four-week training is typically conducted totally online as a Canvas course. To satisfactorily complete the course, **you will need to devote approximately 4 hours each week** to the course. Your participation will include, but is not limited to, the following activities:

- Reading and responding to journal articles, websites, PowerPoint presentations and video segments
- Submission of assignments by set due dates, including the development of a Canvas course shell according to set criteria
- Online Quick Quizzes

Information Technology

Scope of Responsibility

The Information Technology Department services and supports equipment in faculty and staff offices, as well as in instructional spaces such as lecture halls, classrooms, and computer labs.

For assistance and maintenance requests regarding information technology equipment call: (636) 481-3234 or put in a ticket to IT in MyJeffco under Employee tab>Submit a Ticket or Request>Request for IT Assistance.

Academic computing support services are available Monday-Friday during normal business hours as well as Monday-Thursday evenings until 6:30 p.m. **Calls for technical assistance in the classroom should be directed to Helpdesk Support at (636) 481-3234.**

***Service Hours: 8 a.m. – 6:30 p.m., Monday – Thursday
8 a.m. – 4:30 p.m., Friday***

Jefferson College Library

Jefferson College Library offers high quality resources and excellent library services to serve students, faculty, staff, and the community. Print and digital collections support the curriculum, and research assistance and library use instruction are available at the Hillsboro and Arnold locations to support information literacy.

Collections

Jefferson College Library has a tangible collection of over 60,000 books, popular magazines, historical county documents, U.S. government documents, daily newspapers, electronics, telescopes and more.

In addition to our collections, you have access to our consortium's collection of tens of millions of items located throughout the state and region and delivered to our campuses. Digital resources include article and streaming media databases like EBSCO's Academic Search, Films on Demand, Overdrive audio books, and eBooks from EBSCO. Visit the Library's webpages www.jeffco.edu/library or call 636-481-3166 to learn more about check-out periods, off-campus access, faculty borrowing privileges, placing items on reserve for your students and more

Services

Jefferson College Library provides check-outs, reference, and technology help to students, faculty, and staff. The faculty librarians would love to work with you to improve your students' information literacy skills. You may schedule information literacy and research sessions tailored to your assignments. We provide help with online classes by offering online research guides and video tutorial. If you need remote assistance with permalinks,

database access, or the catalog, just ask. Our [chat reference service](#) is available during regular hours as well as evenings and weekends. You may also contact us at refdesk@jeffco.edu, 636-481-3166, or visit the Faculty Support page on the Library homepage at www.jeffco.edu/library.

Spaces

JCH Library

For Students

The Library at Jefferson College's Hillsboro campus has a wide variety of spaces for your students—group study rooms, meeting rooms with and without technology, a presentation and training room, a content creation room with recording equipment and software, collaborative study spaces, quiet and silent study spaces, a lactation room for new mothers, and much more. Spaces may be booked by students up to 30 days in advance at libcal.jeffco.edu.

For Faculty

Library Room 202 is a Resource Room and may be booked by adjunct faculty. The first floor of the Library is the collaboration floor and faculty may meet with small groups in the open areas or reserve a study room to meet with students. Visit libcal.jeffco.edu to find and book spaces.

The Center for Teaching and Learning (CTL) is located on the second floor of the library in Library Room 209 and has computers, a printer, a copier, and quiet space to work. The CTL is open whenever the Library is open and is available for all faculty to use unless the space has been reserved for a presentation or event.

Center for Teaching & Learning (CTL)

The [Center for Teaching and Learning](#) offers teaching support to full-time and adjunct faculty members interested in improving student learning. The center supports faculty members in their efforts to create engaging learning environments, where students are active participants in the learning process, developing critical thinking skills while mastering subject area content.

Stop by the CTL, located on the second floor of the Library, Room 209, on the Hillsboro campus to check out books about effective teaching.

Please consult the [CTL website](#) for helpful information and refer to the many documents included in the Helpful Information section of this handbook.

- Workshops throughout the year, such as Brown Bag Lunches and Virtual (online) Workshops
- Year-long cohort groups
- Syllabus review
- [CTL website](#) with ideas for actively engaging students
- Located in the Library on the Hillsboro campus in Room 209
 - o Collection of books and periodicals about effective teaching
 - o Computers and printer
 - o Telephone access
 - o Smart Board

Admissions

Student Center, (636) 481-3235 or admissions@jeffco.edu

Jaclyn Birks, *Director of Admissions*, (636) 481-3216 or email jbirks@jeffco.edu

Jessica Bartlett, *Early College Coordinator*, (636) 481-3245 or email jbartle2@jeffco.edu

Jared AuBuchon, *Assistant Director of Admissions*, (636) 481-3226 or email jaubuc12@jeffco.edu

Shauna Gore, *Admissions Technician*, (636) 481-3228 or email sgore2@jeffco.edu

Keri Hayes, *Admissions Representative*, (636) 481-3213 or email khayes15@jeffco.edu

Frank Allen, *Admissions Assistant*, (636) 481-3235 or email fallen1@jeffco.edu

Luke Nobles, *Admissions Assistant*, (636) 481-3217 or email lnobles@jeffco.edu

Financial Aid Office

Student Center, (636) 481-3212 or finaid@jeffco.edu

Paula Carpenter, *Director of Financial Aid* (636) 481-3218 or email pcarpen1@jeffco.edu

Alasia Knuth, *Assistant Director of Financial Aid and Systems*, (636) 481-3238 or email aknuth1@jeffco.edu

Jessica Robinson, *Financial Aid Technician*, (636) 481-3227 or email jrobins4@jeffco.edu

Carla Crowson, *Financial Aid Systems and Compliance Specialist* (636) 481-3202 or email ccrowson@jeffco.edu

Michelle Allen, *Sr. Financial Aid Advisor*, (636) 481-3236 or email mallen24@jeffco.edu

Kendall Gilbert, *Financial Aid Advisor*, (636) 481-3239 or email kgilbert@jeffco.edu

Samantha Tucker, *Financial Aid Advisor*, (636) 481-3219 or email stucke16@jeffco.edu

Jefferson College participates in many types of federal, state and institutional student financial aid programs. The goal of the College's financial aid program is to help individuals acquire grants, loans, scholarships, and/or part-time employment.

Federal regulations require that students earn financial aid funds by attending and actively participating in courses. Attendance information is collected from faculty to verify financial aid eligibility. In addition, federal and state regulations require financial aid recipients to maintain satisfactory academic progress. Financial assistance is awarded on an annual basis with renewal each semester dependent on satisfactory academic performance.

Please encourage financial aid recipients to contact the Financial Aid Office prior to withdrawing from classes to discuss how their financial aid status or eligibility may be affected.

Emergency financial assistance is available through the Jefferson College Foundation. If students are experiencing financial difficulties that are interfering with their academic success, please email finaid@jeffco.edu to discuss the options.

Jefferson College Arnold Staff

Dr. Kenny Wilson, *Dean of Workforce & Community Education*, (636) 481-3550 or email kwilso20@jeffco.edu

Michael Gruzeski, *JCA Coordinator*, (636) 481-3596 or email mgruzesk@jeffco.edu

Project SUCCESS: Student Support Services

What is Project SUCCESS?

Project SUCCESS is a federally funded TRIO program at Jefferson College that assists eligible students to reach their academic goals. The program works to increase the retention, graduation, and transfer rates of program participants from two-year to four-year institutions. Project SUCCESS strives to foster an institutional climate supportive of the success of students who are low-income, first generation college students, or individuals with disabilities through appropriate campus services.

Who is Eligible for Project SUCCESS?

Each year, Project SUCCESS selects 160 at-risk Jefferson College students and provides them with intense academic and personal support. To be eligible for the program, students must be planning to earn an Associate's degree, and transfer to a four-year institution. Students must meet at least one of the following criteria:

- 1) first-generation college student (neither parent has completed a Bachelor's degree)
- 2) low-income (based on federal income guidelines)
- 3) documented disability (physical, psychological or learning disability)

How Can We Help You?

Faculty may refer students who state they are planning to pursue a Bachelor's degree, are struggling with the academic experience, and/or meet the eligibility requirements above. Referrals can be made by clicking the "Project SUCCESS Ref" button under the Advising tab in MyJeffco. When students are referred to our office, we review their program eligibility, and if eligible, provide them with a wide array of support services. If a student is not eligible for our program, we refer him/her to other campus and community services that may be helpful.

Project SUCCESS staff is available to visit classes to present recruitment information about our program. If you have time in your class, we would be glad to speak with your students about the Project SUCCESS services on campus.

What Services are Provided?

Project SUCCESS Services include:

- Academic advising with an assigned project coordinator
- Personal, career, and educational assistance
- Informational workshops
- FAFSA, scholarship, and financial literacy resources
- Transfer assistance and on-campus visits to regional 4-year institutions
- STEM and cultural events
- Priority registration
- 24/7 Virtual Tutoring

For more information, phone us at (636) 481-3281 or stop by the 2nd Floor of the Student Center.

Workforce and Employment Services (WES)

Workforce and Employment Services (WES) offers valuable Career Services to assist students, alumni, and community members with achieving their career goals. By working with our Employment Specialists and utilizing career checklists, students can assess skills, explore potential career paths, prepare for success through education and experience, and master the art of marketing themselves to future employers. WES provides classroom visits, workshops, as well as individual appointments.

To learn more visit www.jeffco.edu/wes/ or email workforce@jeffco.edu.

Directory

Administration and Staff

President.	Dr. Dena McCaffrey, (636) 481-3300, dmccaffr@jeffco.edu
Vice President of Academic Affairs and CAO	Dr. Christopher DeGeare, (636) 481-3300, cdegear1@jeffco.edu
Dean of Instruction	Dr. Jan Johnson, (636) 481-3400, jjohns84@jeffco.edu
Dean of Workforce & Community Education	Dr. Kenneth Wilson, (636) 481-3550, kwilso20@jeffco.edu
Dean of Institutional Effectiveness and Innovation.	Dr. Josephine Kershaw, (636) 481-3700, jkershaw@jeffco.edu
Associate Deans	Maryanne Angliongto, <i>Math, Physics & Technology</i> , (636) 481- 3318, manglion@jeffco.edu
	Dr. Joanne Fish, <i>Humanities</i> , (636) 481-3332, jfish@jeffco.edu
	Nicole Aden, <i>Business, Social Sciences & Public Service</i> , (636) 481-3273, naden@jeffco.edu
	Janet Akers-Montgomery, <i>Science & Health</i> , (636) 481-3356, jakers4@jeffco.edu
Director of Academic Services	Connie Nash (636) 481-3170, cnash@jeffco.edu
Director of Library Services	Lisa Pritchard, (636) 481-3161, lpritch@jeffco.edu
Senior Administrative Assistant to VP of Academic Affairs & CAO .	Jennifer Baine, (636) 481-3301, jbaine@jeffco.edu
Administrative Assistant to Dean of Instruction	Shannon Crow, (636) 481-3401, scrow2@jeffco.edu
Senior Administrative Specialists.	Kristina Erxleben, <i>Science & Health</i> , (636) 481-3466, kerxlebe@jeffco.edu
	Miranda Gilbert, <i>Humanities</i> , (636) 481-3331, mgilber4@jeffco.edu
	Kylie Walton, <i>Math, Physics & Technology</i> , (636) 481-3445, kwatson@jeffco.edu
	Miranda Gallaway, <i>Business, Social Science & Public Service</i> , (636) 481-3314, mgallawa@jeffco.edu
	Denise Hawkins, <i>Law Enforcement Academy</i> , (636) 481-3425, dhawkin1@jeffco.edu

Instructional Directors

Director of EMT/Paramedic	Brit Adams, (636) 481-3525, badams16@jeffco.edu
Director of Law Enforcement Academy.	Mike Toombs, (636) 481-3420, mtoombs1@jeffco.edu
Director of Nursing.	Amy McDaniel, (636) 481-3465, amcdanie@jeffco.edu
Director of Veterinary Technology.	Dana Nevois, (636) 481-3488, dnevois@jeffco.edu

Dual Credit Liaisons

(For adjuncts who teach students who are dually enrolled in high school and college.)

Biology	Simon Bade, (636) 481-3248, sbade@jeffco.edu
Business	Kathy Johnson, (636) 481-3428 kjohns23@jeffco.edu
Chemistry	Wesley Whitfield, (636) 481-3274, wwhitfie@jeffco.edu
College Studies	Jason Johnson, (636) 481-3343, jjohns82@jeffco.edu
Computer Information Systems	Gwen Lee, (636) 481-3471, glee4@jeffco.edu
Education	Dr. Ken Boning, (636) 481-3344, kboning@jeffco.edu
English	Amy Call, (636) 481-3320, acall@jeffco.edu
History	Joseph Thurman, (636) 481-3346, jthurma1@jeffco.edu
Honors Program Coordinator.	TBD
Math	Imran Shah, (636) 481-3275, ishah@jeffco.edu
Physics	Dr. Bob Brazzle, (636) 481-3305, bbrazzle@jeffco.edu
Spanish.	Melissa Stephens, (636) 481-3309, mstephe7@jeffco.edu
Theatre	Dr. Rebecca Ellison, (636) 481-3367, rellison@jeffco.edu

Important Phone Numbers

Student Wellness & Counseling Services	(636) 481-3215
Registration and Student Records	(636) 481-3209
Advising and Retention	(636) 481-3209
Student Conduct & Care Team	(636) 481-3262
Care Team	(636) 481-3333
Bookstore	(636) 481-3290 Hillsboro Bookstore (636) 481-3250 Store Manager (636) 481-3253 Course Materials Manager
Central Office Services (COS)	(636) 481-3138 / 481-3137
Accessibility Resource Office (ARO)	(636) 481-3158 / 481-3169
Faculty Offices	(636) 481-3331 (Humanities faculty) (636) 481-3314 (Business, Social Science & Public Service faculty) (636) 481-3445 (Math, Physics & Technology faculty) (636) 481-3466 (Science & Health faculty) (636) 481-3597 (JCA office)
Financial Aid	(636) 481-3212
Foundation	(636) 481-3105
Human Resources	(636) 481-3153
Office of Online Learning	(636) 481-3483 / 481-3357 / 481-3234
Library	(636) 481-3161 / 481-3160 / 481-3166 / 481-3167
Maintenance	(636) 481-3505
Payroll Services	(636) 481-3124 / 481-3126
Project SUCCESS	(636) 481-3281
Campus Police	(636) 481-3500 Dial 911 for emergencies
Help Desk	(636) 481-3234 Option 2 (<i>Email, Desktop Technologies, Smart Classroom Assistance, Online Course Information & Canvas</i>)
Student Activities/Student Development	(636) 481-3231
Testing Center	(636) 481-3147 (636) 481-3593 (JCA)

Board of Trustees



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Term Expires 2029



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Term Expires 2027



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Term Expires 2027



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Term Expires 2031

Administrative Officers



**Dr. Dena
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*Jefferson College
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*Vice President of
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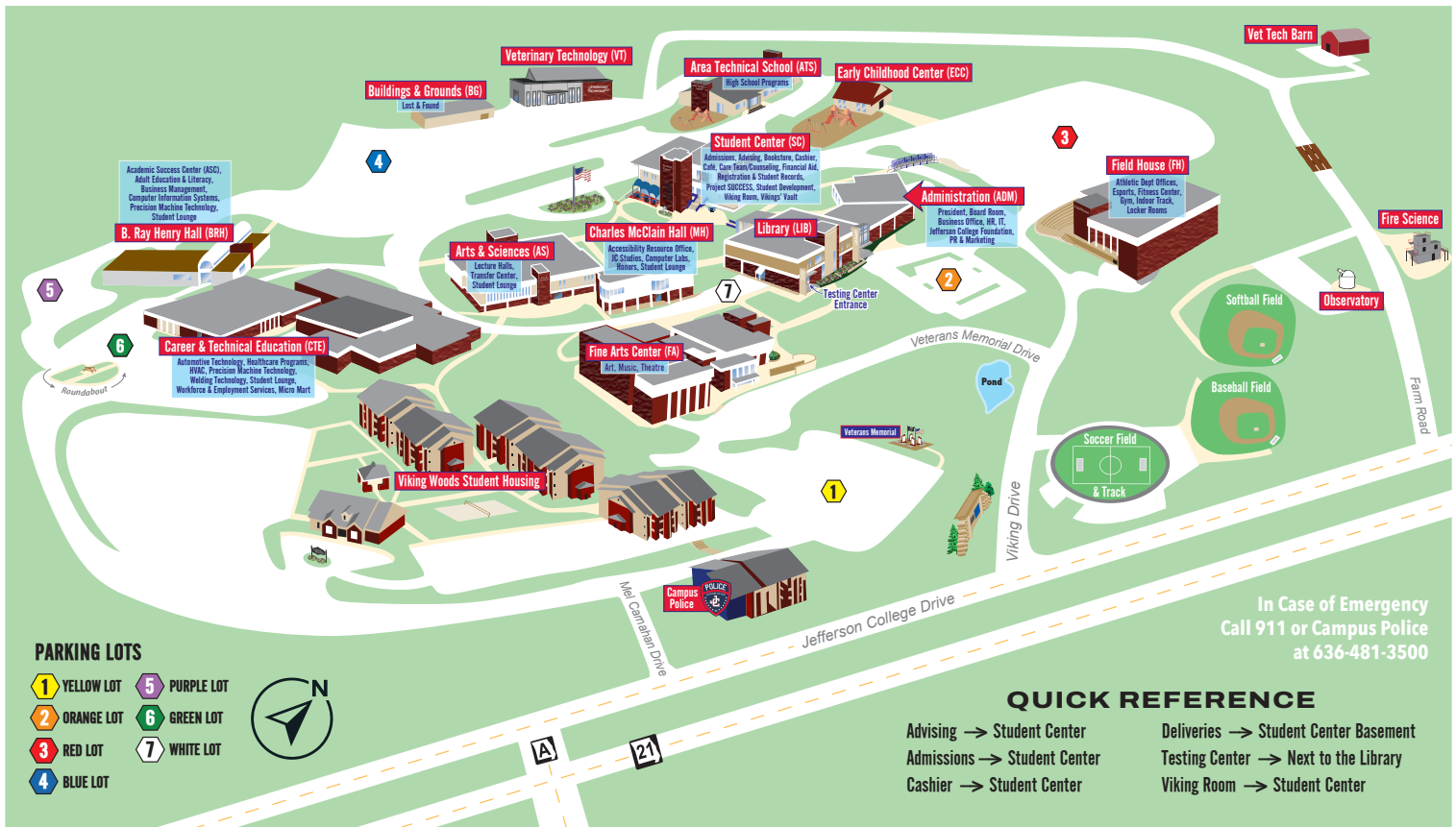
**Dr. Kimberly
Harvey-Manus**
*Vice President of
Student Services*



**Dr. Josephine
Kershaw**
*Dean of
Institutional
Effectiveness &
Innovation*



**Dr. Kenneth
Wilson**
*Dean of Workforce
& Community
Education*



Facilities – Hillsboro Campus



Charles McClain Hall (MH)

houses the Accessibility Resources Office on the first floor and has a sunny student lounge and a computer lab on the second floor.

Arts and Sciences (AS)

includes vending machines and a student lounge with wireless Internet access. Students can also meet with the University of Missouri-St. Louis transfer specialists about completing their four-year degrees.



The Career & Technical Education Building (CTE)

includes the Workforce & Employment Services office, Career Closet, a student lounge with wireless Internet access, snack bar, and vending machines.



The Field House (FH)

provides a variety of activities for students, faculty, and staff. The fitness center was recently renovated and features a variety of new equipment. It is equipped with Matrix machines, treadmills, rowing machines, elliptical and stationary bikes. The center is also equipped with televisions for viewing. There is an abundance of free weights for those wishing to strength train. Patrons must be 16 years of age or older to use the Fitness Center. The indoor track allows you to walk/run with the convenience of being inside. The gym floor is also available for activities such as basketball and volleyball from 8 a.m.-12 p.m. In addition, the Field House has a wheel chair lift system. The system is available inside one of the stairwells and will allow a wheelchair to access the upper level.



The Fine Arts Center (FA)

hosts many cultural events throughout the year including ethnic festivals, concerts, musicals, and plays. The Fine Arts Building is also home to many art exhibits.



[Click here](#) for information on all building descriptions and maps.

The Library (LIB)

has lots of space for group study and hang-outs. Several times a year the Library hosts academic speakers, panel discussions, activities to help you de-stress and other fun events. The first floor of the Library is for collaborations of all kinds, the second floor is for quiet study.



The **Student Center (SC)** lower level includes Student Development, and a cafeteria with wireless Internet access. An ATM is available next to the Cafeteria. The Bookstore is also located on the lower level of the Student Center. Students may



purchase college attire, books, and supplies for courses. In addition, there is a beautiful outdoor brick patio where students can study and interact. The main floor of the Student Center is the “one stop

shop” for student needs. Students can meet with Admissions, process financial aid, meet with advising specialists, register for classes, pay bills, get a student ID and parking sticker. The top floor of the Student Center houses the Vice President of Student Services, Project SUCCESS, counseling services, and the Student Compliance/Title IX offices.

The **B. Ray Henry Hall (BRH)** offers the Academic Success Center which includes the Math Lab, Writing Lab, Computer Lab, Science Lab, Foundations Lab and Tutoring Services on the first floor. The Office of Online Learning & Helpdesk, Room 103 (ASC-Computer Lab) is also on the first floor. The B. Ray Henry Hall also offers student lounges.



Many of the high school students enrolled in the Area Technical School at the College attend classes in the **Area Technical School (ATS)** Building. The ATS, completed in the summer of 1999, consists of 32,709 square feet on two levels and includes classrooms, laboratories, and offices for several technical programs available to area high school students enrolled through 11 public high schools in Jefferson College’s service area.



Jefferson College – Arnold



Jefferson College Arnold – located near the intersection of Highway 141 and Astra Way – is a full-service facility that offers a “one stop shop” for student services including admissions, registration, financial aid, and advising; wireless Internet access; an open computer lab; Testing Center; Academic Success Center; and student lounge area with vending machines.

help card

NEED...

SUPPORT/CONTACT

Academic Success Center (ASC)	JCH: BRH First Floor (636) 481-3439
.....	JCA: First Floor
Accuplacer Testing	Testing Center, JCH: (636) 481-3147
.....	JCA: (636) 481-3592/3593
Accessibility Resource Center (ARO).....	MH 104: (636) 481-3158/3162
Add/Drop/Withdrawal Deadlines	Registration and Student Records,
.....	(636) 481-3209
Admissions.....	(636) 481-3235
Advising Appointment	JCH: (636) 481-3209
.....	JCA: (636) 481-3597
Athletics	Field House, (636) 481-3394
Bookstore	Bookstore, JCH: (636) 481-3250
Campus Emergencies	911; JCH: (636) 481-3500;
.....	JCA: (636) 481-3597
Campus Escort.....	Campus Police, JCH: (636) 481-3500
Campus Police	Office: 800 Mel Camahan Dr., (636) 481-3500
Canvas Issues	JC Office of Online Learning, (636) 481-3483/3357
Care Team	(636) 481-3333
Career Services	Workforce & Employment Services, (636) 481-3144
Child Care	Early Childhood Center, (636) 481-3298/3299
Clubs/Organizations	Student Development Coordinator, (636) 481-3231
Commencement Questions.....	Registration and Student Records, (636) 481-3205
Computer Assistance.....	Call (636) 481-3234, Option #2
Contact Instructor.....	Dean of Instruction, (636) 481-3400
Drop-in Tutoring	Academic Success Center, (636) 481-3439
Employment Assistance	Employment Specialist, (636) 481-3268
Exit Exam Appointments	Testing Center, JCH: (636) 481-3147
.....	JCA: (636) 481-3592/3593
Exit Exam Questions	Registration and Student Records, (636) 481-3205
FAFSA Help.....	Financial Aid Rep, (636) 481-3212
Financial Aid Q's	Financial Aid, (636) 481-3212
Fitness Center	Field House Coordinator, (636) 481-3391
Food.....	JCH: Student Center, Viking Cafe
.....	JCH: CTE Building, Micro Market
.....	JCA: Student Lounge - Room 111
GI Bill Q's	Veteran Certifying Official, (636) 481-3207/3237
Graduation Application Q's	Registration and Student Records, (636) 481-3205
HSE (HiSET or GED) Transcripts	(Online) DiplomaSender.com

NEED...

SUPPORT/CONTACT

Housing.....	Viking Woods, (636) 481-3294
International Students & Veteran Services	Coordinator, (636) 481-3272
Library	(636) 481-3166/3167
Locked Keys in Car	Campus Police, (636) 481-3500
.....	JCA: (636) 481-3551
Lost & Found	JCH: Buildings & Grounds, (636) 481-3505
.....	JCA: (636) 481-3597
MyJeffco Issues	Help Desk, (636) 481-3234, Option #2
Online Course Assistance	(636) 481-3234, Option #2
Online Registration Issues	Registration & Student Records, (636) 481-3209
PACE Event Info.....	(636) 543-3123
Parking Sticker.....	Cashier, JCH: (636) 481-3123
.....	JCA: (636) 481-3597
Phone Registration *Up to 6 credit hours*	Registration & Student Records (636)
.....	481-3209
Photo IDs	JCH: Student Center, (636) 481-3209;
.....	Library Circulation Desk, (636) 481-3166;
.....	JCA: Front Counter, (636) 481-3597;
Project SUCCESS	(636) 481-3281
Reporting Discrimination, Harassment,	
or Sexual Misconduct (Title IX)	Title IX Office, (636) 481-3258
Scholarship Information	Financial Aid, (636) 481-3212
Student Lounge.....	AS 107F & CTE 114
.....	JCA Room 111
Student Food Pantry	Vikings' Vault, (636) 481-3240
.....	JCA: Room 106
Student Services.....	JCH: (636) 481-3209
.....	JCA: (636) 481-3597
Student Wellness and Counseling Services	(636) 481-3215
Testing Center	JCH: (636) 481-3147
.....	JCA: (636) 481-3592/3593
Transfer Credit	Registration and Student Records, (636) 481-3237
Transfer Questions and Assistance	(636) 481-3285
Transportation.....	Jeffco Express, (636) 933-9380
Tutoring	Peer Tutor Coordinator, (636) 481-3439
Transcript Requests	Registration and Student Records, (636) 481-3209
Work Study Applications	Financial Aid, (636) 481-3212
Workforce & Employment Services.....	WES, (636) 481-3144

Non-Discrimination Policy

Jefferson College does not discriminate, and prohibits discrimination, on the basis of age, ancestry, color, creed, disability, genetic information, marital status, national origin, pregnancy, race, ethnicity, religion, sex, gender identity or expression, sexual orientation, or covered veteran status in employment or in admission to any educational program or activity of the College, as required by Title IX, Title VI, Title VII, Section 504, The Americans with Disabilities Act Amendments Act (ADAAA), the Age Discrimination in Education Act, the Age Discrimination in Employment Act (ADEA), and the Missouri Human Rights Act.

Note: If accessibility services are needed, contact the Accessibility Resource Office, MH Room 104, (636) 481-3158 or aro@jeffco.edu. (Seven days advance notice required for sign language interpretation services).

In compliance with applicable Federal Rules and Regulations, Jefferson College has adopted a procedure for resolving complaints of discrimination. The procedure is available to any Jefferson College student, employee, or applicant who feels they have been discriminated against in employment, student programs, or student activities. For matters involving sexual harassment, please refer to the Jefferson College Title IX Sexual Harassment Procedure and Grievance Process for students and employees.

- The Americans with Disabilities Act Amendments Act (ADAAA) Coordinator for students is the Accessibility Resource Office Coordinator, Linda Ladendecker-Corley.
Office: Charles McClain Hall (MH) Room 104
Email: lladende@jeffco.edu
Phone: (636) 481-3158
- Inquiries about Title IX for students or employees may be referred to Jefferson College's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The Title IX Coordinator is responsible for any alleged discrimination or harassment that relates to sex or gender, including, but not limited to sexual harassment, sexual discrimination, sexual misconduct complaints, and pregnancy discrimination and support needs.

To report information about conduct that may constitute sex discrimination or harassment or make a complaint of sex discrimination or harassment under Title IX, contact the Title IX Coordinator at the contact information below. Reports of information that involve students may also be submitted through the Maxient reporting portal.

Kristine Bogue, Title IX Coordinator/Senior Director of Student Compliance
Email: kbogue1@jeffco.edu
Phone: (636) 481-3258

- Students with concerns regarding any alleged discriminatory act or occurrence falling within the provisions of any of the Federal Rules and Regulations other than Title IX or ADAAA as specified above may contact Kristine Bogue:
Office: Student Center 209
Email: kbogue1@jeffco.edu
Phone: (636) 481-3258
- Employees, applicants, or other individuals with concerns regarding any alleged discriminatory act or occurrence falling within the provisions of any of the Federal Rules and Regulations other than Title IX or ADAAA as specified above may contact the Director of Talent Acquisition & Organizational Design, Alicia Smith.
Office: Administration 131-C
Email: asmith92@jeffco.edu
Phone: (636) 481-3154

Student reports may be made in person, verbally, by phone, in writing through mail or electronic mail, through the College's [Maxient reporting portal](#) (found in MyJeffco or at jeffco.edu/non-discrimination-policy/), or any other manner that delivers the information to the appropriate Coordinator at any time. Employee reports may be made in person, verbally, by phone, in writing through mail or electronic mail, or any other manner that delivers the information to the appropriate Coordinator at any time.

Equal Opportunity is the LAW

It is against the law for this recipient of Federal financial assistance to discriminate on the following bases:

- Against any individual in the United States, on the basis of race, color, religion, sex (including pregnancy, childbirth, and related medical conditions, sex stereotyping, transgender status, and gender identity), national origin (including limited English proficiency), age, disability, or political affiliation or belief, or,
- against any beneficiary of, applicant to, or participant in programs financially assisted under Title I of the Workforce Innovation and Opportunity Act, on the basis of the individual's citizenship status or participation in any WIOA Title I-financially assisted program or activity.

The recipient must not discriminate in any of the following areas:

- Deciding who will be admitted, or have access, to any WIOA Title I - financially assisted program or activity;
- providing opportunities in, or treating any person with regard to, such a program or activity; or
- making employment decisions in the administration of, or in connection with, such a program or activity.

Recipients of federal financial assistance must take reasonable steps to ensure that communications with individuals with disabilities are as effective as communications with others. This means that, upon request and at no cost to the individual, recipients are required to provide appropriate auxiliary aids and services to qualified individuals with disabilities.

WHAT TO DO IF YOU BELIEVE YOU HAVE EXPERIENCED DISCRIMINATION

If you think that you have been subjected to discrimination under a WIOA Title I-financially assisted program or activity, you may file a complaint within 180 days from the date of the alleged violation with either:

Danielle Smith, State Equal Opportunity Officer

Missouri Department of Higher Education and Workforce Development - Office of Workforce Development
301 W. High Street
PO Box 1087
Jefferson City, MO 65102
danielle.smith@dhewd.mo.gov
Phone: (573) 751-2428 | Fax: (573) 751-4088
Missouri Relay Services at 711

The Director, Civil Rights Center (CRC), U.S. Department of Labor, 200 Constitution Avenue NW., Room N-4123, Washington, DC 20210 or electronically as directed on the CRC Web site at www.dol.gov/crc.

If you file your complaint with the recipient, you must wait either until the recipient issues a written Notice of Final Action, or until 90 days have passed (whichever is sooner), before filing with the Civil Rights Center (see address above).

If the recipient does not give you a written Notice of Final Action within 90 days of the day on which you filed your complaint, you may file a complaint with CRC before receiving that Notice. However, you must file your CRC complaint within 30 days of the 90-day deadline (in other words, within 120 days after the day on which you filed your complaint with the recipient).

If the recipient does give you a written Notice of Final Action on your complaint, but you are dissatisfied with the decision or resolution, you may file a complaint with CRC. You must file your CRC complaint within 30 days of the date on which you received the Notice of Final Action.

Sub-State Agency/Local Equal Opportunity Officer:

Name: Trence James (TJ)

Address: 3757 Harry S Truman Blvd, St. Charles, MO 63301

Telephone: 816-804-2956

*To learn more about filing a claim, visit
jobs.mo.gov/equalopportunity*



Equal Opportunity Employer/Program

Auxiliary aids and services are available upon request to individuals with disabilities.

DWD-102 (10-2019)



1000 Viking Drive
Hillsboro, MO 63050
(636) 481-3000
www.jeffco.edu



This handbook was created to be a resource for adjunct faculty. In the event of apparent conflict or ambiguity in policy or procedure between the contents of this handbook and the [Board of Trustees Policies and Procedures Manual](#), the latter shall take precedent.

It is the policy of Jefferson College that no person shall, on the basis of age, ancestry, color, creed, disability, genetic information, marital status, national origin, pregnancy, race, religion, sex, gender identity or expression, sexual orientation, or covered veteran status, be subject to discrimination in employment or in admission to any educational program or activity of the College. Note: If accessibility services are needed, contact the Accessibility Resource Office, MH 104, (636) 481-3158 or aro@jeffco.edu (7 days advance notice required for sign language interpretation services).