

High School Partnerships

CWU College in the High School

Administrator Handbook

2022-23



Central Washington University

High School Partnerships

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LETTER FROM THE DIRECTOR OF CONCURRENT ENROLLMENT

Greetings from Central Washington University!

The decision to start college early is an important one. There are many reasons students do not start or finish college, even though they may be academically prepared. The social and emotional experiences can be an overwhelming adjustment. Also, the generational, demographical, and financial reasons are becoming more prevalent on a national scale. Our goal is to help students overcome as many of those obstacles as possible while they are still in the comfort zone of their current high school setting.

With an increased focus on creating pathways and college access for students across the state of Washington, CWU has emerged as the state leader in dual credit offerings through our NACEP Accredited College in the High School (CiHS) program. We take great pride in our service of helping students as well as the mentorship and professional development we provide for our high school teachers. Our dedicated and distinguished faculty and staff truly consider this program a partnership in our journey to educate the next generation while increasing college access.

The current price of \$60 per credit makes this program an affordable option for students looking to get a jump start on their college education while eliminating future student loan debt. There is also a state subsidy that is available to school districts that apply through the Office of Superintendent of Public Instruction (OSPI) and receive the subsidy.

CWU CiHS is an opportunity for students who are self-motivated and excited to get a head start on their academic career. It is also a great professional growth opportunity for teachers within your high school and district.

If you feel this program would benefit your students and teachers, please reach out and we can answer any questions you may have.

Regards,

Kyle Carrigan

Kyle Carrigan

Director of Concurrent Enrollment

Central Washington University

HIGH SCHOOL PARTNERSHIPS MISSION AND VISION

Mission Statement:

Mission Statement: The mission of the Central Washington University High School Partnerships Department is to provide high school students with rigorous and rewarding low cost dual credit opportunities that will allow students to graduate from high school and earn college credit at the same time, overcome barriers to participating in higher education, and get an early start on their long term academic and career goals.

Vision Statement:

The vision of the High School Partnerships Department is to be a statewide leader in providing affordable, rigorous, and inclusive dual credit opportunities to every high school student in Washington State.

HIGH SCHOOL PARTNERSHIPS CONTACT INFORMATION

Name/Position	Phone	Email
Main Office	(509) 963-1351	hspartnerships@cwu.edu
Kyle Carrigan Director of Concurrent Enrollment	(509) 963-1796	kyle.carrigan@cwu.edu
Zane Morrison Program Support Supervisor 1	(509) 963-1381	zane.morrison@cwu.edu
Angelia Riveira Associate Director of Running Start	(509) 963-1947	angelia.riveira@cwu.edu
Chelsea Braun Running Start Advisor Sammamish	(425) 392-2110	chelsea.braun@cwu.edu
Sarah Maes Program Coordinator	(509) 963-1652	sarah.maes@cwu.edu
Alejandra Preciado Program Coordinator	(509) 963-1748	alejandra.preciado@cwu.edu
David Parker Fiscal Specialist	(509) 963-1723	david.parker@cwu.edu

Mailing address:

Central Washington University
High School Partnerships
400 E. University Way
Ellensburg, WA 98926- 7431

PROGRAM OVERVIEW

WHAT ARE THE BENEFITS OF THE PROGRAM?

- Students can accelerate their academic studies by earning college credit while attending high school without giving up their high school experience.
- College in the High School allows students the opportunity to experience college level work in a familiar environment.
- Completing rigorous high school coursework and earning college credit can strengthen the student's college or university application as well as help meet basic college and university requirements.
- Courses not covered by the Consolidated Equitable and Sustainable Dual Credit Grant cost \$60 per credit.
- If your school is awarded the Consolidated Equitable and Sustainable Dual Credit Grant from OSPI, your students have the potential to earn free college credit.
- Students applying to CWU prior to high school graduation will be given a \$500 award, the Early Scholar Tuition Waiver, toward CWU tuition, provided they have earned a 3.00 cumulative GPA or higher in their CWU courses.
- The undergraduate CWU application fee will be waived for students who participated in the CWU CiHS program. (Certain restrictions apply, please ask for additional details.)
- CWU currently collaborates with 160 high schools across the state of Washington to offer college classes taught in high school classrooms by qualified high school instructors.

OUR WEBSITE

<http://www.cwu.edu/college-hs>

Our website is a good tool for teachers, administrators, students, and parents to use. We highly recommend becoming familiar with the site. The website includes information about the program, important dates, how to make payments, etc.

PAYMENT MODELS

Courses are offered at a high school through two different funding models. Some courses are paid by the State of Washington, using funds awarded to districts through the Consolidated Equitable and Sustainable (CES) Dual Credit Grant.

The same courses are offered at schools without state grant support, where fees are paid by a student/parent or a third party such as the student's school district.

Under both models, students may:

- Take up to 15 CWU credits per term. Any credits attempted over the limit of 15 will need additional overload approval from the Director of Concurrent Enrollment and the Dean of Extended and Global Education.
- Students in grades 9- 12 may participate.
- Students and parents must both acknowledge the agreement and responsibilities for enrollment.
- For the Private Pay model, student/families will be individually invoiced.
- For the School Pay model of College in the High School, schools will be invoiced for all student classes at the end of each term.

PROGRAM COMPARISON

	CWU CiHS	Running Start	AP Courses
Learning environment	High school	College campus	High school
Students remain with high school peers and friends	Yes	Maybe	Yes
Courses conflict with other high school programs	No	Maybe	No
Programs conflict with district academic calendar	No	Likely	No
Homework time available in class	Likely	Unlikely	Likely
State revenue lost to your school districts per FTE	No	Yes	No
Teacher qualifications	Approved by CWU, professional development required.	Approved University or College Faculty	Approved by district
College credit earned	By meeting CWU course standards; assignments, quizzes and exams	By meeting individual teacher's course objectives	By score on one final standardized test
Teacher evaluation	By high school, students and site visits and observations by CWU liaison	By college department and students	By high school
Student eligibility	Placement test, or successfully passing previous coursework	Placement test, space available, GPA, etc.	Teacher discretion
Age limitations	Grades 9 through 12	Junior or senior standing	None
Tuition	\$60 per credit	None	None
Credit transferability	Accepted by most regional colleges and Universities	Accepted by most regional colleges and Universities	Most regional colleges require score of 3 or higher on AP test
Other costs	\$15 placement test fee, if required	Additional fees for transportation, books, registration, courses & technology, parking	\$96 AP Test Fee \$144 Capstone Test Fee \$40 Late Registration Fee, after Nov. 15.
Other considerations	CWU resources for success are available to teachers and students.	College classes do not restrain content to accommodate high school students	Every college/university has different AP Test acceptance policy

CWU COURSE OFFERINGS

ANTH 107 BEING HUMAN: PAST AND PRESENT
ART 103 ART APPRECIATION
ASL151 AMERICAN SIGN LANGUAGE
ASL152 AMERICAN SIGN LANGUAGE
ASL153 AMERICAN SIGN LANGUAGE
BIOL 101 FUNDAMENTALS OF BIOLOGY
BIOL 201 HUMAN PHYSIOLOGY
DNCE 141 JAZZ DANCE
ECON 101 ECONOMIC ISSUES
ECON 102 WORLD ECONOMIC ISSUES
ECON 130 FOUNDATIONS FOR BUSINESS ANALYTICS
EDBL 250: ETHNIC AND CULTURAL MINORITIES IN AMERICAN EDUCATION: PAST AND PRESENT
EFC 250 INTRODUCTION TO EDUCATION
ENG 101 COMP I READING
ENG 102 COMP II RESEARCH
ENG 105 LITERARY IMAGINATION
ENST 201 EARTH AS AN ECOSYSTEM
ENST 202 ENVIRONMENT AND SOCIETY
ETSC 101 MODERN TECH
ETSC 145 WOODWORKING
ETSC 160 DESIGN & DRAFT
ETSC 265 MODELING
ETSC 277 INTRO TO ROBOTICS
FIN 174 PERSONAL FINANCE
FR 151 FIRST YR FRENCH
FR 152 FIRST YR FRENCH
FR 153 FIRST YR FRENCH
GEOG 101 WORLD REGIONAL GEOGRAPHY
GEOG 208 OUR HUMAN WORLD
GEOL 101 INTRO TO GEOLOGY
GERM 151 FIRST YR GERMAN
GERM 152 FIRST YR GERMAN
GERM 153 FIRST YR GERMAN
HIST 144 US HISTORY SINCE 1865
HUM 101 CULTURES IN ANCIENT WORLD
HUM 102 CULTURES 16-19TH CENTURY
HUM 103 CULTURES MODERN SOCIETY
IT 111 YOUR DIGITAL FOOTPRINT AND THE WEB
IT 202 CHANGE READY: TECHNOLOGY SKILLS FOR CIVIC AND COMMUNITY LEADERS
JAPN 151 FIRST YR JAPANESE
JAPN 152 FIRST YR JAPANESE
JAPN 153 FIRST YR JAPANESE
MATH 101 MATH IN MODERN WORLD
MATH 102 MATH DECISION MAKING
MATH 130 FINITE MATH
MATH 152 FUNCTIONS AND REASONING
MATH 153 PRECALC I
MATH 154 PRECALC II
MATH 172 CALC I
MATH 173 CALC II
MATH 211 STATISTICAL CONCEPTS AND METHODS
MATH 265 LINEAR ALGEBRA
MATH 272 MULTIVARIABLE CALC I
MATH 273 MULTIVARIABLE CALC II
MSL 314 MILITARY HISTORY
MUS 101 HISTORY OF JAZZ
MUS 102 INTRODUCTION TO MUSIC
MUS 103 HISTORY OF ROCK AND ROLL
PEAQ 110 SPRINGBOARD DIVING
PEAQ 111 BEGINNING SWIMMING
PEAQ 112 SWIMMING
PEAQ 113 ADVANCED SWIMMING
PEAQ 221 LIFEGUARD
PEF 110 CONDITIONING
PEF113 WEIGHT TRAINING
PEF115 JOGGING
PEF 122 DANCE FUSION
PEF 123 AEROBIC WALKING
PEF 128 GLUTE/ABDOMINAL CONDITIONING
PEF 129 AB STRENGTH
PEF 131 FRISBEE
PEF 150 BEGINNING YOGA
PEF 153 MAT PILATES
PEID 110 BEGINNING BADMINTON
PEID 123 BEGINNING TENNIS
PEID 137 HIKING
PEID 150 ARCHERY
PETS 110 BASKETBALL
PETS 113 SOCCER
PETS 114 SLOW PITCH SOFTBALL
PETS 120 TABLE TENNIS
PHYS 101 INTRO TO ASTRONOMY
PHYS 103 PHYSICS OF MUSIC
PHYS 111 INTRO PHYSICS I
PHYS 112 INTRO PHYICS II
PHYS 113 INTRO TO PHYSICS III
PHYS 181 GEN PHYSICS I
PHYS 182 GEN PHYSICS II
PHYS 183 GEN PHYSICS III
POSC 101 INTRO TO POLITICS
POSC 210 AMERICAN POLITICS
POSC 270 INTERNATIONAL RELATIONS
PSY 101 GENERAL PSYCH
SOC 101 SOCIAL PROBLEMS
SOC 107 PRINCIPALS OF SOCIOLOGY
SPAN 151 FIRST YR SPANISH
SPAN 152 FIRST YR SPANISH
SPAN 153 FIRST YR SPANISH
TH 107 INTRO TO THEATRE

PLACEMENT TESTING

Currently, CWU offers the Accuplacer Next Generation exam for placement testing. This exam can be used to place into a variety of math classes. Students can also submit SBAC, SAT, ACT, AP, ALEKS, and APTP scores to meet the prerequisite for some classes. Please see our Course Description and Prerequisite guide for more details on the cut-off scores.

Location: The Accuplacer exam may be offered at your high school. See your teacher/counselor/administrator for more information.

Cost: The cost of the Accuplacer test is \$15 per test (when taken at your school) and CWU invoices the school district for this cost. CWU will cover the cost for those students who qualify for the Free and Reduced Lunch.

For ENG 101 Placement, students need to take the Directed Self-Placement test. More information can be found here: <https://www.cwu.edu/general-education/directed-self-placement>

HOW DO STUDENTS SIGN UP?

Talk to a high school teacher or counselor to see if CWU College in the High School is offered in their class/school, how the classes match with individual students' graduation needs, and what kind of prerequisites may be required.

Registration is online at <https://cihs.cwu.edu/> and they create or log into their student registration account, choose classes, and get parent/guardian consent. Reviewers check for accuracy and completeness at the schools, and add proof of prerequisites, if required. Then the students are enrolled by CWU.

Each student will receive a letter from CWU and an email with their CWU ID and username after the first time they register. They need to set up their MyCWU account by following the directions in the letter.

ACADEMIC TRANSFER IN WASHINGTON STATE

Colleges in Washington State have agreements to make transfer easier for students. Schools offer a variety of pathways for students who wish to transfer from one school to another. Students can transfer from a:

- Community or technical college to a four-year college or university.
- Four-year College or university to a community or technical college.
- Four-year College or university to another four-year college or university.
- Community or technical college to another community or technical college.

In addition to state-level agreements, schools may have more requirements. Students who want to transfer from one school to another should

- Talk to academic advisors at both their high school and their intended college/university.
- Make sure they understand their transfer rights and responsibilities.
(<http://www.wsac.wa.gov/sites/default/files/Transfer.Student.Rights.Responsibilities.pdf>)

The Washington Student Achievement Council (WSAC) is the state's transfer liaison. The agency is a single statewide point of contact for transfer issues. WSAC also stores and maintains transfer agreements. (Washington Student Achievement council, www.wsac.wa.gov/transfers)

ABOUT CENTRAL WASHINGTON UNIVERSITY

Welcome to Central Washington University, home of the Wildcats.

We are a public, four-year university located in historic Ellensburg, WA.

Central's commitment to hands-on learning and discovery and individual attention takes students beyond the limits of the classroom and books. Students get to do what they are studying in the real-world and professional settings, which makes learning exciting and relevant.

Each year CWU graduates thousands of well-educated citizens who are ready for high-demand careers in the workforce: construction management, accounting, engineering technology, teacher education, wine business, Para medicine, aviation, and more.

CWU prepares students to succeed in a global economy through strong partnerships with 30 colleges and universities around the world. Last year we welcomed more than 400 students from 36 countries to our campus.

Central Washington University's Ellensburg residential campus encompasses 380 acres. There are also six university centers (Des Moines, Lynnwood, Pierce County, Moses Lake, Wenatchee, and Yakima) and two instructional sites (Joint Base Lewis-McChord and Sammamish).

Quick facts:

About 3,200 graduates each year

Enrollment numbers: 10,327

On-campus residents: 2,800

Male/female ratio: 46/54

Students of color: 42%

- Faculty recognized regionally and/or nationally for collegiate teaching in mathematics, physics, geology, music, and chemistry.
- Average class size: 20
- Student to faculty ratio: 20-to-1

Where Wildcats are from:

Washington State: 94%

- King County: 1960
- Pierce County: 1334
- Snohomish County: 722
- Yakima County: 893

Housing:

Residence halls: 20

Apartment complexes: 5

Living Learning and Theme communities: 14

Estimated costs for 2022-23:

Full price basic tuition, for 10 - 17 credits: \$6,621

Room and board: \$13,787

Student Life:

More than 125 clubs, organizations, and associations

13 varsity athletic teams

More than 30 percent of students participate in intramural sports

Approximately 500 students participate in 23 sports clubs

Academic:

- More than 135 majors
- Nationally and/or regionally distinguished programs in music, geology, business, physics, education, and STEM.

Wildcat Athletics:

Competes in the NCAA Division II

Men's varsity sports: 6

Women's varsity sports: 7

MISSION AND VISION OF CWU

MISSION

The mission of Central Washington University is to prepare students for enlightened, responsible, and productive lives; to produce research, scholarship, and creative expression in the public interest; and to serve as a resource to the region and the state through effective stewardship of university resources.

VISION

Central Washington University (CWU) is a dynamic, creative, and inclusive environment that promotes engaged learning and scholarship. It is distinguished regionally for the rigor of its curriculum and scholarship, for the excellence of its pedagogy, for the vibrancy of its co-curricular and residential experiences, for its commitment to providing access to higher education, and for its efforts to advance the social and economic health of the region. It is typified by an entrepreneurial spirit that establishes it as a national leader in higher education. It has a strong commitment to engaged learning and scholarship, internationalism, sustainability, inclusiveness, and life-long learning.

CWU POLICY

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)

CWU is required to comply with [FERPA \(Family Education Right to Privacy Act\)](#) including access to student records. FERPA mandates that any student enrolled in college be treated as an adult for privacy purposes. We are not allowed to give information concerning a student's attendance or progress (even if the student is under 18 years of age).

CWU staff will not discuss a student's progress with anyone without the student's permission.

Parents or guardians wishing to contact the university regarding a student's conduct, academic, or financial information must be on a release of information form. This release states that the student gives a specific individual(s) permission to access certain information regarding his/her student records. Without a release of information on file, no university official can share any information with anyone other than the student. Release of Information forms can be obtained through the Dean of Student Success Office in Bouillon 204 or on the Student Success website under "Forms" (<https://www.cwu.edu/student-success/>). Students can also release their information through their [MyCWU](#) account.

RELEASE OF INFORMATION

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DISABILITY SUPPORT

Central Washington University is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning, discuss your concerns with the instructor. Students with disabilities should contact [Disability Services](#) to discuss a range of options to removing barriers, including accommodations. Student Disability Services is in Hogue Hall 126. Call (509) 963-2214 or email ds@cwu.edu for more information. High school 504 and IEP plans do not carry over to the university. If you already have a 504 and/or IEP at your high school and are taking a CWU class, you may use those learning plans that have already been set in place.

REPETITION OF COURSES

Some CWU courses are approved for repetition with credit awarded each time the course is taken and passed. Such approval is indicated in the course description in the university catalog (<https://www.cwu.edu/registrar/catalogs>). Full tuition is assessed for all repeated courses. Other courses may be repeated under the following conditions:

- Students can take a course a second time. Students attempting to take the same course a third time may do so only with permission of the course instructor and the department chair. Unless otherwise designated as repeatable, courses may not be taken more than three times without permission of the dean of the college and department chair.
- Credit will be awarded only once, including credit for transfer courses that are repeated at CWU.
- When a course is repeated, only the last grade earned will be used in the computation of the cumulative and major grade point averages. All grades will remain in the student's official record.

Any CWU course repeated at another institution is subject to the following requirements:

- May be transferred in for CWU credit.
- Will be used in calculating both the CWU and the transfer GPA.

Repetition of Courses:

http://catalog.acalog.cwu.edu/content.php?catoid=37&navoid=1537&hl=%22incompletes%22&returnto=search#repe_of_cour

GRADING POLICIES AND REGULATIONS

SCHOLASTIC STANDARDS

Academic standards are established by the faculty. The dean of student success has responsibility for implementing these standards. A student's academic standing appears on the quarterly grade report or unofficial transcript located on Safari. Questions about academic standing should be directed to the Office of Student Success (Bouillon Hall, room 204).

Good Standing: A student is in good standing when both the quarterly and cumulative grade point averages (GPA) are 2.0 or higher.

Academic Warning: A student who has been in good standing will be placed on academic warning when the GPA for the previous quarter is below 2.0.

Academic Probation: A student who has been on academic warning will be placed on academic probation if either the quarterly or the cumulative GPA is below 2.0.

Academic Suspension: A student who has been on academic probation will be placed on academic suspension if the GPA for the previous quarter is below 2.0. If the GPA for the previous quarter is 2.0 or above, but the cumulative GPA remains below 2.0, the student will remain on academic probation.

Letter	Grade	GPA	Credit	Transcript Explanation	Definition of letter grade/Policy statement
A		4.0		Excellent	Meets all objectives of the course and fulfills all requirements; performs at a level that reflects excellence
A-		3.7			
B+		3.3		Good	Meets all objectives of the course and fulfills all requirements; performs at a high level
B		3.0			
B-		2.7			

C+	2.3	Satisfactory	Meets all objectives of the course and fulfills all requirements; performs at a satisfactory level
C	2.0		
C-	1.7		
D+	1.3	Marginal Pass	Makes progress toward meeting the course objectives; fulfills course requirements at a substandard level
D	1.0		
D-	0.7		
F	0	Failure	Fails to meet the course objectives; does not fulfill course requirements

WITHDRAWING FROM OR DROPPING A COURSE

Uncontested Withdrawal

The student took a portion of the class and will receive a **+W** on their transcript and the student/school will be invoiced and reported monthly for months prior to the withdrawal. Within the Uncontested Withdrawal period, students can elect to withdraw from individual classes.

Complete Withdrawal

Within the complete withdrawal period, students must withdrawal from all CWU classes. This withdrawal is for reasons of illness or extenuating circumstances. A complete withdrawal from the CWU will be noted on the student's transcripts with a **W** and the student/school will be invoiced and reported monthly for months prior to the withdrawal.

Hardship Withdrawal Policy

After the Uncontested Withdrawal Period ends, hardship withdrawals will be granted only for reasons of hardship and then only upon written petition to and written approval of the registrar.

The student must have discussed the reasons for the withdrawal with the affected faculty member and have obtained the faculty member's signature on the hardship withdrawal petition. Approved hardship withdrawals will be noted on the student's transcript with "HW."

Hardship Withdrawal Petition

Students may request to be withdrawn from one course late in the term if they have experienced extenuating circumstances that present a hardship and affect their ability to finish the course. Students need instructor signature and Director of Concurrent Enrollment approval. If approved, they will receive a **HW** on their CWU transcript and the tuition will still have to be paid. This will also continue to be reported on the monthly reports.

Please see our important dates online <https://www.cwu.edu/college-hs/withdrawal-policy-and-deadlines>

The following symbols are also used. No "grade points" are assigned.

W	Complete withdrawal from the university
+W	Uncontested withdrawal from a course
HW	Hardship withdrawal from a course
I	Incomplete
IP	In Progress
NR	No grade reported
NS	No show

"**Dropping**" a CiHS class at CWU happens during a very limited time frame, early each term. A drop removes the course completely from the student's CWU transcript and removes all applicable charges. Students must do this within their [CiHS](#) account.

CWU STUDENT RESOURCES

ACADEMIC SUCCESS CENTER

As a CWU student, you have access to the Academic Success Center (<https://www.cwu.edu/academic-success/>) which includes the University Math Center, The University Writing Centre and PALS (Peer assisted Labs). These services are location in the Brooks Library and online. To learn more about online services please visit <https://www.cwu.edu/academic-success/online-tutoring/online-tutoring> Please make sure to use your CWU email address when emailing the tutoring services.

ADVISING

CWU College in the High School students may need assistance with how to transfer CWU credits, how to track college credits while in high school, understand how your financial aid could be impacted, how to apply for college, or understanding the ever changing education policies and practices in higher education. All of these things make transitioning from high school to college or a career a challenge. Making this transition also includes strategic planning, setting goals, and monitoring progress.

Students may seek academic advising through Central Washington University's highly qualified advisors. We are here to help you succeed! To begin a conversation with an advisor please [click here](http://www.cwu.edu/college-hs/request-advising) (<http://www.cwu.edu/college-hs/request-advising>) and fill in the information. You may also call 509-963-1351 to speak to an advisor.

BROOKS LIBRARY

Students have access to the [CWU Brooks Library](#). They can chat with a librarian if they have questions about citations, etc. They can look up scholarly articles and save them to their own account. This is an incredible resource and students are encouraged to use it. There website is <https://www.lib.cwu.edu/>

WILDCAT SHOP

The [CWU Wildcat Shop](#) is where you can buy textbooks, supplies, electronics, CWU Swag, clothing, etc. There website is <https://wildcatshop.net/>

DISABILITY SERVICES

While 504 and IEP plans do not transfer to CWU, the accommodations that you have with your school can be used while participating in CWU College in the High School classes. [CWU Disability services](#) is still available if you have any questions. There website is <https://www.cwu.edu/disability-support/>

CAREER SERVICES

Career Services emphasizes a holistic approach to career and life planning. They are committed to empowering individuals to enter the competitive and evolving global arena with confidence and competence. Their team-identified values, listed above, serve to guide them in their work (<https://www.cwu.edu/career/>).

ATHLETICS

As a CWU student, you can attend [CWU Athletics](#) events. All you need is your CWU Connection Card and to pay the appropriate student fee for the event. There website is <https://wildcatsports.com/>

CASE MANAGEMENT SERVICES

The primary role of Central Washington University Case Management Services is to coordinate follow-up care for students in crisis or for students with higher needs and to provide assessment and referral for students to appropriate resources and services. Case Management Services focus on connecting students with appropriate resources and support to minimize the impact of an incident or behaviors on the specific student, other students, and faculty/staff, in order to balance an individual's needs with those of the surrounding community. There website is <https://www.cwu.edu/student-success/case-management>

PROGRAM PARTNER RESPONSIBILITIES

CENTRAL WASHINGTON UNIVERSITY RESPONSIBILITIES

1. Offer authorized and approved CWU courses at high school locations, taught by approved instructors.
2. Determine final teacher appointment for each course.
3. Provide participating students with a platform to register for CWU courses. Appropriate placement testing scores may be required. (Please see registrar catalog (<http://catalog.acalog.cwu.edu/>) for official requirements for all courses) Students will be admitted as non-degree seeking, non-matriculated students.
4. Provide clear documentation of academic expectations for students enrolled in each approved course offered at the high school location. The documentation will provide guidelines, as delineated by the course syllabus, for College in the High School students taking college courses.
5. Coordinate team/individual meetings with school district teacher(s) to ensure adherence to syllabi and expected rate of student progress.
6. Provide recommendations to remedy any inadequate teacher performance issues to the designated high school official within 60 days of classroom observation.
7. Remove from the program any instructors who have failed to comply with College in the High School policies or procedures. Noncompliance issues will be handled in consultation with the School District.
8. Arrange to have each participating instructor evaluated using the CWU evaluation process.
9. Solicit input from participating instructors appropriate for development of course final exam.
10. Provide each student the opportunity to visit the CWU campus upon mutual agreement between the School District and CWU.
11. Provide each eligible student with a CWU student ID card if requested.
12. Send a one-time administrative reimbursement to the School District at the end of the academic year, based on the following:
 - a. Based on end of term enrollments, CWU recognizes that some of the duties connected to this program can require more or less work depending on the number of students in that particular period (i.e. the registration process, grading, etc.). The administrative reimbursement is broken down by class size to reflect that additional work. Because additional periods of the same course do not require any extra team meetings or training time the additional reimbursement is meant to reflect further work done by the teacher (i.e. the registration process, grading, etc.).
 - b. The administrative reimbursement will be paid in the amount of \$35 per student, up to a 15-student per-period.
 - c. Based on the Interlocal Agreement with each District, different restrictions or compensations may apply.
13. Send school district yearly Interlocal Agreement (Appendix A)

HIGH SCHOOL PARTNERSHIPS RESPONSIBILITIES

OUTREACH

The most important aspect of High School Partnerships is making sure everyone has accurate, up-to-date information. We coordinate with the University, School District administrators, Teachers, Parents and Students and provide over 5000 students annually with opportunities to earn college credits. We provide informational brochures, forms, website links and personalized service to support the school and the students.

INFORMATION NIGHTS

The office of High School Partnerships is happy to participate in Information Nights. We are also happy to visit prospective/current schools and meet with students and parents, or teachers and administrators.

High School Partnerships works closely with our partner high schools to provide a high level of service in the areas of faculty mentoring, student admission, registration, and transcript processing.

To schedule a presentation or visit, please contact your Program Coordinator at (509) 963-1351

ADMINISTRATION, ENROLLMENT, PROCESSING

In Academic year 2021-22, CWU College in the High School processed over 10,500 enrollments, from 6,100 unique students. Each registration has multiple fields that are reviewed first by the school and then by our staff, and again at the Registrar's office. This ensures that the students are earning credit in the right class at the right time.

When there is missing or inaccurate information on a registration, our team follows up with students or teachers, and makes corrections. When every item is correct, the student gets enrolled.

FINANCIALS, BILLING

College in the High School is funded by Washington State and is available for schools that applied for and received the iGrant subsidy. This grant typically opens in May and closes in July each year. For more on the iGrant: <https://eds.ospi.k12.wa.us/igrants/>

Private Pay is the exact same model of education, with the payment being made by a private party, usually the parent/guardian of the students or the student's school district.

There are exceptions, where, for instance, a school has private funding to support the program and offer scholarships to students. In general, those exceptions are handled the same as any Private Pay registration, with accommodations made to the school or district for unique billing situations.

All of these different modalities of billing and accounting are processed and managed in our office, with additional support from the University.

Any questions about invoices, payments, etc. can be directed to our Fiscal Specialist

CWU FACULTY LIAISON RESPONSIBILITIES

1. Attend and provide discipline specific training of at least 1-3 hour(s) in duration at Summer Institute Trainings. Separate workload contracts will be issued for Summer Institute Training events.
2. In addition to the Summer Institute, liaisons provide discipline-specific professional development to high school instructors during their site visit.
3. Conduct a minimum of one (1) site visit and evaluation (Appendix B) for one class period of all new high school instructors, during their first year.
 - a. Provide copies of evaluation to the high school instructor
 - b. Provide copies of evaluation to the Office of High School Partnerships
4. Conduct a site visit and evaluation every two years (at a minimum) to all veteran high school instructors.
 - a. Review previous site visits and evaluations-available in High School Partnerships Office
 - b. Provide copies of the latest evaluation to the high school instructor and the High School Partnerships office.
5. Review syllabi from approved teachers and advise modifications to ensure alignment with CWU syllabus requirements.
6. Provide minimum departmental qualification and expected competencies for all new teaching applicants.
 - a. Review high school teacher applications as needed and approve or deny.
 - b. Forward approved applications to Department Chair for approval/denial.
 - c. Forward approved applications to the Dean of the respective college.
7. As the subject matter expert, provide academic support to high school instructors when requested.
8. Assist the High School Partnerships office in accreditation process by supplying required documentation as requested.
9. See “Forms” a sample liaison contract with the High School Partnerships office.
10. Attend relevant High School Partnership meetings

SCHOOL DISTRICT RESPONSIBILITIES

- 1) Suggest qualified instructors apply to teach CWU classes. Please see our qualifications here <https://www.cwu.edu/college-hs/forms>
- 2) Obtain final approval from CWU of instructor appointment.
- 3) Supervise and evaluate instructors per the School District collective bargaining agreement.
- 4) Ensure each School District teacher completes or provides the following for each approved course:
 - a) Provide a professional and prepared classroom environment.
 - b) Submit course syllabus to CWU for approval
 - c) Attend individual/team meetings as designated or requested by CWU.
 - d) Allow CWU to conduct classroom observation at least once per year for each approved course.
 - e) Coordinate completion of student evaluations in accordance with the CWU student evaluation process.
 - f) Provide input to CWU faculty on the development of the course final (Math).
 - g) Ensure students complete course requirements as indicated in the course syllabi.
 - h) Assign grades for classes in accordance with the university established deadlines.

- 5) Respond to recommendations regarding inadequate performance as identified by CWU in accordance with the School District collective bargaining agreement. Instructors found to be in non-compliance will be removed from the program.
- 6) For mixed enrollment classes, maintain documentation that differentiates instruction and class requirements between high school class and approved CWU course.
- 7) Remit payment within 30 days of receipt of invoice or invoice date, whichever is later.
- 8) Participate in relevant NACEP Surveys.
- 9) Follow CWU's policy
- 10) Submit a signed Interlocal Agreement yearly (Washington Administrative Code (WAC) 392-725-050) <https://apps.leg.wa.gov/WAC/default.aspx?cite=392-725-050>
- 11) Inform parents about what their students are signing up for (Appendix C contains a welcome letter that can be handed out to enrolled CWU students. This letter can also be found on our website.)
- 12) Inform the High School Partnership office if an instructor resigns, retires, takes leave (absent longer than ten days) or is no longer affiliated with the district.

INSTRUCTOR RESPONSIBILITIES

1. Work with their CWU liaison to create a syllabus that meets all of NACEPs syllabus requirements for every course taught (syllabus template Appendix E).
2. Work with their CWU Liaison on how to meet their specific course outcomes/learning objectives
3. Work with their liaison to select a textbook (if required by the discipline) that reflects current information relevant to the discipline. The high school is responsible for purchasing the course textbooks.
4. Meet with their CWU Liaison during the academic year. Coordinate a time with their liaison to have their class observed. After the observation have a follow up meeting about the observation.
5. Attend annual Summer Institute (First year adjunct faculty must attend the Summer Institute prior to their first year, and at minimum, every 3rd year after. Attending Summer Institute yearly is not required but highly recommended).
6. Provide each enrolled CWU student with the approved CWU syllabus at the start of the term.
7. Participate in relevant NACEP Surveys
8. Facilitate online registrations for students and confirm rosters
9. Encourage students to participate in the Student Evaluation of Instruction (SEIs) at the end of each term. These are sent to each student's personal email.
10. Follow CWU's policy.
 - a. Go over CWU College in the High School important dates with students which can be found on our website <https://www.cwu.edu/college-hs/>
11. Maintain regular contact with both their liaison and the High School Partnership staff by checking their emails on a frequent basis and reply to any emails or phone calls from the High School Partnerships staff and their faculty liaison.
12. Adhere to all Family and Educational Rights and Privacy Act (FERPA) guidelines.
13. Review class lists in MyCWU and communicate all changes/discrepancies in a timely manner.
14. Submit grades at the end of each term.

STUDENT RESPONSIBILITIES

As a student at Central Washington University, you have the responsibility to be familiar and comply with all university policies and procedures, specifically those governing student behaviors. Failure to comply with these expectations may result in university contact and action to address the behavior, which could include removal from the institution.

<http://www.cwu.edu/student-rights/student-responsibilities-university-policies>

- Provide accurate and up-to-date information on all online class registrations.
- Students taking courses are required to have a parent or guardian's consent.
- Follow CWU's policy for Withdrawals
- Students wishing to drop or withdraw from a course must notify, in writing, Central Washington University either through their adjunct faculty member or through direct contact with High School Partnership staff.
- Participate in relevant NACEP Surveys
- Participate in Student Evaluation of Instructor (SEOI). This CWU survey is sent to the student's personal email account (Appendix C).
- Be Aware of Central Washington Universities Students Rights and Responsibilities (<http://www.cwu.edu/student-rights/>)
- Be aware of the learning and student support services available (See section "Student Participation")

PRIMARY CONTACT

Designate a primary contact person for managing registration review. An office administrator or school counselor is a good choice. This individual will take responsibility for seeing that online registrations are completed appropriately, and deadlines are met. It is beneficial for that individual to attend Summer Institute and receive guidance about CWU processes, including administration, registration, financials, and regulations from state and national entities regarding dual enrollment. CIHS recommends several additional staffers to serve as Reviewers for registration approval.

Depending on the size of your district, and how many schools in the district are offering College in the High School, one primary point of contact at each school, may be more efficient than one point of contact for the entire district.

OSPI AND COLLEGE IN THE HIGH SCHOOL.

The Washington State OSPI supports dual credit options and has grants available to support your school. iGrants are an internet-based system to collect data for federal and state grants and reports. Material is targeted to districts and other organization types.

Visit the OSPI iGrants website for full information regarding available funding, get a log-in, and apply for monies to support your schools' CIHS courses. For more information on this state subsidy, please visit this website:

<https://www.k12.wa.us/student-success/support-programs/dual-credit-programs>

DISTRICT OR SCHOOL PAYMENTS

When districts sign their yearly Interlocal Agreement (ILA), they choose whether they want to collect the fees and CWU will bill the district or if they want CWU to bill the students directly.

Schools that cover the cost of the credits through the iGrant or other funding will receive a bill at the end of each term. Each month our fiscal specialist sends out enrollment reports. These reports are very important to review to make sure students are in the correct billing file (College in the High School or Private Pay). The importance of reviewing these reports cannot be stressed enough. Please contact our fiscal specialist for any questions.

Students responsible for tuition fees will be billed directly if indicated on the ILA as such. Students with accounts falling more than one academic year behind will be prohibited from registering for classes, per CWU policy.

Students enrolled in the College in the High School Program will receive a bill during the first week or two of each month. A return envelope is included for those who elect to pay via check. Interest fees (1% of balance) will accrue 60 days from the date the charge(s) was/were posted. If the invoice is not fully paid the principal will continue to accrue interest monthly until the invoice is fully paid (interest is based on the principal balance. For example, if you owe \$300.00 then \$3.00 is added each month the invoice is not paid after 60 days). Interest fees may be waived in extenuating circumstances, however, a formal application process must be followed (This is a student accounts process and we have no ability to intervene). (<https://www.cwu.edu/student-accounts/1-interest-waiver-petition-form>)

CWU cannot accept payments over the phone. A payment can be made by sending a check/money order or by making a payment online through the students MyCWU account or by adding an authorized user to the students account (see additional information in Student Participation section).

Any questions about invoices, payments, etc. can be directed to our Fiscal Specialist

NACEP

The National Alliance of Concurrent Enrollment Partnerships (NACEP) works to ensure that college courses offered by high school teachers are as rigorous as courses offered on the sponsoring college campus by implementing standards. As the sole accrediting body for concurrent enrollment partnerships, NACEP helps these programs adhere to the highest standards so students experience a seamless transition to college and teachers benefit from meaningful, ongoing professional development. To advance the field and support our national network of members, they actively share the latest knowledge about best practices, research, and advocacy. Their annual conference is the premier destination for college officials, high school leaders, policymakers, and researchers interested in creating an effective academic bridge between high school and college. (<http://www.nacep.org/about-nacep/>)

NACEP SURVEYS

As part of NACEP'S accreditation process, CWU is required to conduct the following surveys:

- End of term Student Evaluation of Instructor evaluations for each course offered
- Annual survey for alumni of College in the High School students who are one year out of program
- Once every three years, CWU will survey students four years out of high school
- Once every three years, CWU will conduct surveys with partner high school principals, instructors, and counselors.

NACEP SYLLABUS ALIGNMENT REQUIREMENTS:

1. Course Title
2. Course Descriptions
3. Outcomes and Objectives
4. Instructor Contact Information
5. CWU name

-Do not include information about Advanced Placement, etc., your syllabus needs to be a CWU syllabus.

-While it is not required, we highly encourage our teachers to use our syllabus template found here because it already has the required statements, etc. for a CWU syllabus and all it requires if for you to fill in certain areas

<https://www.cwu.edu/college-hs/forms>

-Please visit this website for further details on a CWU syllabus <http://www.cwu.edu/resources-reports/cwup-5-90-040-academic-and-general-regulations#Syllabi>

-Please contact our office or your liaison for assistance, or to see a sample on-campus syllabus

<https://www.cwu.edu/college-hs/forms>

FORMS FOR ADMINISTRATORS AND COUNSELORS – APPENDIX A

Sample ILA and Amendment

NACEP Standards

Counselor Survey

Instructor Survey

Principal Survey

4 Years out of High School Survey

1 Year out of High School Survey

INSTRUCTOR PROCEDURE AND PRACTICE GUIDE

ADJUNCT INSTRUCTOR APPLICATION PROCESS

All instructors for CWU College in the High School meet requirements set by CWU faculty, which include level of education, teaching experience, and possibly additional career experience as appropriate. If you are interested in becoming a CWU Adjunct instructor for College in the High School, this is the process:

First, check the minimum qualifications <http://www.cwu.edu/college-hs/instructor-minimum-qualifications>

Application Process:

If you meet the qualifications, submit your application.

Items you will need to prepare for the online application process include:

- Cover letter addressing academic program. If you are applying for more than one discipline (e.g. math and biology) you will need to provide a cover letter for each.
- Current resume or C.V. outlining specific content expertise.
- Three people to provide letters of recommendation, one from a current supervisor.
 - You will be providing the email addresses for the people who will be your recommendations. Please inform them that they will be getting an email where they will be asked to upload a letter of recommendation.
- Unofficial undergraduate and graduate transcripts.

The High School Partnerships office will contact the applicant via US mail upon completion of the review process. If approved, the candidate will be considered adjunct faculty at CWU.

The approved applicant will be required to attend a one-day College in the High School training workshop also known as Summer Institute. First year adjunct faculty must attend the Summer Institute prior to their first year of teaching our courses, and every 3rd year after the first year. Attending Summer Institute yearly is not required but highly recommended.

In order to maintain CWU adjunct faculty status, the faculty member must teach one course (minimum) within a three-year period. If after three years, a faculty member does not teach a certified CWU course they will have to either reapply, receive liaison approval or a combination of both, to teach CWU courses again. It will be up to each liaison to evaluate each unique circumstance to determine the best option. It is also the responsibility of the adjunct instructor to maintain communication with their department liaison.

OFFERING A NEW COURSE

If there is a course that we currently do not offer, and you would like to see if it is possible, please contact CWU's High School Partnerships office at (509) 963-1351 or hspartnerships@cwu.edu.

High School Partnerships Liaison Contact Information

Name	Department	Phone (509)	Email
Dr. Penglin Wang, Professor	Anthropology	963-3217	Penglin.Wang@cwu.edu
Jacqueline Trujillo, Lecturer	Art		Jacqueline.trujillo@cwu.edu
Dr. Taralynn Petrites, Asst. Professor	ASL	963-1218	Taralynn.Petrites@cwu.edu
Dr. Fabiola Serra Fuertes, Senior Lecturer	Biological Sciences & Environmental Studies		Fabiola.serrafuertes@cwu.edu
Peter Gray, Senior Lecturer	Economics	963-1174	Peter.Gray@cwu.edu
Dr. Craig Hughes, Professor	Education (EDBL)	963-1269	Craig.hughes@cwu.edu
Dr. Eric Hougan, Associate Professor	Education (EFC)	963-3830	Eric.Hougan@cwu.edu
Scott Calahan, Professor	Engineering Technologies, Safety and Construction	963-3218	Scott.Calahan@cwu.edu
Josh Aubol, Lecturer	English & Humanities		Joshua.Aubol@cwu.edu
Dr. Steele Campbell, Asst. Professor	Finance	963-1941	Steele.Campbell@cwu.edu
Dr. Michael Johnson, Associate Professor	French		Michael.johnson@cwu.edu
Dr. Kevin Archer, Professor	Geography		archerke@cwu.edu
Jordan Carey	Geology		Jordan.carey@cwu.edu
Dr. Laurie Moshier, Senior Lecturer	German	963-1219	Laurie.Moshier@cwu.edu
Sophia Andarovna	History		Sophie.Andarovna@cwu.edu
Ellen Bjorge, Senior Lecturer	IT and Administrative Management (ITAM)	963-2623	Ellen.Bjorge@cwu.edu
Dr. Josh Nelson, Professor	Japanese	963-1768	Josh.Nelson@cwu.edu
Richard Trudgeon, Senior Lecturer	Mathematics	963-1527	Richard.Trudgeon@cwu.edu
Dr. Steve Stein, Senior Lecturer	Mathematics	963-2565	Steve.Stein@cwu.edu
Andrew Van Den Hoek	Military Science	963-3520	Andrew.Vandehoek@cwu.edu
Dr. Nikolas Caoile, Professor	Music	963-1251	Nikolas.Caoile@cwu.edu
Debra D'Acquisto, Lecturer	Physical Education		Debra.D'acquisto@cwu.edu
Dr. Bruce Palmquist, Professor	Physics	963-3142	Bruce.Palmquist@cwu.edu
Dr. Bernadette Jungblut, Professor	Political Science	963-1404	Bernadette.Jungblut@cwu.edu
Dr. Mary Radeke, Associate Professor	Psychology	963-2367	Mary.Radeke@cwu.edu
Dr. Eric Cheney, Professor	Sociology	963-1277	Eric.Cheney@cwu.edu
Dr. Andrea Herrera-Dulcet, Asst. Professor	Spanish		Andrea.Herrera-Dulcet@cwu.edu
Dr. Emily Rollie, Associate Professor	Theatre Arts	963-1750	Emily.Rollie@cwu.edu

REGISTERING STUDENTS

REGISTRATION WINDOWS FOR 2022-23 SCHOOL YEAR

	Fall	Winter	Spring
Semester	9/12/22-10/7/22	N/A	2/6/23-2/24/23
Trimester	9/12/22-10/7/22	11/21/22 - 12/9/22	3/20/23-4/7/23
Quarter	9/12/22-10/7/22	1/3/23-1/23/23	3/20/23-4/7/23

Students must log in or create their account on <https://cihs.cwu.edu/> and select the course(s) they wish to register for by the end of the Registration period. These deadlines are firm and must be adhered to. Students who may need accommodations need to reach out to the CWU College in the High School office prior to the end of the registration period. Students can email us at hspartnerships@cwu.edu or call us at (509) 963-1351.

BEFORE STUDENT REGISTRATION

Coordinate with the individual in the administration office that is serving as point person and/or Reviewer for CWU High School Partnerships registrations.

With the students, review the class description and course syllabus. Clarify the differences between AP classes and College in the High School.

Inform the parents. Use the "Parent Letter" (Appendix B) or something similar. In the case of private pay parents/guardians, make sure they are aware in advance that they are responsible for paying the class fee and will receive invoices from CWU unless otherwise stipulated on the annual ILA.

To register for a particular class, students must meet the eligibility laid out in the CWU catalog and the Course Description and Prerequisite Guide (found in Appendix D or online at www.cwu.edu/college-hs/forms). Requirements vary between classes, but common requirements are to successfully pass pre-requisite course work and/or placement testing.

- We encourage schools to have students take the Accuplacer Test through the CWU Testing Center. Additionally, we also find that if students take the test in the spring, they tend to perform better. If taking the test in the spring is not possible, CWU's Testing Center has resources, such as practice tests, that students are able to use over the summer. Check these resources out at www.cwu.edu/college-hs/testing-information
- For SBAC, ALEKS, SAT, ACT, or Accuplacer test results not from CWU: A copy of the official documented results must be uploaded to the Supporting Documents for each student registration.
- For ENG 101 Placement, students need to take the Directed Self-Placement test. More information can be found here: <https://www.cwu.edu/general-education/directed-self-placement>

ONLINE STUDENT REGISTRATION PROCESS

Students register online at cihs.cwu.edu.



CWU College in the High School

First Step: Online registration in cihs.cwu.edu

How do I register?

Go to cihs.cwu.edu

Click on the High School Student tile

If you're new

If you are registering online for the *first time*, choose **Start New Application**.

- You are starting to create a permanent record, your CWU Transcript, and all information must be complete and accurate.
- Do NOT start a new cihs.cwu.edu registration account if you already have one.
- Enter your personal information.
- Use your full legal name, instead of a nickname.
- Add your personal email address, not the email that a school has assigned.
- Add a password, and note it, and keep that in a safe place with the email address you are using to register. You will need it next time you sign up for a class.
- Add your parent/guardian information including an accurate email address for an active inbox that they use regularly.
- Double check that everything is accurate and SUBMIT.

If you're returning

If you already have a cihs.cwu.edu online registration account, then **Log In** (this is *not your MyCWU account*).

- If you have forgotten or lost your login information, let us know. Do *not* start another account in cihs.cwu.edu.
- Check all your personal information to make sure it's still accurate. Update anything that needs it under the My Profile tab.

Choose the right classes

Get ready to select classes.

- Read the Student Agreement about grades, fees, and policy, and add your signature.
- Choose your school, select classes and the right teacher, and "Apply for Selected". If you choose the wrong class, you can select that class and then delete it, and then add the correct class.

Parent/guardian consent is required

Parent/guardians can add their consent by either:

- Adding their signature now if they are available, within your registration portal, or
- Responding to the "Request for Consent" email which contains a link. They will get a daily reminder until they sign or the deadline is reached.

Your registration will be processed by your school, and then CWU enrolls all approved students.

Explore CWU College in the High School [Student Participation Guide](#)

Visit www.cwu.edu/college-hs

High School Partnerships

400 E University Way • Ellensburg WA 98926-7431 • Office: 509-963-1351 • Fax: 509-963-1600
Hebeler Hall, Room 122 • Email: hspartnerships@cwu.edu • Web: www.cwu.edu/hspartnerships
EEO/AATITLE IX INSTITUTION • FOR ACCOMMODATION EMAIL: DS@CWU.EDU.

HSP Student Next steps

SCHOOL REVIEW OF REGISTRATION (REVIEWER GUIDE)

Reviewers may be the high school counselor, registrar, principal/vice principal, or other administrator or staff member who has access to student records. Typically, between 2 and 5 reviewers are sufficient for each school. Larger schools with bigger enrollments may want to consider having more.

Reviewers are responsible for confirming a student's personal data, adding information such as funding designation, class period, GPA, and adding test scores or other proof of prerequisites met.

New reviewers need to request access to the CiHS Online Registration system. This is done by accessing cihs.cwu.edu, clicking on the Administrator or Counselor tile and then "Submit Access Request".

For full instructions found in the Reviewer Guide, please access the pdf at this link: <https://www.cwu.edu/college-hs/sites/cts.cwu.edu.college-hs/files/documents/Reviewer-guide-illustrated.pdf>

If there are any issues or concerns, missing information, etc., CiHS staff will post a note within the <https://cihs.cwu.edu> platform, and possibly follow up with an email if no response is forthcoming.

Students must apply, parents must consent, and reviewers must approve, all before the respective deadlines, in order for CWU to enroll them. Late applications, consent, or approval cannot be accepted.

LATE REGISTRATION POLICY

While our deadlines are firm and must be adhered to, CWU College in the High School is able to receive late registration requests, only when supported by the student's high school administration and the student's course instructor(s). Any late registration request must be made for the current registration term and must be received prior to the late registration deadline. Please see deadlines for this request for each term.

All requests for a qualified student to enroll late must include the following documentation:

- **Late Registration Form – Student** (One form for each course must be submitted)
- **Late Registration Form – Reviewer** (One form for each course must be submitted)
- **CiHS Late Registration Writing Prompt response** (One writing prompt response will suffice if there are multiple late registration enrollments)
- **If applicable, any proof of pre-requisite or supporting documentation.**

Once received, the request will be dated, processed, and evaluated based on the rubric. Incomplete late registration requests or requests received without the correct documentation will be denied. More specifics on this policy and the forms can be found at this link: **INSERT LINK TO LATE REGISTRATION PAGE ON WEBSITE HERE**

If late registration request is approved, the student will be enrolled late and be added to the CiHS online system manually by CiHS staff, which will trigger email status notifications to the student and school. All course fees will still be applicable and will be due and billed to the party indicated by the Reviewer (student pay or school pay). Once enrolled into the CWU College in the High School course(s), the student has all the rights and responsibilities of a CWU Student.

All late registration materials must be emailed to HSPartnerships@cwu.edu.

Questions regarding this policy can be emailed to HSPartnerships@cwu.edu or give our office a call at 509-963-1351

OVERLOAD

If a student attempts to enroll in more than 15 credits in a term, this will require approval from the Director of Concurrent Enrollment and the Associate Provost of Extended Learning and Outreach. This requires the high school principal to provide a letter of support for the overload and a copy of the student's unofficial high school transcript to show that they are capable of such a workload.

ENTERING GRADES

Each instructor, at the end of his or her respective term will have to enter grades online via their MyCWU account. Be aware, instructors will not have access while their classes are not in session. Please go to this website for a graphic guide on how to enter your grades in MyCWU: <https://www.cwu.edu/college-hs/instructor-participation-guide>

CHANGE OF GRADE

If an instructor has a valid reason for changing a student's grade, he or she may submit a Change of Grade form. The Change of Grade form must include a justification for the change, be signed by the instructor, and submitted to the High School Partnerships office. The form will then be forwarded to the appropriate department for approval or denial.

If approved, the student's grade will be manually changed by the Registrar's Office. If the grade change is denied, the instructor will be notified. A Change of Grade Form is available by contacting the High School Partnerships office.

INCOMPLETES

The "I" grade is used when the student was not able to complete the course by the end of the term but has satisfactorily completed a sufficient portion of it and can be expected to finish without having to re-enroll in it. The instructor will designate what a student must do to complete the course and set a specific date up to one calendar year for the completion of the coursework.

If the work is not completed within one (1) calendar year from the last day of the quarter in which the "I" was received, the registrar will automatically convert the "I" to an "F." However, instructors may require the work to be completed prior to the end of the calendar year. In these cases, the registrar will convert the grade according to the date indicated by the instructor. It is the student's responsibility to contact the professor and arrange to complete the course.

To earn a grade, the student must complete the work for the course as prescribed by the instructor by the indicated date on the incomplete. Students may not re-register for a course in which they receive a grade of incomplete.

All incomplete changes exceeding the one calendar year limit, including extensions, must be submitted by the instructor to Registrar Services for approval.

PROFESSIONAL DEVELOPMENT REQUIRED

All CWU College in the high school instructors are expected to attend Summer Institute for training and professional development. First year adjunct faculty **must** attend the Summer Institute New Partner Orientation prior to their first teaching CIHS year, and all instructors must attend every 3rd year after.

Attending Summer Institute yearly is not required but highly recommended. This day includes updates on NACEP guidelines and best practices, discipline-specific liaison mentor meetings, and networking opportunities as well as distribution of new materials, resources and breakout sessions.

Failure to attend at least every third year creates a situation that is non-compliant to NACEP requirements, and grounds for intervention up to and including disqualification.

Additional information regarding non-compliance is found below.

ABSENCE/LONG-TERM LEAVE FOR AN INSTRUCTOR

In the event an approved instructor is unable to continue teaching their CWU course for a period of 10 consecutive instructional days (an instructional day is defined as a day in which classes are officially being held at the school and count toward the state mandated 180 days of instruction as prescribed in RCW 28A.150.220), the School District must notify CWU. If the instructor is unable to continue, only an approved instructor, who has gone through the CWU application process and been approved by CWU, may continue teaching the course. If the original approved instructor is unable to continue teaching their CWU course, after missing 10 consecutive instructional days, and no other School District teacher has been approved to offer that CWU course, the course will be cancelled, all students will be dropped from their CWU class, and any charges assessed will be reversed.

NON-COMPLIANCE

If an instructor fails to comply with any of the High School Partnerships instructors' responsibilities, he or she will first be notified of their non-compliance in writing. If the instructor continues to be non-compliant, a warning letter will be sent to both the non-compliant instructor, the principal of the high school, and the school districts Point of Contact, found on the Interlocal Agreement.

If the instructor is still non-compliant after receiving a second warning, they will not be re-appointed to teach in the program, and an official notification letter from Central Washington University will be mailed to both the instructor, the principal of the high school, and the schools Point of Contact, found on the Interlocal Agreement.

CWU reserves the right to remove an instructor at any time.

APPENDICES FOR INSTRUCTORS

See additional materials for Instructors in Appendix B
General forms for all Partners are Forms in Appendix D

STUDENT PARTICIPATION GUIDE

STUDENT RESPONSIBILITIES & UNIVERSITY POLICIES

As a student at Central Washington University, you have the responsibility to be familiar and comply with all university policies and procedures, specifically those governing student behaviors. Failure to comply with these expectations may result in university contact and action to address the behavior, which could include removal from the institution.

<http://www.cwu.edu/student-rights/student-responsibilities-university-policies>

ELIGIBILITY

Students who are in the 9th, 10th, 11th and 12th grades are eligible for the private pay model. Students who are in all four grades are also eligible for the College in the High School state-pay model (if your school applies for and receives state subsidies). Additionally, students must maintain CWU Academic Good Standing, a 2.0 GPA or higher to participate in the programs. Students interested in participating in CWU College in the High School or need to speak with their high school counselor or teacher to find available courses. CWU registration will take place once students are enrolled in the correct high school class.

REGISTRATION

- Talk to high school teachers/counselors/administrators to see if CWU College in the High School is offered in your class/school
 - Fill out the online registration at <https://cihs.cwu.edu>. Follow instructions on the First Step: Online Registration document found in Appendix C.
 - Parent/guardians are required to give consent.
 - Your school will review your application and approve or not approve. All approved registrations come to the CiHS staff for final confirmation, and then go forward to the CWU Office of the Registrar for enrollment. The enrollment process, from student application to enrollment at CWU, will take several days at least.
 - After you register with CWU the very first time, you will receive a letter in the mail and an email from CWU with your CWU ID and username. You then need to set up your MyCWU account. Keep this letter in a safe place so you can refer to it later.
 - Go to class!
-

PRE-REQUISITES

In order to register for a particular class, students must meet the eligibility laid out in the CWU catalog and the Course Description and Prerequisite Guide (please visit our website for the most up-to-date version). Requirements usually vary between classes, but two common requirements are either successfully passing pre-requisite course work and/or placement testing. See Appendix D.

TESTING

Ask your teacher/counselor if your school is set up to offer the ACCUPLACER (Next Gen) placement test through CWU. These exams are computer-adaptive tests designed to assist accurate placement into appropriate courses for Mathematics. You will receive your test results immediately upon completion of testing. Talk with the proctor or your teacher about qualifying scores. Students who are using CWU Testing Services do not need to provide copies of their scores. www.cwu.edu/college-hs/testing-information

Any student(s) who are utilizing test scores from an outside agency must provide a copy of their results with their registration, examples include SBAC, AP, SAT, ACT, ALEKS, APTP, Compass, Accuplacer (if not taken through CWU).

For ENG 101 Placement, students need to take the Directed Self-Placement test. More information can be found here: <https://www.cwu.edu/general-education/directed-self-placement>

MYCWU

The first time a student enrolls in a CWU class the High School Partnerships office will mail and email Username Letters. These letters provide students their [MyCWU](#) username, Student ID, and directions on how to set up their [MyCWU](#) account. See sample Username Letter in Appendix C.

Students are encouraged to create their [MyCWU](#) account right away. The [MyCWU](#) account allows students to access to their classes, final grades, transcripts (both official and unofficial), make a payment, etc.

The High School Partnerships office does not maintain usernames or passwords for students. If a student loses this information, they must contact Information Services to have their account “unlocked.” Please contact IS Services at 509-963-2001 to unlock the account or go to <https://wildcatpassword.cwu.edu>

WITHDRAWAL, OR DROPPING A CLASS

It is the student’s or High School’s responsibility to inform the High School Partnerships office when a student is no longer in a CWU course.

If a student needs to withdraw from a class, an email from the teacher, counselor, or business manager is appropriate and must include student’s full given name as it appears on their registration form(s), course name and section, last date of class attendance, teacher name and type of withdrawal. This information must be emailed to our office and received before deadline.

Please be aware of the CWU College in the High School deadlines listed. <https://www.cwu.edu/college-hs/>Also, be aware, that once a student is enrolled, the class fees are due, even if the student withdraws from the class.

"Dropping" a CiHS class at CWU happens during a very limited time frame, early each term. A drop removes the course completely from the student’s CWU transcript and removes all applicable charges. Students must do this within their CiHS account.

GRADES

Grades are not mailed to students' homes. Students can access grades via their MyCWU account and may request an official copy of their transcript by contacting the Registrar’s office. <http://www.cwu.edu/registrar/request-transcripts>

CWU College in the High School students are held to the same grading policies and regulations as all other CWU students. See “Grading Policies and Regulations” in General Information for All Partners. http://catalog.acalog.cwu.edu/content.php?catoid=44&navoid=2230#grad_poli_and

PAYMENTS

Students who are responsible for their own course fees will receive an invoice during the first week or two of each month, after they are enrolled. CWU does not accept payments over the phone. A payment can be made by sending a check/money order or by making a payment online through the student’s MyCWU account or by adding an authorized user to the student’s account.

TO PAY BY CHECK

A return envelope is included with the invoice for those who elect to pay by check. If you are writing a check, please make sure to include a copy of the invoice and/or put the student ID associated with the payment on the memo line of the check.

Send Checks to:

Central Washington University
Cashiers Office
400 E University Way
Ellensburg, WA 98926-7490

TO MAKE A PAYMENT ONLINE

Go to <http://www.cwu.edu>> At the top of the screen click the paw print/MyCWU -> Sign into MyCWU -> At the top click Student -> Click Financial on the menu on the left -> Click Make a Payment and follow prompts.

ADDING AN AUTHORIZED USER

Students can add authorized users to their MyCWU account so that others can make payments. To do this please visit this website and follow the directions: <https://www.cwu.edu/student-accounts/online-payments>

LATE PAYMENTS

Interest fees (1% of balance) will accrue 60 days from the date the charge(s) was/were posted. If the invoice is not fully paid the principal will continue to accrue interest monthly until the invoice is fully paid (interest is based on the principal balance. For example, if you owe \$300.00 then \$3.00 is added each month the invoice is not paid after 60 days). Interest fees may be waived in extenuating circumstances, however, a formal application process must be followed (This is a student accounts process and we have no ability to intervene) (<https://www.cwu.edu/student-accounts/1-interest-waiver-petition-form>)

PREPARING FOR COLLEGE

TRACK YOUR CREDITS

Keep all your information organized using the Dual Credit Tracking Sheet found under Student Forms <https://www.cwu.edu/college-hs/forms>. Include any college credit earned from any institution. This will make it easier to complete college applications and order the transcripts they require. **Appendix C.**

APPLICATION FEE WAIVER

Participants in CWU High School Partnership programs are eligible to have their [application fee waived](https://www.cwu.edu/college-hs/forms) (<https://www.cwu.edu/college-hs/forms>) when they apply to attend CWU after graduation from high school and submit the fee waiver application BEFORE sending your application to CWU. **Appendix C.**

EARLY SCHOLAR SCHOLARSHIP

CWU High School Partnership participants who choose to attend CWU after high school, and maintain a 3.0 GPA in CWU classes are automatically eligible for the \$500 Early Scholar Scholarship. This will be applied to your student account automatically.

IMPACT ON FINANCIAL AID

It is important to consider that by participating in High School Partnership programs, there may be a [potential impact on access to financial aid](#) (<https://www.cwu.edu/college-hs/forms>). Details and links can be found in **Appendix C**.

Regardless of the number of college credits completed, students earning college credit in high school will be considered freshmen for admissions purposes as long as they do not take coursework after graduation from high school (excluding summer).

ORDER TRANSCRIPTS

If you are applying for a college other than CWU, log into MyCWU or visit the registrar's office online to order your official CWU transcript. Instructions and the form will be found in at this link: <http://www.cwu.edu/registrar/request-transcripts> be sure to contact the admissions office of the college you are planning to attend to find out how your CWU credits will transfer.

ARRANGE A CAMPUS TOUR

Check in with CWU Admissions to arrange a campus tour. www.cwu.edu/programs/visit-cwu

CWU COLLEGE IN THE HIGH SCHOOL RESOURCES

EEO/AA/TITLE IX INSTITUTION FOR ACCOMMODATION E-MAIL: CDS@CWU.EDU

MYCWU ACCOUNT

You should have been sent a letter with your [MyCWU](#) username, CWU ID# and instructions to set up your account after signing up for your first class. If you have not received this information, please contact us at (509) 963-1351. Through your [MyCWU](#) account, you are able to access many resources available to CWU students, such as your student email, making a payment, viewing your class schedule, accessing unofficial transcripts and requesting official transcripts. If you need assistance navigating [MyCWU](#) visit the CWU Service Desk for more information or call (509)963-2001. <https://my.cwu.edu/>

SCHOLARSHIP RESOURCES

First-time freshmen, who participated in CWU College in the High School will be given a \$500 tuition award, provided they earned a 3.00 cumulative GPA or higher in their CWU courses.

CWU APPLICATION FEE WAIVER DIRECTIONS

Students that apply to CWU as a freshman and participated in CWU's College in the High School program, can have their \$50 application fee waived. Please [click here](#) for directions. It is very important to follow the directions. <https://www.cwu.edu/college-hs/forms>

DUAL CREDIT TRACKING SHEET

Please [click here](#) for a Dual Credit Tracking Sheet. This was designed to help students keep track of their credits (AP, College in the High School, Running Start, etc.). This will help them when it comes time to transfer the credits and remembering what they took and where. Our sheet also has the website for requesting a CWU Official Transcript. <https://www.cwu.edu/college-hs/forms>

THINGS FOR STUDENTS TO CONSIDER

By [clicking here](#) you will have access to an information sheet that goes over important things to consider while participating the CWU College in the High School program such as transferring credits, setting up your MyCWU account, ordering transcripts, etc. <https://www.cwu.edu/college-hs/forms>

POTENTIAL IMPACT ON FINANCIAL AID

By participating in a dual credit option, there are important things to consider such as the potential impact on future financial aid. We have created an important document that details important financial aid information. Please [click here](#) for more information. <https://www.cwu.edu/college-hs/forms>

BROOKS LIBRARY

The [Brooks Library](#) provides access to a myriad of academic resources, technological support, and staff who can help students with their studies. <http://www.lib.cwu.edu/>

ACADEMIC SUCCESS CENTER

The Academic Success Center provides tutoring and developmental education. Tutoring is available in a variety of formats, including the University Math Center, the University Writing Center, and PALs (support for historically difficult courses). All students are welcome to avail themselves of any of these free tutoring services offered. <https://www.cwu.edu/academic-success/>

CWU WILDCAT SHOP

The [CWU Wildcat Shop](#) is where you can buy textbooks, supplies, electronics, CWU SWAG, clothing, etc. <https://wildcatshop.net/>

CWU DISABILITY SERVICES

While 504 and IEP plans do not transfer to CWU, the accommodations that you have with your school can be used while participating in CWU College in the High School classes. [CWU Disability services](#) is still available if you have any questions. <https://www.cwu.edu/disability-support/>

CWU ATHLETICS

As a CWU student, you can attend [athletic events](#). All you need is your CWU Connection Card and to pay the appropriate student fee for the event. <https://wildcatsports.com/>

CWU CAREER SERVICES

[Career Services](#) emphasizes a holistic approach to career and life planning. We are committed to empowering individuals to enter the competitive and evolving global arena with confidence and competence. Our team-identified values, listed above, serve to guide us in this work. <https://www.cwu.edu/career/>

CASE MANAGEMENT SERVICES

The primary role of Central Washington University Case Management Services is to coordinate follow-up care for students in crisis or for students with higher needs and to provide assessment and referral for students to appropriate resources and services. Case Management Services focus on connecting students with appropriate resources and support to minimize the impact of an incident or behaviors on the specific student, other students, and faculty/staff, in order to balance an individual's needs with those of the surrounding community. <https://www.cwu.edu/student-success/case-management>

STUDENT HANDBOOK

The CWU College in the High School student handbook is available as a printable pdf online. This handbook details, a students' role, responsibilities, etc. Visit <https://www.cwu.edu/college-hs/forms>

STUDENTS

“Can I get a refund if I drop a class?” No. The registration due date is well into your course and past our refund date.

“What if I am not doing well in the course and want to drop?” You have the right to withdraw from a course(s) and receive a W on your transcript up to a certain date each term. Please remember, there will still be a charge for the course. Please see our website for important dates <https://www.cwu.edu/college-hs/>

“How do I get my CWU ID number and username?” The first time a student enrolls in a CWU class the High School Partnerships office will mail Username Letters. These letters provide students their MyCWU username, Student ID, CWU email address, and directions on how to set up their MyCWU account. Students are encouraged to create their MyCWU account right away. The MyCWU account allows students to access to their classes, final grades, transcripts (both official and unofficial), make a payment, etc.

The High School Partnerships office does not maintain usernames or passwords for students. If a student loses this information, they must contact Information Services to have their account “unlocked.” Please contact IS Services at 509-963-2001 to unlock the account or go to: <https://wildcatpassword.cwu.edu>

PARENTS

“What is CWU College in the High School?” This is a dual credit option where your student is earning college credit while in their high school class. Your student is developing a CWU transcript while simultaneously building their high school transcript. These credits transfer and there is no requirement to attend CWU.

“Why would my student choose this over the AP option?” College in the High School allows a student to build a cumulative grade, as opposed to grading on the results of a one-time test. Students can still take the AP exam at the end of the term. When your student heads off to college, their college will accept one score or the other – not both (double dipping). It is often easier to transfer a grade than the score.

“How do I pay for this course?” The first/second week of every month, we mail out paper invoices to all of our students, unless the school district has opted to have us bill the district for all students. We include a postage-paid-return-envelope for your convenience. You also have the option to pay online through MyCWU. Your student will receive a welcome letter from CWU with information on how to set up their MyCWU account (student’s responsibility to create account call 509-963-2001 for tech help). When paying online there is a 2.75% service charge. Unfortunately, CWU does not take payments over the phone.

“How do I withdraw my student from this course?” We can only accept a withdrawal request from the student/instructor/school. FERPA does not allow us to withdraw a student based on a parent’s request. Once we have received your student’s registration this serves as a contract between CWU and your student. They will be responsible for course fees (if course is funded by private pay) and will have a CWU transcript. If your student withdraws, they will receive a “W” on their transcript. This does not affect their GPA; however, there is still a balance owed for course fees.

“What if I don’t pay?” Depending on the amount owed and how long the balance has been carried, consequences apply. Interest (1% of the balance) will be applied to the principal balance each month. A “Hold” may be placed on the account, meaning your student may be unable to enroll in another course, transfer credits or order transcripts. Attempting to clear the balance by employing a collection agency is a possibility.

GUIDES FOR TROUBLESHOOTING ONLINE USE

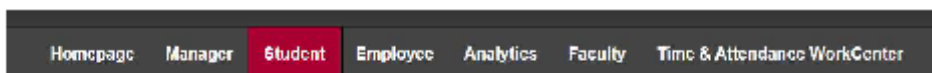
ONLINE MYCWU RELEASE OF INFORMATION

Release of Information

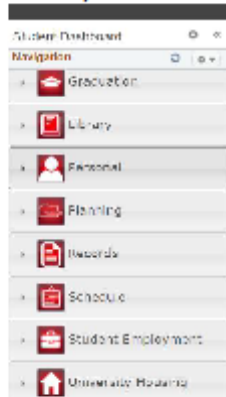
The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law governing access to student education records. FERPA stipulates conditions for release of information from education records and affords students the opportunity to review and seek revision of those records. Central Washington University (CWU) accords all the rights provided by the law, and reserves for itself the right to use and release student education records under the conditions specified by the law. For more information about FERPA [go here. \(https://www.cwu.edu/registrar/family-educational-rights-and-privacy-act\)](https://www.cwu.edu/registrar/family-educational-rights-and-privacy-act)

Directions for Releasing Information in MyCWU

1. Login to your [MyCWU](#) account (Mycwu.edu)
2. Once in your MyCWU, Click on your 'Student' Tab



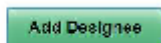
3. Once in your 'Student Tab', on the left-hand side under Student Dashboard, click on Personal



4. Then click on 'Release of Information'



5. Carefully read all the information and if you want, add a designee at the bottom



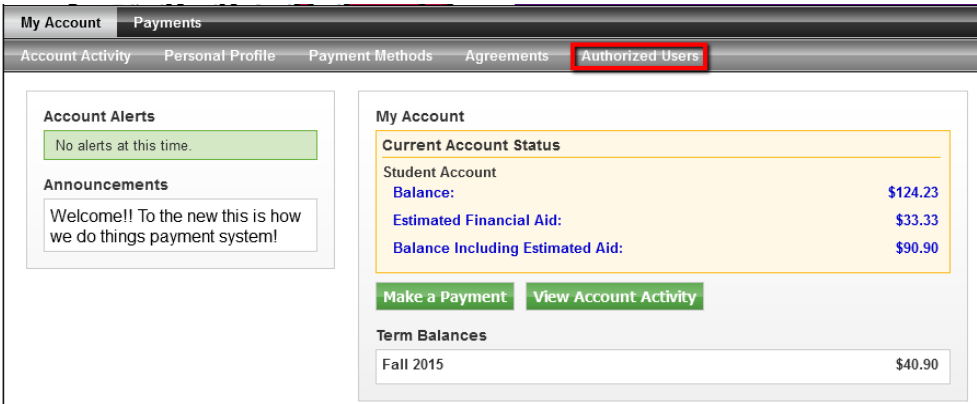
6. Fill in designee information and follow directions.

HOW TO ASSIGN A GUEST USER FROM MYCWU

From your MyCWU account:

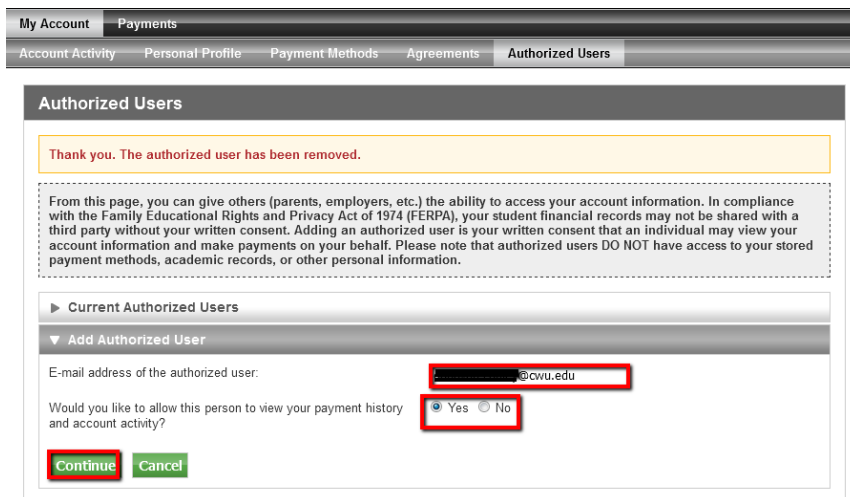
Step 1. From the homepage, in the Financial Aid Toolbox section, select 'Make A Payment'

Step 2. Select 'Authorized Users'



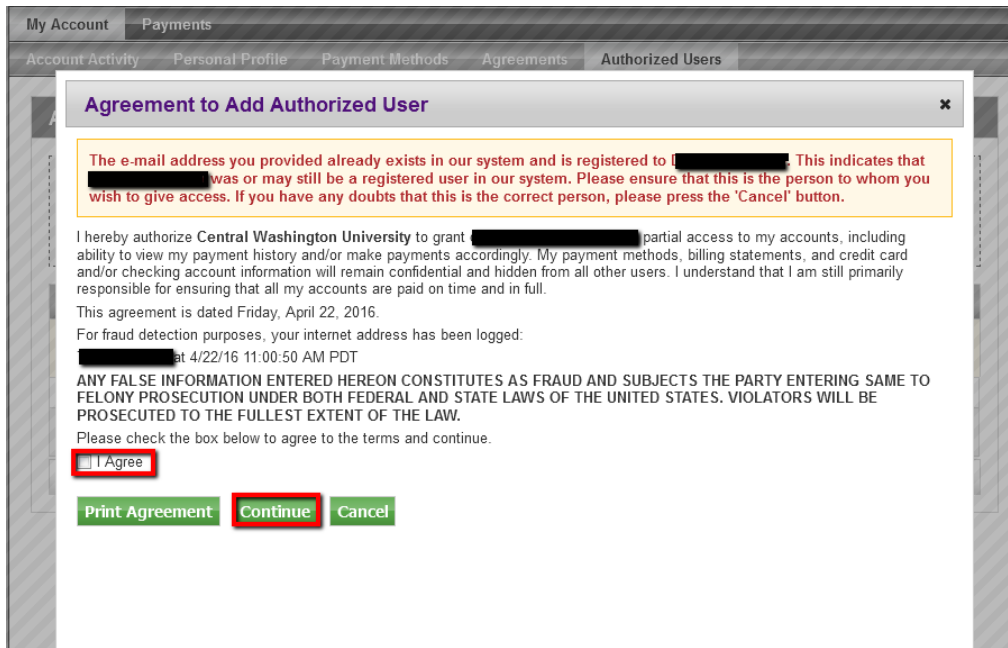
The screenshot shows the 'My Account' dashboard with the 'Authorized Users' tab selected and highlighted with a red box. The dashboard includes sections for 'Account Alerts', 'Announcements', 'My Account' (with 'Current Account Status' showing a balance of \$124.23), and 'Term Balances'.

Step 3. Click on the 'Add Authorized User' dropdown, enter the email address and select whether you would like the authorized user to be able to view your payment history and account activity.

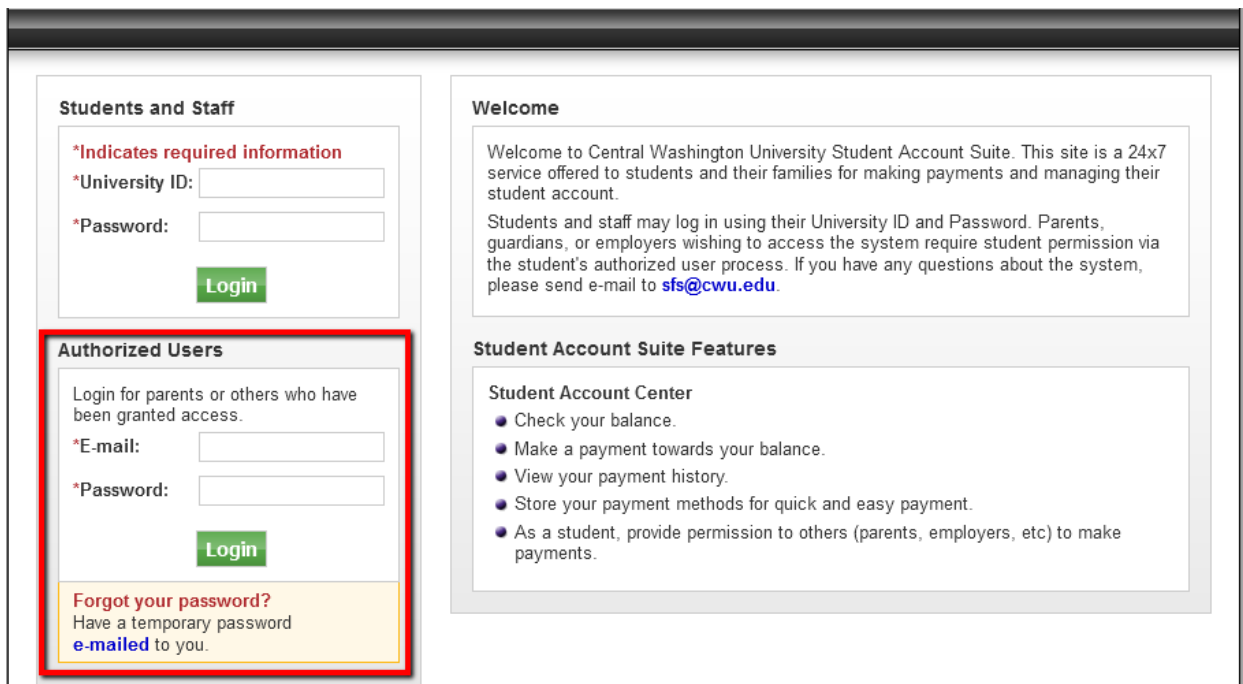


The screenshot shows the 'Authorized Users' page with a red box around the 'Add Authorized User' dropdown. Below the dropdown, the 'E-mail address of the authorized user:' field contains a redacted email address ending in '@cwu.edu'. The 'Would you like to allow this person to view your payment history and account activity?' question has the 'Yes' radio button selected and highlighted with a red box. The 'Continue' button is also highlighted with a red box.

Step 4. Select the 'I agree' checkbox to agree to the terms. Then select 'Continue'.



Step 5. The owner of the email address that you are authorizing will be sent two emails. One contains the username, the other contains their temporary password. When they select the link, they will be taken to TouchNet, where they will enter their username and temporary password.



Step 6. They will then enter a new password and retype the password. Then select 'Save'.

Authorized User Profile Setup

Profile Setup

For security reasons, please change your password.

Name and E-mail Address

****Indicates required fields**

Your login ID:

*First Name:

*Last Name:

E-mail address:

Alternate e-mail address:

Password Change

*Enter your new password:
(minimum 7 characters and at least one number or special character)

*Confirm your new password:

Step 7. They will be directed to the account that they are an authorized user on. From here they can make a payment or view account history (if they were given permission earlier)

My Account
Payments

Account Activity
Personal Profile
Payment Methods
Select Student

Profile changes were saved.

Account Alerts

No alerts at this time.

Announcements

Welcome!! To the new this is how we do things payment system!

My Account

Current Account Status

Student Account	
Balance:	\$124.23
Estimated Financial Aid:	\$33.33
Balance Including Estimated Aid:	\$90.90

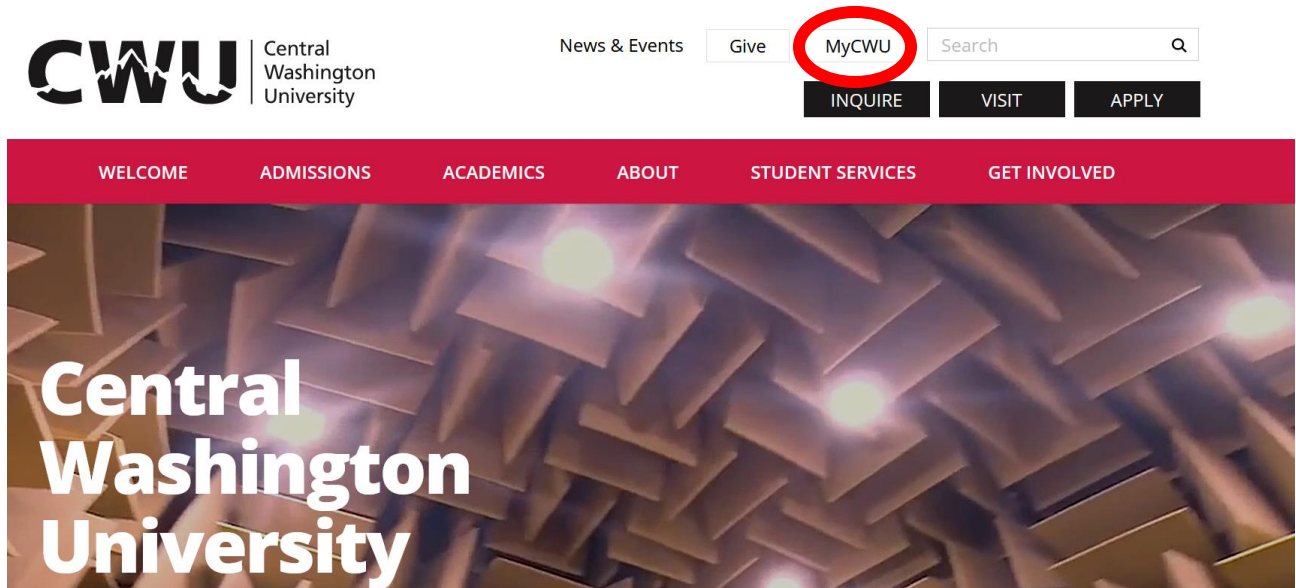
Term Balances

Fall 2015	\$40.90
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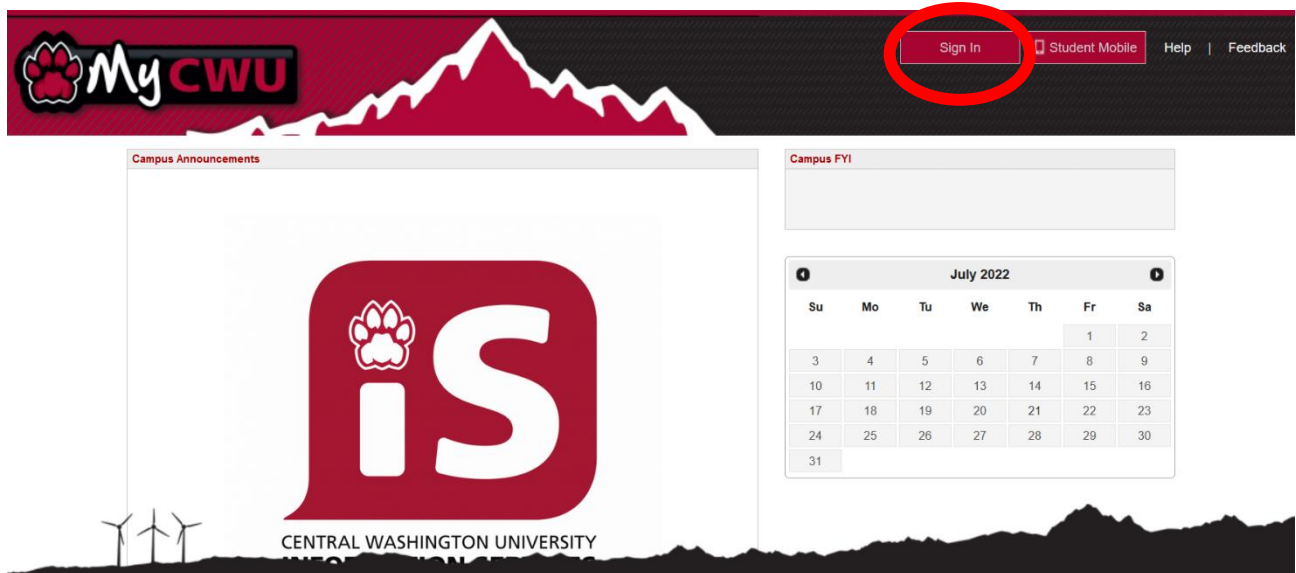
44

MAKING A PAYMENT THROUGH YOUR MYCWU

Step 1. Hover your cursor over the MyCWU box. Click on MyCWU.



Step 2. Hover your cursor over 'Sign In' then click it.



Step 3. Enter your CWU Username (Username@cwu.edu) and Password



Sign in with your organizational account

[Sign in](#)

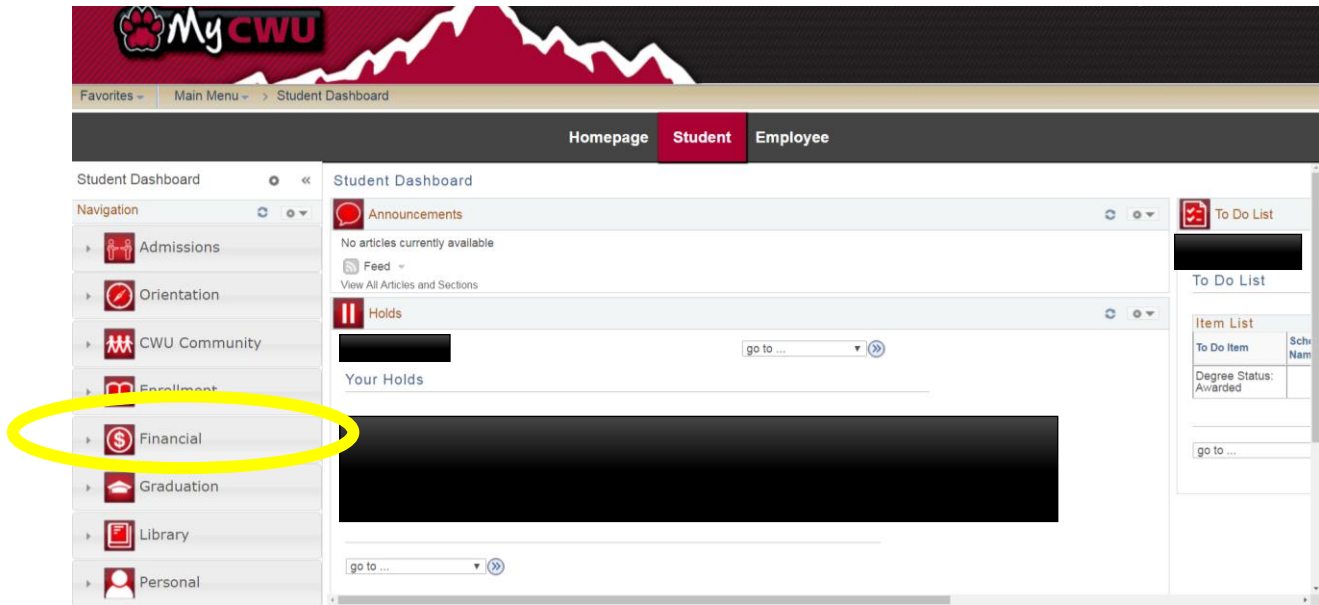
Need assistance?
 Contact the CWU Service Desk
 Phone: (509) 963-2001
 Email: servicedesk@cwu.edu
 Forgot your [password](#)?

Step 4. Click 'Student'

When	All MyCWU Systems Down	
Service Paused: Thursday, April 13 th at 5pm Service Restored: Monday, April 17 th	Campus Solutions <ul style="list-style-type: none"> • Admissions • Degree Progress • Financial Aid • Student Financials • Student Records 	
Service Paused: Friday, April 14 th at 5pm Service Restored: Monday, April 17 th	Financial Management <ul style="list-style-type: none"> • Accounts Payable • Asset Management • Expense Reports • General Ledger • Purchasing • Requisitions • Travel Authorizations 	Human Resources <ul style="list-style-type: none"> • Absence Management • Core HR • ePerformance • Manager Self-Service • Payroll (no access to W2's) • Recruiting Solutions • Time and Labor • Training

Note: You will still be able to use 25 Live, Canvas, Curriculog, CWU.edu, Faculty 180, Qualtrics, SEOIs, and SPOL.

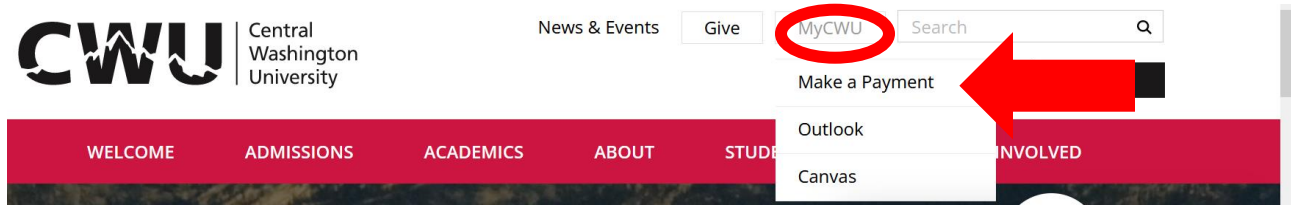
Step 5. Click the 'Financial' tab on the left hand side.



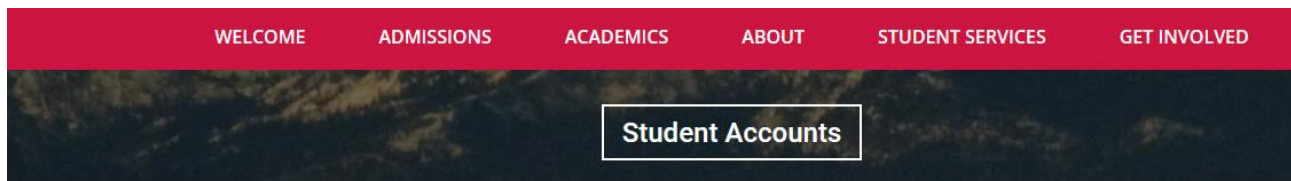
Step 6. Follow the prompts to make a payment.

Making a Payment through CWU Website

Step 1: Hover your mouse over the MyCWU button. A drop-down menu will appear where you will want to click “Make a Payment”.



Step 2: This will take you to the Student Accounts website: <https://www.cwu.edu/student-accounts/online-payments>. From here, you will want to scroll down and select “Make a Payment”.



Home » Student Accounts » Online Payments

Student Accounts Home
How is our service?
Contact Student Accounts

STUDENT ACCOUNTS

Make a Payment Online
Forms
▶ Paying Your Bill
Perkins Loans
▶ Direct Deposit
Tuition & Fees
Housing & Dining
1098T Tax Credit Info
Student Insurance
Veterans
Rights and Responsibilities

RELATED LINKS

MyCWU
Financial Aid
Registrar
Scholarships
Student Employment

CONTACT US

Student Accounts



FAQs

« July 2			
S	M	T	W
3	4	5	6
10	11	12	13
17	18	19	20
24	25	26	27
31			

Online Payments

Parents/Guardians:

If you are already an authorized user, and wish to pay AS AN AUTHORIZED USER [Click here](#).

If you are not an authorized user on MyCWU, you can become a guest user. [Click here](#) to see a step-by-step guide showing your student how to assign a guest user to their profile.

Current and Non-Current Students:

[Make a payment](#)

Cwu does not accept payments over the phone.

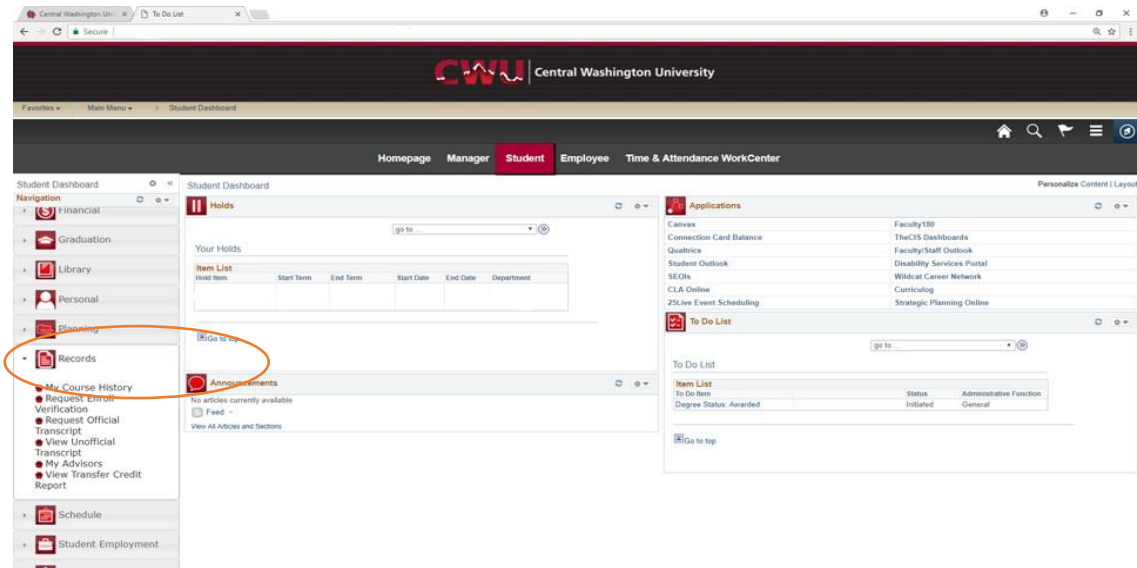
** In order to make a payment, you may have to [enable cookies in your internet browser's privacy settings](#).**

Step 3: Clicking the “Make a Payment” link will take you directly to a touchnet website where you can follow the steps to make a payment.

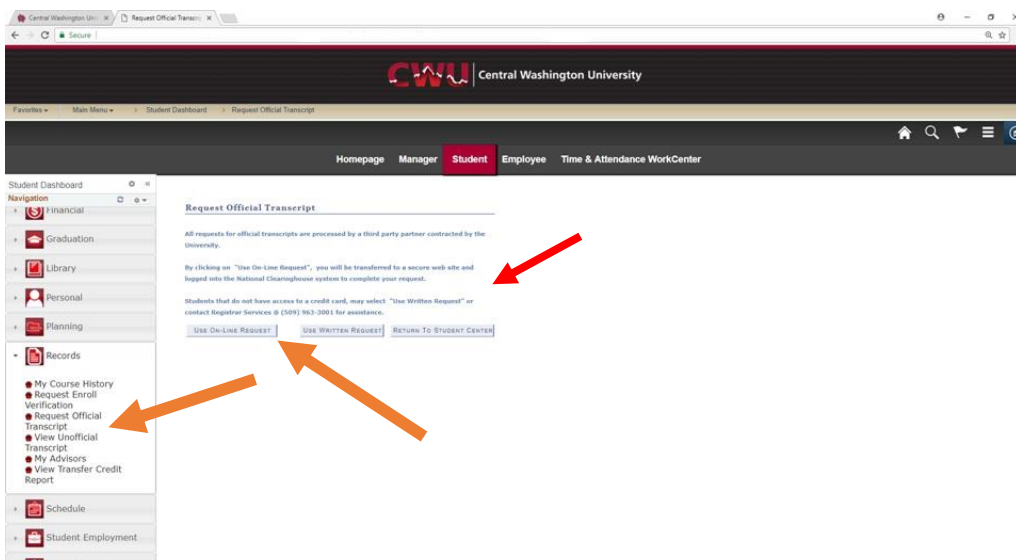
HOW TO GET OFFICIAL AND UNOFFICIAL TRANSCRIPTS

To access official and unofficial transcripts, log in to your MyCWU account and follow the prompts or go to <https://www.cwu.edu/registrar/request-transcripts>

Step 1. Click the Records tab

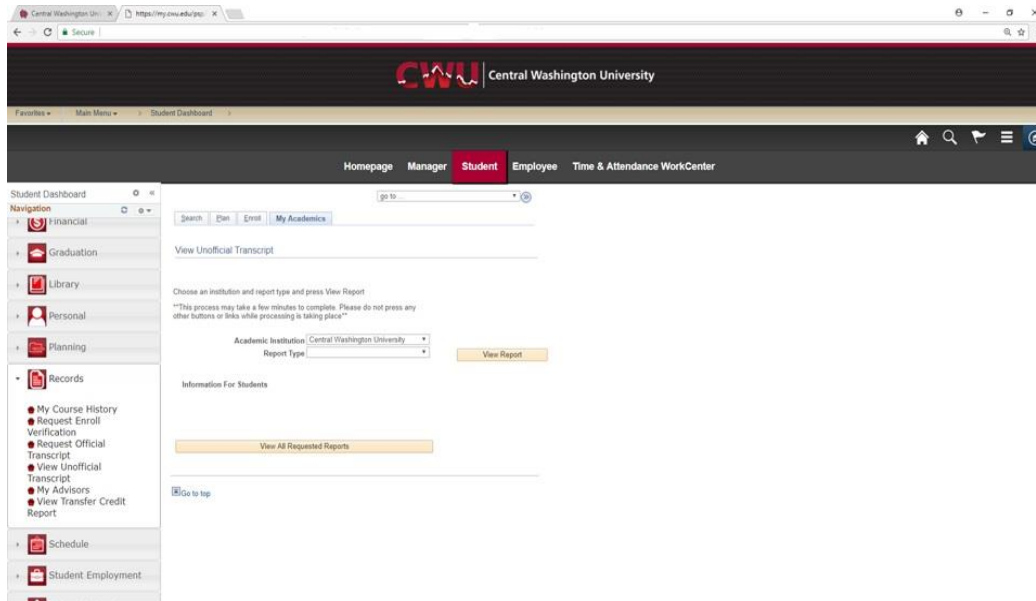


Step 2. Click either View Unofficial or Request Official Transcripts



*For OFFICIAL TRANSCRIPTS, follow the screen's prompts

Step 3. For a look at your UNOFFICIAL transcript, click on Report Type and Click "Unofficial".



Step 4. Click "View Report". You can print this report.

ADMINISTRATION & COUNSELORS - APPENDIX A**SAMPLE INTERLOCAL AGREEMENT****Central Washington University
College in the High School****Interlocal Agreement
2022-2023 Academic Year****Parties**

This Interlocal Agreement (hereinafter “Agreement”) has been developed between Central Washington University (“CWU”) and _____ School District (“School District”) to govern their relationship in administering the College in the High School Program for the 2022-2023 academic year. It is intended to define the conditions under which students (hereinafter “student”) may enroll in CWU courses, and to establish operational rules for enrollment in courses offered at high school sites.

Purpose

The College in the High School Program operated by CWU is intended to provide access for advanced study for qualified high school students in a manner that minimizes enrollment barriers. This Agreement refers to the College in the High School Program at high school locations where students enroll in CWU courses at high school locations. In accordance with RCW 28A.600.287, students will receive college credit from CWU upon successful completion of a College in the High School course.

A. Funding and Fees (Non-State Funded Schools)

This Section A applies to College in the High School student enrollments for which state funding subsidies are not provided.

1. RCW 28A.600.287, as currently enacted or hereafter amended, defines the College in the High School program for the School District, CWU, and the student.
2. CWU will provide a monthly enrollment count to individual schools. This information will be e-mailed to the individual(s) listed in section A.6. These reports must be regularly reviewed for accuracy by each school.

3. The parties to this Agreement shall maintain documentation supporting College in the High School student enrollment. If a student stops attending class, but fails to officially withdraw from CWU, the student/School District will not be reimbursed, in accordance with CWU’s tuition reimbursement policies.

4. CWU will invoice for all registered students a fee of \$60.00 per CWU credit. School District has two options for how this fee is paid. The first option is for School District to be responsible for fees and to remit payment to CWU, and the second option is for CWU to directly bill the students for the fees. Below, School District is to select its billing method(s) by checking the appropriate box(s). Both billing methods can be selected. With CWU’s current online registration system, the School District has the ability to select the appropriate funding for each student and their registration(s). Selecting both funding models allows for greater flexibility, if for example, the School District has outside funding to cover some costs. The billing method(s) selected cannot be changed after September 30th, 2022.

Please select from the following billing methods:

School District will remit payment to CWU.

School District would like to have CWU invoice students directly.

5. If School District uses CWU Testing Services, the testing fee of \$15 per exam taken by each student is automatically billed to the School District on a monthly basis. See Section G for more information about testing.

6. In the space below, the School District is to indicate who is to receive all invoice correspondences. It is important that this person or persons review and verify all invoice correspondences sent from CWU and remit payment to CWU in a timely manner. Payment is due within 60 days of School District’s receipt of each CWU invoice. CWU reserves the right to assess interest on past-due amounts, at the rate of 1% per month, in accordance with applicable law.

Contact #1

First and Last Name: _____

Title: _____

Email: _____

Phone Number: _____

Address to send invoices to:

Contact #2

First and Last Name: _____

Title: _____

Email: _____

Phone Number: _____

Address to send invoices to:

7. The College in the High School Program is available during fall, winter, and spring quarters.

B. Funding and Fees (*State Funded Schools*)

This Section B applies to College in the High School enrollments for which state funding subsidies are provided.

1. WAC 392-725-325, as currently enacted or hereafter amended, defines the method of reimbursement by the School District to CWU for each College in the High School student.
2. For College in the High School funding purposes, each student is eligible to enroll based upon OSPI’s prioritized subsidy list pursuant to RCW 28A.600.290(1).
3. CWU will provide a monthly enrollment count to individual schools. This information will be e-mailed to the individual(s) listed in section A.6. These reports must be regularly reviewed for accuracy by each school.

4. CWU will invoice the School District for all eligible participating students, at the maximum rate set forth for this purpose by the State of Washington through the omnibus appropriations act referenced in RCW 28A.600.290, based on the information provided on the monthly report. All invoices will be sent by CWU to the School District designee as directed by the School District in section A.6.

5. The College in the High School Program is available during the fall, winter and spring terms.

C. Eligibility

1. High school freshman, sophomores, juniors and seniors are eligible to participate in the College in the High School program as defined by RCW 28A.600.287 and as provided by WAC 392-725.

2. Attachment A hereto lists all courses the School District is approved to offer as part of the College in the High School program. All participating School District teachers must follow and be in compliance with all applicable CWU requirements and policies, including but not limited to those listed in section I2 and I3 of this Agreement and the Instructor and Partner Handbooks, available at <https://www.cwu.edu/college-hs/forms>.

D. Credits

1. In accordance with RCW 28A.600.287(7), School District must grant high school credit to a student enrolled in a program course if the student successfully completes the course. If no comparable course is offered by the School District, the district superintendent shall determine how many credits to award for the course. The determination shall be made in writing before the student enrolls in the course. The credits shall be applied toward graduation requirements. Evidence of successful completion of each program course shall be included in the student's secondary school credits and transcript.

2. In accordance with RCW 28A.600.287(8), CWU must grant college credit to a student enrolled in a program course if the student successfully completes the course. The college credit shall be applied toward general education or major requirements. Evidence of successful completion of each program course must be included in the student's college transcript.

3. The School District shall establish on a course-by-course basis the amount of high school required or elective credit, or combination thereof, that shall be awarded for each CWU course successfully completed by the student based upon the conversion rate set forth in WAC 180-51-050; one high school credit (Carnegie Unit) is the equivalent of five university quarter credits of course work that is generally designated 101 level or above by CWU.

4. Pursuant to WAC 392-725-200(3), within five School District business days of a student's request for confirmation of credit, the School District superintendent or other designated School District representative shall confirm in writing the amount of high school required or elective credit, or combination thereof, which shall be awarded upon successful completion of the courses.

5. Upon confirmation by CWU of a student's successful completion of College in the High School Program courses, the School District shall record on the student's secondary school records and transcript the high school credit previously confirmed under WAC 392-725-200 together with a notation that the courses were taken at an institution of higher education.

E. Equity/Accommodations

1. Any ADA accommodations made for disabled students will be the obligation of the School District.

2. For students under an Individualized Education Program (IEP) that provides for participation in College in the High School program, the School District which establishes the IEP will be responsible for ensuring compliance with the IEP.

F. Student Behavior

1. The School District and CWU shall independently have and exercise jurisdiction over academic and disciplinary matters involving a student's enrollment and participation in courses, and the receipt of services and benefits from the School District or CWU.

2. Student conduct will be governed by the high school's policies and expectations as it pertains to the student's physical actions and presence in the classroom and in the school during the College in the High School course offered at the high school class period. The CWU academic integrity policy and course syllabus will govern the student's academic performance, expectations and standards. Please refer to: <http://www.cwu.edu/student-rights/>.

G. Testing

1. School District has the option of utilizing CWU Testing Services to satisfy placement requirements into College in the High School program courses.

2. CWU will invoice School District monthly for testing services at the rate of \$15 per exam taken. CWU will waive testing fees for School District's students who utilize the Free or Reduced Lunch

Program. When prompted by CWU, the School District must inform CWU of the number of students who tested and are Free or Reduced Lunch eligible.

H. CWU Responsibilities for College in the High School Program

CWU will:

1. Offer authorized and approved CWU courses at high school locations, taught by School District teachers who have gone through the CWU application process and been approved by the appropriate CWU faculty liaison, CWU department chair, and CWU college dean or associate dean.
2. Determine final teacher appointment for each course.
3. Provide access to the online registration system according to the established deadlines for participating students to enroll in university credit options. Appropriate placement testing scores may be required. (Please see registrar catalog (<http://catalog.acalog.cwu.edu/>) for official requirements for all courses) Students will be admitted as non-degree seeking, non-matriculated students.
4. Provide clear documentation of academic expectations for students enrolled in each approved course offered at the high school location. The documentation will provide guidelines, as delineated by the course syllabus, for College in the High School students taking college courses.
5. Coordinate team/individual meetings with School District teacher to ensure adherence to syllabi and expected rate of student progress. Meetings will be coordinated, at CWU or the high school campus, as necessary.
6. Depending on program/accreditation requirements, conduct observation of each School District teacher at least once per year and provide feedback on the effectiveness of the classroom experience to the School District teacher and the designated high school official.
7. Provide recommendations to remedy any inadequate performance issues to the designated School District official within 60 days of classroom observation.
8. Remove from the program any instructors who have failed to comply with College in the High School/Cornerstone policies or procedures. Noncompliance issues will be handled in consultation with the School District.

9. Arrange to have each CWU approved instructor evaluated using the CWU Student Evaluation of Instruction (SEOI).

10. Solicit input from CWU approved instructors as appropriate, for development of course final exam.

11. Provide each student the opportunity to visit the CWU campus upon mutual agreement between the School District and CWU.

12. Provide each eligible student with a CWU student ID card if requested.

13. Conduct ongoing research in accordance with WAC 392-725-160 for the benefit of the program and its participants.

14. Provide access to an advisor who can talk about the benefits and implications of taking college courses.

15. In conjunction with the high school, provide students enrolled in CWU classes with suitable access to learning resources and student support services.

16. Inform School Districts of required materials including, but not limited to, textbooks for each college in the high school course. School District will be responsible for purchasing and replacing any required textbooks. See attachment for list of required textbooks if applicable.

17. Send a one-time administrative reimbursement to the School District at the end of the academic year, based on the following:

- a) Based on end of term enrollments, CWU recognizes that some of the duties connected to this program can require more or less work depending on the number of students in that particular period (i.e. the registration process, grading, etc.). The administrative reimbursement is broken down by class size to reflect that additional work. Because additional periods of the same course do not require any extra team meetings or training time the additional reimbursement is meant to reflect further work done by the teacher (i.e. the registration process, grading, etc.).
- b) The administrative reimbursement will be paid in the amount of \$35 per student, up to a maximum of 15 students per class period.
- c) School District must be current with all invoice payments to CWU and, when prompted by CWU, provide the Washington State Invoice Voucher form A-19. The administrative

reimbursement cannot be processed if this item is not provided to CWU and/or the School District is not current with payment(s). In the space below, the School District is to indicate who is to receive all administrative reimbursement correspondence from CWU:

Contact #1

First and Last Name: _____

Title: _____

Email: _____

Phone Number: _____

Contact #2

First and Last Name: _____

Title: _____

Email: _____

Phone Number: _____

I. School District Responsibilities for College in the High School Program

School District will:

1. Supervise and evaluate School District teachers per the School District collective bargaining agreement.

2*. Ensure each School District teacher completes or provides the following for each approved course:

- a) Provide a professional and prepared classroom environment.
- b) Submit course syllabus to CWU for approval.
- c) Provide each enrolled CWU student with the approved CWU syllabus at the start of the term.

- d) Course evaluations in accordance with the university established deadlines.
- e) Attend individual/team meetings as designated or requested by CWU.
- f) Attend yearly summer institute training session in accordance with CWU policy.
 - a. New teachers, both brand new to teaching and new to a discipline, who have gone through the CWU application process and have been approved by CWU must attend a summer institute training prior to their first time offering a CWU course.
 - b. CWU approved returning teachers who have successfully completed I2.f.a for each approved discipline are required to attend summer institute training, at minimum, every three years (i.e. if a teacher attends in 2022, at minimum, they will have to attend in summer 2025 to remain eligible to teach CWU classes). Approved CWU teachers are encouraged to attend the summer institute annually.
 - c. Teachers approved in multiple disciplines must be in compliance with the required training for each specific discipline in order to offer CWU courses in the respective disciplines.
- g) Allow CWU to conduct classroom observation, either in person or online/remote, at least once per year for each approved course.
- h) Coordinate completion of Student Evaluation of Instruction (SEOI) in accordance with the CWU student evaluation process.
- i) Provide input to CWU faculty on the development of the course final.
- j) Ensure students complete course requirements and learning outcomes as indicated in the course syllabi.
- k) Assign grades for CWU students who are enrolled in approved courses in accordance with the university established deadlines.
- l) Check their class rosters in both their MyCWU and CIHS web portals to verify enrollment.
- m) Notify parents of required parent consent via school's internal notification system

*Instructors found to be in non-compliance with section I.2. will be removed from the program.

3. In the event an approved instructor is unable to continue teaching their CWU course for a period of 10 consecutive instructional days (an instructional day is defined as a day in which classes are officially being held at the school and count toward the state mandated 180 days of instruction as prescribed in RCW 28A.150.220), the School District must notify CWU. If the instructor is unable to continue, only an approved instructor, who has gone through the CWU application process and been approved by CWU, may continue teaching the course. If the original approved instructor is unable to continue teaching their CWU course, after missing 10 consecutive instructional days, and no other School District teacher has been approved to offer that CWU course, the course will be cancelled, all students will be dropped from their CWU class, and any charges assessed will be reversed.

4. Respond to recommendations regarding inadequate performance as identified by CWU in accordance with the School District collective bargaining agreement.

5. For mixed enrollment classes, maintain documentation that differentiates instruction and class requirements between high school class and approved CWU course.

6. Ensure that any course materials required by CWU including, but not limited to, textbooks for each College in the High School course, are purchased, maintained, and replaced as necessary, either by the students or the School District.

7. Remit payment within 60 days of receipt of invoice or invoice date, whichever is later, to:

Central Washington University
Cashiers Office
400 E University Way
Ellensburg, WA 98926-7490

8. In conjunction with CWU, provide students enrolled in CWU classes with suitable access to learning resources and student support services.

9. Student teachers can be involved with a CWU course under the direct supervision of an approved and trained CWU College in the High School teacher. Student teachers may co-teach, act in a support role and teach under the direct supervision of the CWU approved teacher. Here, direct supervision means the CWU teacher is always in the room when the student teacher is teaching or supporting the class. In courses involving a student teacher, the CWU teacher remains the primary instructor for the course and is responsible for teaching the CWU curriculum, evaluating students, and assigning all CWU grades. If/when a student teacher is teaching, the CWU teacher must ensure they are teaching the CWU curriculum in the correct manner and following the CWU syllabus. The student teacher will not administer or grade any CWU assessments. Student teachers will not be able to establish a MyCWU or access MyCWU-protected information or resources. Teachers with a student teacher assisting in their CWU course should notify their faculty liaison. Additionally, when scheduling the class observation, teachers should schedule the visit for when they are teaching as opposed to the student teacher as the class observation needs to be of the course's primary and CWU-approved instructor. Student teachers are not permitted to teach without the CWU approved Instructor present in the classroom.

10. Please indicate what term system is/are your high school(s) using (when do you put official grades on a student's high school transcripts)?

High School Name(s)	Term Type (Semester, Quarter, Trimester)

11. Assist with student registration online in accordance with due dates and deadlines.

J. Term

This Agreement shall commence upon full execution and continue through June 30, 2023. In accordance with WAC 392-725-050, the term of this Agreement shall be limited to one school year.

K. Conditions / Compliance

1. This Agreement is intended to provide direction in the administration of the College in the High School Program for CWU and the School District. Any changes must be in writing and agreed to by both parties prior to any amendments.

2. CWU and School District shall comply with all laws, ordinances, RCWs, WACs, and regulations of governmental bodies applicable to the program as well as applicable local policies and procedures. If any part of this Agreement conflicts with current RCWs and WACs, the RCWs and WACs will govern the Agreement.

3. To the extent permitted by law, CWU shall provide access to all CWU documentation as it pertains to this Agreement, to School District, its officers, agents and employees, and to any other agent or official of the federal, state, or local governmental authorities, at all reasonable times, for the purpose of auditing, monitoring, and/or evaluating educational performance and compliance with this Agreement.

4. The parties acknowledge that regular ongoing communication is vital to the success of the collaborative nature of this Agreement. It is understood that team meetings will be held, as needed, between School District and CWU staff to communicate issues regarding delivery of services under this Agreement.

5. Primary Point(s) of Contact. The Primary Point(s) of Contact are usually the principal, vice-principal, counselor or someone at the district. Each party hereby designates the following to be their Primary Point(s) of Contact under this Agreement and their responsibilities are as follows:

- a) Attend the Summer Institute training

- b) Understand CWU's High School Partnerships policies and procedures
- c) Assist with registering students
- d) Serve as the contact if there are any issues with instructors, registrations, payments, administrative reimbursements, etc.
- e) If your school uses CWU testing services, coordinate with the testing department.
- f) Work with the CWU Primary Point of Contact on issues

*If your school district has multiple high schools that partner with CWU College in the High School, please have a Primary Point of Contact for each high school.

Primary Point(s) of Contact

_____ School District

Contact #1

First and Last Name: _____

Title: _____

High School: _____

Phone Number: _____

Email: _____

Contact #2

First and Last Name: _____

Title: _____

High School: _____

Phone Number: _____

Email: _____

Contact #3

First and Last Name: _____

Title: _____

High School: _____

Phone Number: _____

Email: _____

Contact #4

First and Last Name: _____

Title: _____

High School: _____

Phone Number: _____

Email: _____

Primary Point of Contact for CWU: **Director of Concurrent Enrollment**

6. Nondiscrimination/Anti-Harassment. In the performance of this Agreement, the parties assure compliance with all local, state and federal guidelines and regulations regarding nondiscrimination and harassment involving any employee/student on the basis of age, sex, marital status, race, color, creed, national origin, the presence of any sensory mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability, sexual orientation including gender expression or gender identity, or honorably discharged veteran or military status.

7. No Dual Employment. Nothing contained in this Agreement, or related documents shall be construed as creating any form of an employment relationship between the School District and CWU or the agents, officers, volunteers or employees of CWU. The officers, agents, employees or volunteers of CWU shall not be entitled to any rights or privileges of employment with School

District. School District employees and students do not, by this Agreement, become agents or employees of CWU. Accordingly, School District employees and its students shall not be entitled to any rights or privileges established for employees of CWU, such as vacation, sick leave with pay, paid days off, life, accident and health insurance or severance pay upon termination of this Agreement.

8. Unsupervised Access to Students. Pursuant to RCW 28A.400.303, any employees of either party providing services who will have regularly scheduled unsupervised access to children pursuant to this Agreement, shall be required to have successful completion of a background record check through the Washington State Patrol Criminal Identification System, under RCW 43.43.830-.834, RCW 10.97.30 & .50, and through the Federal Bureau of Investigation prior to hiring and prior to unsupervised access to children. The record check shall include a fingerprint check using a complete Washington state criminal identification fingerprint card. Each party bears responsibility for the cost of required background checks for their respective employees.

9. Indemnification. Each party to this Agreement shall be responsible for its own acts or omissions and for those of its officers, employees, and agents. Neither party shall be responsible for the acts of omission of persons or entities not a party to this Agreement. Neither party to this Agreement shall be considered the agent of the other party.

10. Insurance. During the term of this Agreement, the School District shall maintain in force, at its own expense, the following insurance:

a) Worker's Compensation Insurance in compliance with RCW Title 51;

b) General Liability Insurance on an occurrence basis, with a limit of not less than \$1,000,000 each occurrence and \$2,000,000 aggregate for bodily injury and property damage. It shall include premises and operations, independent contractors, products and completed operations, personal injury liability, and contractual liability coverage for the defense, indemnity, and hold harmless obligations provided under this Agreement;

If requested, each party shall furnish acceptable insurance certificates to the other, evidencing each party's insurance coverage.

For the duration of this Agreement, it is mutually understood and agreed by each party that School District is a member of a risk management pool for schools.

CWU, an agency of the State of Washington, warrants that it is self-insured against liability claims in accordance with the risk management and tort claims statutes, including RCW 4.92 and RCW 43.19. The tort claims procedure, RCW 4.92.100 et seq., provides the fundamental remedy for all

tort liability claims against CWU and its officers, employees, and agents acting as such and all such claims must be filed and processed as provided therein.

11. Confidentiality. Both parties acknowledge the obligations for maintaining the confidentiality of student records and access to the parents/guardian and students of such records. Parties will confer and agree to the content of any official announcements regarding this Agreement, its contents, objectives and results in accordance with the Family Educational Rights and Privacy Act (FERPA).

12. Student Enrollment Eligibility for College in the High School will be determined by the university's pre-requisites. Student/school eligibility for the state subsidy is between the School District and the Office of Superintendent of Public Instruction.

13. Assignment/Binding Effect. Performance of any or all aspects of this Agreement may not be assigned without written authorization by the other party. Likewise, neither party may assign their respective rights to any claims or actions arising out of or relating to this Agreement without written authorization.

14. Integration/Modification. This Agreement constitutes the entire and exclusive Agreement between the parties regarding this matter and no deviations from its terms shall be allowed unless a formal, written, mutual agreement occurs between the parties.

15. Waiver of Breach. No waiver of any breach of any term of this Agreement shall be construed, nor shall be, a waiver of any other breach of this Agreement. No waiver shall be binding unless it is in writing and signed by the party waiving the breach.

16. Severability. If any provision of this Agreement is determined to be invalid or ultra vires under any applicable statute or rule of law, it is to that extent to be deemed omitted and the balance of the Agreement shall remain enforceable.

17. Governing Law/Venue. The terms of this Agreement shall be governed by the laws of the State of Washington. In the event that legal action is commenced to resolve a dispute arising out of this Agreement, the venue of such action shall be in Kittitas County, Washington.

18. Authority to Sign and Obligate. The undersigned represent and warrant that they are authorized to enter into this Agreement on behalf of the parties.

**Agreed to by Central Washington University and
_____ School District**

DATED this _____ day of _____, 20_____

_____ **SCHOOL DISTRICT:**

Superintendent or designee Printed Name

Date: _____

Superintendent or designee Signature

CENTRAL WASHINGTON UNIVERSITY:

Kyle Carrigan,
Director of Concurrent Enrollment

Date: _____

AAG 02.17.22

Attachment A

The _____ School District is approved to offer the following Central Washington University Courses:

XXXXX School District					
High School		High School		High School	
Instructor	Approved Courses	Instructor	Approved Courses	Instructor	Approved Courses
Instructor	Approved Courses	Instructor	Approved Courses	Instructor	Approved Courses
Instructor	Approved Courses	Instructor	Approved Courses	Instructor	Approved Courses
Instructor	Approved Courses	Instructor	Approved Courses	Instructor	Approved Courses



2017 NATIONAL CONCURRENT ENROLLMENT PARTNERSHIP STANDARDS

Adopted May 2017

Partnership Standards	
Partnership 1 (P1)	The concurrent enrollment program aligns with the college/university mission and is supported by the institution's administration and academic leadership.
Partnership 2 (P2)	The concurrent enrollment program has ongoing collaboration with secondary school partners.

Faculty Standards	
Faculty 1 (F1)	All concurrent enrollment instructors are approved by the appropriate college/university academic leadership and must meet the minimum qualifications for instructors teaching the course on campus.
Faculty 2 (F2)	Faculty liaisons at the college/university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.
Faculty 3 (F3)	Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.
Faculty 4 (F4)	The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.

Assessment Standard	
Assessment 1 (A1)	The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.

Curriculum Standards	
Curriculum 1 (C1)	Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.
Curriculum 2 (C2)	The college/university ensures the concurrent enrollment courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college/university discipline.
Curriculum 3 (C3)	Faculty liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.

Student Standards	
Student 1 (S1)	Registration and transcripting policies and practices for concurrent enrollment students are consistent with those on campus.
Student 2 (S2)	The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university.
Student 3 (S3)	Concurrent enrollment students are advised about the benefits and implications of taking college courses, as well as the college's policies and expectations.
Student 4 (S4)	The college/university provides, in conjunction with secondary partners, concurrent enrollment students with suitable access to learning resources and student support services.

Program Evaluation Standards	
Evaluation 1 (E1)	The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.
Evaluation 2 (E2)	The college/university conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement.

NACEP COUNSELOR SURVEY

This survey is part of Central Washington Universities (CWU) College in the High School accreditation process. In order to offer College in the High School, CWU must obtain accreditation from the National Alliance of Concurrent Enrollment Partnerships (NACEP). By participating in this survey, you are helping us gather data on how we are doing and how the program can be improved. The survey should take between 4-7 minutes to complete. This survey is anonymous, and the data will be housed with Qualtrics, which is a web-based survey provider that has been approved for use by CWU. Your decision to participate is voluntary and involves minimal risk or discomfort sometimes associated with sharing your opinions. You are free to answer all, some, or none of the questions on the survey. You may withdraw from participating at any time, to do so, you simply close your internet browser. Declining to participate will involve no penalty to you. If you submit a survey, your responses are recorded without any personal identifiers, so your responses are completely anonymous. The survey is being sent to approximately 400 individuals. Data will be stored on a secure server and can only be accessed by the research team. Reasonable and appropriate safeguards have been used in the creation of the web-based survey to maximize the confidentiality and security of your responses; however, when using information technology, it is never possible to guarantee complete privacy. You can ask questions about the research by contacting Kyle Carrigan at Kyle.Carrigan@cwu.edu or (509) 963-1796. You may also contact the CWU Human Protections Administrator if you have questions about your rights as a participant or if you think you have not been treated fairly. The HSRC office number is (509) 963-3115. Please click "I accept" to begin the survey. Thank you.

- Accept
 - Decline
-

Q1 High School/Career Center (HS Name, City and State):

Q2 I have worked with students taking Central Washington University courses through College in the High School for _____ years.

Q3 I interact with students taking CWU courses through College in the High School:

- Almost Daily
- Often
- Occasionally
- Rarely
- Never

Q4 The number of students I advise who are taking CWU College in the High School courses is:

Q5 As a result of taking a CWU College in the High School course, students:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Participate in rigorous learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop realistic expectations of post-secondary education coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase their likelihood of pursuing post-secondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a better understanding of their academic skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raise their post-secondary educational aspirations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6 As a result of CWU College in the High School's presence in my school, I:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Changed the way I present college options to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have a better understanding of their skills and knowledge students need to succeed in post-secondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perceive more students as capable of higher levels of post-secondary educational achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7 As a result of offering CWU College in the High School courses, my school:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Offers a greater number of rigorous classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offers prerequisite courses that prepare students for college courses in upper grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates to parents that students are doing challenging work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhances its prestige and academic reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has more students continuing on to post-secondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has more students succeed in post-secondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 The single greatest impact CWU College in the High School has had on my **students** is:

Q9 The single greatest impact CWU College in the High School has had on my **school** is:

Q10 Number of students in my high school or career center:

Q11 My school is located in a:

- City
- Suburb
- Town
- Rural locale

Q12 My school is a:

- Public school
 - Public charter school
 - Public magnet school
 - Private school
 - Area Career/Technical Center
-

Q16 We value open and honest feedback. Please provide any feedback you may have about our program.

End of Block: Default Question Block

NACEP INSTRUCTOR SURVEY

NACEP Instructor Survey

This survey is part of Central Washington Universities (CWU) College in the High School accreditation process. In order to offer College in the High School, CWU must obtain accreditation from the National Alliance of Concurrent Enrollment Partnerships (NACEP). By participating in this survey, you are helping us gather data on how we are doing and how the program can be improved. The survey should take between 4-7 minutes to complete. This survey is anonymous, and the data will be housed with Qualtrics, which is a web-based survey provider that has been approved for use by CWU. Your decision to participate is voluntary and involves minimal risk or discomfort sometimes associated with sharing your opinions. You are free to answer all, some, or none of the questions on the survey. You may withdraw from participating at any time, to do so, you simply close your internet browser. Declining to participate will involve no penalty to you. If you submit a survey, your responses are recorded without any personal identifiers, so your responses are completely anonymous. The survey is being sent to approximately 500 individuals. Data will be stored on a secure server and can only be accessed by the research team. Reasonable and appropriate safeguards have been used in the creation of the web-based survey to maximize the confidentiality and security of your responses; however, when using information technology, it is never possible to guarantee complete privacy. You can ask questions about the research by contacting Kyle Carrigan at Kyle.Carrigan@cwu.edu or (509) 963-1796. You may also contact the CWU Human Protections Administrator if you have questions about your rights as a participant or if you think you have not been treated fairly. The HSRC office number is (509) 963-3115. Please click "I accept" to begin the survey.

Thank you.

- Accept
- Decline

Q1 I teach CWU College in the High School at (Name of HS) which is located in (City name):

Q2 I have taught Central Washington University courses through College in the High School for _____ years.

Q3 The number of CWU College in the High School **students** I taught last year was _____.

Q4 The number of CWU College in the High School course sections I taught last year was_____.

Q5 I teach CWU College in the High School courses in the following discipline(s): (Check all that apply)

- American Sign Language
- Anthropology
- Art
- Biology
- Communications
- Education
- Engineering
- English
- Environmental Studies
- Film
- Finance
- Foreign Language
- Geology
- Health Education
- History
- Humanities
- ITAM
- Math
- Military History
- Physical Education
- Physics

- Political Science
 - Psychology
 - Sociology
 - Theater
-

Q6 As a result of taking a CWU College in the High School course I teach, students:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Participate in rigorous learning					
Develop realistic expectations of post-secondary coursework					
Increase their likelihood of pursuing post-secondary education					
Develop a better understanding of their academic skills					
Raise their post-secondary educational aspirations					

Q7 As a result of offering CWU College in the High School courses, my school:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Offers more rigorous classes					
Offers prerequisite courses that prepare students for college courses in upper grades					
Demonstrates to parents that students are doing challenging work					
Enhances its prestige and academic reputation					
Has more students continuing on to post-secondary education					
Has more students succeed in post-secondary education					

Q8 As a result of teaching a CWU College in the High School course, I have:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Learned about new ideas and developments in my academic discipline(s)					
Taken leadership positions within my department, school, district or professional association					
Been energized as a teacher					
Benefited from the support of and contact with College in the High School/Cornerstone colleagues in other high schools or career centers					
A better understanding of the knowledge and skills that college faculty in my discipline expect of students					
Incorporated the content and/or pedagogy of the College in the High School/Cornerstone course in other classes					
Established higher standards for student work					

Felt supported by the Central Washington University liaison/mentor					
Been hired to teach a college course on a college campus and/or online					

Q9 The single greatest impact CWU College in the High School has had on my students is:

Q10 The single greatest impact CWU College in the High School has had on my school is:

Q11 The single greatest impact CWU College in the High School has had on me as an instructor is:

Q12 Number of students in the high school or career center where I teach CWU College in the High School courses:

Q13 My school is located in a:

- City
- Suburb
- Town
- Rural locale

Q14 My school is a:

- Public school
- Public charter school
- Public magnet school
- Private school
- Area Career/Technical Center

Q19 We value open and honest feedback. Please provide any feedback you may have about our program.

NACEP PRINCIPAL SURVEY

This survey is part of Central Washington Universities (CWU) College in the High School accreditation process. In order to offer College in the High School, CWU must obtain accreditation from the National Alliance of Concurrent Enrollment Partnerships (NACEP). By participating in this survey, you are helping us gather data on how we are doing and how the program can be improved. The survey should take between 4-7 minutes to complete. This survey is anonymous, and the data will be housed with Qualtrics, which is a web-based survey provider that has been approved for use by CWU. Your decision to participate is voluntary and involves minimal risk or discomfort sometimes associated with sharing your opinions. You are free to answer all, some, or none of the questions on the survey. You may withdraw from participating at any time, to do so, you simply close your internet browser. Declining to participate will involve no penalty to you. If you submit a survey, your responses are recorded without any personal identifiers, so your responses are completely anonymous. The survey is being sent to approximately 200 individuals. Data will be stored on a secure server and can only be accessed by the research team. Reasonable and appropriate safeguards have been used in the creation of the web-based survey to maximize the confidentiality and security of your responses; however, when using information technology, it is never possible to guarantee complete privacy. You can ask questions about the research by contacting Kyle Carrigan at Kyle.Carrigan@cwu.edu or (509) 963-1796. You may also contact the CWU Human Protections Administrator if you have questions about your rights as a participant or if you think you have not been treated fairly. The HSRC office number is (509) 963-3115. Please click "I accept" to begin the survey.

Thank you.

- Accept
- Decline

Q1 High School/Career Center (High School, City and State):

Q2 I have a collegial partnership with CWU College in the High School.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Q3 I am in contact with CWU College in the High School staff:

- Constantly
 - Frequently
 - Occasionally
 - Never
-

Q4 CWU College in the High School provides professional development opportunities to instructors in my high school/career center

- Constantly
 - Frequently
 - Occasionally
 - Never
-

Q5 The partnership I have with CWU College in the High School is supported by: (Check all that apply)

- Professional Development
 - Conferences
 - Library Access
 - Technology Resources
 - Academic Advising
 - Financial Aid Counseling
 - Tutoring
 - Teacher Scholarships for Graduate Courses
 - College Campus Visits or Events
 - Other
-

Q6 Partnering with CWU College in the High School helps my instructors:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Align secondary curriculum with my college curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve college readiness of my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop subject-area expertise in their discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7 CWU College in the High School courses improve academic rigor in my school.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Q8 CWU College in the High School courses improve academic rigor in my school by: (Check all that apply)

- Expecting college work
- Implementing college course standards
- Requiring a higher level of student accountability
- Other

Q9 Parents at my school have a greater understanding of college expectations because of CWU College in the High School:

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Q10 As a result of offering CWU College in the High School courses, my school:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Offers a greater number of rigorous classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offers prerequisite courses that prepare students for college courses in upper grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates to parents that students are doing challenging work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhances its prestige and academic reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has more students continuing on to post-secondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has more students succeed in post-secondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 One way I would like to see our relationship with CWU College in the High School grow and develop is by:

Q12 Number of years my high school or career center has offered CWU College in the High School courses:

Q13 Number of students in my high school or career center:

Q14 My school is located in a:

- City
- Suburb
- Town
- Rural locale

Q15 My school is a:

- Public school
 - Public charter school
 - Public magnet school
 - Private school
 - Area Career/Technical Center
-

Q17 We value open and honest feedback. Please provide any feedback you may have about our program.

NACEP 4 YEARS OUT OF HIGH SCHOOL SURVEY

NACEP Four Years Out of High School Survey

This survey is part of Central Washington Universities (CWU) College in the High School accreditation process. In order to offer College in the High School, CWU must obtain accreditation from the National Alliance of Concurrent Enrollment Partnerships (NACEP). By participating in this survey, you are helping us gather data on how we are doing and how the program can be improved. The survey should take between 7-9 minutes to complete. This survey is anonymous, and the data will be housed with Qualtrics, which is a web-based survey provider that has been approved for use by CWU. Your decision to participate is voluntary and involves minimal risk or discomfort sometimes associated with sharing your opinions. You are free to answer all, some, or none of the questions on the survey. You may withdraw from participating at any time, to do so, you simply close your internet browser. Declining to participate will involve no penalty to you. If you submit a survey, your responses are recorded without any personal identifiers, so your responses are completely anonymous. The survey is being sent to approximately 1,500 individuals. Data will be stored on a secure server and can only be accessed by the research team. Reasonable and appropriate safeguards have been used in the creation of the web-based survey to maximize the confidentiality and security of your responses; however, when using information technology, it is never possible to guarantee complete privacy. You can ask questions about the research by contacting Kyle Carrigan at Kyle.Carrigan@cwu.edu or (509) 963-1796. You may also contact the CWU Human Protections Administrator if you have questions about your rights as a participant or if you think you have not been treated fairly. The HSRC office number is (509) 963-3115. Please click "Accept" to begin the survey.

Thank you.

- Accept
- Decline

Q1 I graduated from _____ High School. Which is located in (City & State):

Q2 The number of College in the High School college credits I earned by taking Central Washington University courses was:

▼ 1 ... 25+

Q3 I would rate my overall experience with CWU College in the High School as:

- Excellent
- Good
- Neutral
- Poor
- Very Poor

Q4 I would recommend CWU College in the High School to current high school students:

- Yes
- No

Q5 I took CWU College in the High School courses in the following discipline(s): (Check all that apply)

- Anthropology
- Art
- Biology
- Communications
- Economics
- Education
- Engineering
- English
- Environmental Studies
- Film
- Finance
- Foreign Language
- Geography
- Geology
- Health Education
- History
- Humanities
- ITAM
- Library Science
- Math
- Military History
- Music

- Physical Education
- Physics
- Political Science
- Psychology
- Sociology
- Theater

Q6 By taking the CWU College in the High School course(s), I:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Was better prepared academically for college					
Developed more realistic expectations about college					
Was more confident about my ability to succeed in college					
Considered, for the first time, enrolling in college					
Improved my study skills					
Improved my time management skills					

Q7 Please describe what you did **immediately** after high school (select only one option):

I continued my education within a year of graduating, in a:	▼ Career School or College, or an Apprenticeship Program ... Private 4 -Year College or University
I did not continue my education within a year of graduation. I initially:	▼ Career School or College, or an Apprenticeship Program ... Private 4 -Year College or University

Q8 Please describe what you are **currently** doing (select only one option):

I am continuing my education in a :	▼ Career School or College, or an Apprenticeship Program ... Private 4 -Year College or University
I am not currently continuing my education. I am:	▼ Career School or College, or an Apprenticeship Program ... Private 4 -Year College or University

Q9 The highest degree or certificate I **have earned** or am currently pursuing is a:

- High School Diploma or Equivalent
 - Technical Certificate or Diploma
 - Associate's Degree
 - Bachelor's Degree
 - Graduate Degree
-

Q10 The highest degree or certificate I **eventually** plan to obtain is a:

- High School Diploma or Equivalent
 - Technical Certificate or Diploma
 - Associate's Degree
 - Bachelor's Degree
 - Graduate Degree
-

I have continued my education beyond high school:

- Yes
 - No
-

Q11 I

	Associate's Degree	Bachelor's Degree
completed		
anticipate completing		

Q12 In how many years did/do you plan on completing or anticipate completing your Associate's/Bachelor's Degree:

Q13 My current cumulative or final undergraduate GPA on a 4-point scale is:

Q14 I am currently or most recently was enrolled in post-secondary coursework at (Institution, City and State):

Q15 I qualified for a Pell Grant for college.

- Yes
 - No
 - Do not know
-

Q16 The CWU College in the High School course(s) was/were at least as challenging as the courses I enrolled in at my current college or university.

- Yes
 - No
-

Q17 I attempted to transfer some or all of the Central Washington University credits I earned through College in the High School to my current college or university.

- Yes
 - No
-

Q18 I was able to successfully transfer some or all of the Central Washington University credits I earned through College in the High School to my current college or university.

- Yes
- No

Q19 If your answer was YES in Question 18, the credits (Check all that apply):

- Enabled me to enroll in a more advanced course
 - Exempted me from a required course
 - Counted as credit toward my college degree completion
 - Other
-

Q20 Central Washington University credits I earned in high school reduced the amount of my student loans and/or my tuition:

- Yes
 - No
-

Q21 The following describes my undergraduate educational experience: (Check all that apply)

- I completed or anticipate completing an internship
 - I participated in or anticipate participating in study abroad
 - I completed or anticipate completing a double major
 - I completed or anticipate completing a minor(s)
-

The next few questions may seem personal. We ask these questions because governmental and education-related agencies often want to know who is served by concurrent enrollment or dual credit programs. Please know that you can skip any question that you do not feel like answering.

Q22 Sex

X is not exclusively male or female; it includes but is not limited to intersex, agender, transgender, androgynous, two-spirit, and/or unspecified.

- Female
 - Male
 - X
 - Decline Response
-

Q23 Do you consider yourself Hispanic or Latino?

- Yes
 - No
-

Q24 Which category best describes your race? (Check all that apply)

- American Indian or Alaskan Native
 - Asian
 - Black or African American
 - Native Hawaiian or Other Pacific Islander
 - White
 - Decline Response
-

Q25 To the best of my knowledge, the highest education level achieved by at least one of my parents is:

- High School Not Completed
 - High School Diploma or Equivalent
 - Some College-Level Work Completed
 - Technical Certificate or Diploma
 - Associate's Degree
 - Bachelor's Degree
 - Graduate Degree
 - Do not know
-

Q26 While in high school, I was eligible for the Free/Reduced Price Lunch Program:

- Yes
 - No
 - Do not know
-

Q27 We value open and honest feedback. Please provide any feedback you may have about our program.

NACEP 1 YEAR OUT OF HIGH SCHOOL SURVEY

One Year Out of High School Survey

This survey is part of Central Washington Universities (CWU) College in the High School/Cornerstone accreditation process. In order to offer College in the High School, CWU must obtain accreditation from the National Alliance of Concurrent Enrollment Partnerships (NACEP). By participating in this survey you are helping us gather data on how we are doing and how the program can be improved. The survey should take between 7-9 minutes to complete. This survey is completely anonymous and the data will be housed with Qualtrics which is a web-based survey provider that has been approved for use by CWU. Your decision to participate is completely voluntary and involves minimal risk or discomfort sometimes associated with sharing your opinions. You are free to answer all, some, or none of the questions on the survey. You may withdraw from participating at any time, to do so, you simply close your internet browser. Declining to participate will involve no penalty to you. Past College in the High School students (one year out of high school) are the target population for this survey. If you submit a survey, your responses are recorded without any personal identifiers, so your responses are completely anonymous. The survey is being sent to approximately 2,000 individuals. Data will be stored on a secure server and can only be accessed by the research team. Reasonable and appropriate safeguards have been used in the creation of the web-based survey to maximize the confidentiality and security of your responses; however, when using information technology, it is never possible to guarantee complete privacy. You can ask questions about the research by contacting Kyle Carrigan, Director of Concurrent Enrollment, at Kyle.Carrigan@cwu.edu or (509) 963-1796. You may also contact the CWU Human Protections Administrator if you have questions about your rights as a participant or if you think you have not been treated fairly. The HSRC office number is (509) 963-3115.

Please click "I accept" if you are 18 years or older and wish to participate in the survey.

- Accept (1)
- Decline (2)

Q1 I graduated from _____ High School. Which is located in (City and State).

Q2 The number of College in the High School/Cornerstone college credits I earned by taking Central Washington University courses was:

▼ 1 ... 90

Q3 I would rate my overall experience with CWU College in the High School/Cornerstone as:

- Excellent
 - Good
 - Neutral
 - Poor
 - Very Poor
-

Q4 I took CWU College in the High School/Cornerstone courses in the following discipline(s): (Check all that apply)

- Anthropology
- Art
- Biology
- Computer Applications
- Economics
- Education
- Engineering
- English
- Environmental Studies
- Finance
- Foreign Language
- Geology
- Health Education
- History
- Humanities
- Math
- Military History
- Music
- Physical Education
- Physics
- Political Science
- Sociology
- Theater

Q5 Please describe what you are currently doing (select only one option):

I am continuing my education in a :	▼ Career School or College, or an Apprenticeship Program ... Private 4 -Year College or University
I am not currently continuing my education. I am:	▼ Career School or College, or an Apprenticeship Program ... Private 4 -Year College or University

Q6 The highest degree or certificate I eventually plan to obtain is a:

- High School Diploma or Equivalent
- Technical Certificate or Diploma
- Associate's Degree
- Bachelor's Degree
- Graduate Degree

Q7 I would recommend CWU College in the High School/Cornerstone to current high school students:

- Yes
 - No
-

Q8 By taking the CWU College in the High School/Cornerstone course(s), I:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Was better prepared academically for college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developed more realistic expectations about college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was more confident about my ability to succeed in college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considered, for the first time, enrolling in college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved my study skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved my time management skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9 Are you currently continuing your education?

- Yes
- No

Q10 I am currently enrolled in post-secondary coursework at (Institution, City and State):

Q11 I qualified for a Pell Grant for college.

- Yes
 - No
 - Don't Know
-

Q12 The College in the High School/Cornerstone course(s) was/were at least as challenging as the courses I enrolled in at my current college or university.

- Yes
 - No
-

Q13 I attempted to transfer some or all of the Central Washington University credits I earned through College in the High School/Cornerstone to my current college or university.

- Yes
 - No
-

Q14 I was able to successfully transfer some or all of the Central Washington University credits I earned through College in the High School/Cornerstone to my current college or university.

- Yes
 - No
-

Q15 If your answer was YES in the previous question, the credits (Check all that apply):

- Enabled me to enroll in a more advanced course
 - Exempted me from a required course
 - Counted as credit toward my college degree completion
 - Other
-

Q16 The next few questions may seem personal. We ask these questions because governmental and education-related agencies often want to know the demographics of participants.

Q17 Sex:

- Female
 - Male
 - X (X is not exclusively male or female; it includes but is not limited to intersex, agender, transgender, androgynous, two-spirit and/or unspecified).
-

Q18

Are you Hispanic, Latino/a or of Spanish Origin?

- Yes
 - No
-

Q19 Which category best describes your race? (Check all that apply)

- Alaskan Native
 - American Indian
 - Asian
 - Black or African American
 - Native Hawaiian or Other Pacific Islander
 - White
 - Decline to answer
-

Q20 To the best of my knowledge, the highest education level achieved by at least one of my parents is:

- High School Not Completed
 - High School Diploma or Equivalent
 - Some College-Level Work Completed
 - Technical Certificate or Diploma
 - Associate's Degree
 - Bachelor's Degree
 - Graduate Degree
 - Do not know
-

Q21 While in high school, I was eligible for the Free/Reduced Price Lunch Program:

- Yes
- No
- Don't know

TEACHERS - APPENDIX B

TEACHER SUPPORTING MATERIALS

PARENT LETTER



IFARN. DO. LIVE.

Greetings Parents,

Are You Considering CWU College in the High School?

The CWU College in the High School program is one of several Dual Credit options in the state of Washington, allowing students to take university courses in their high school.

CWU College in the High School courses allow eligible students in grades 9 through 12 to get a jump-start on earning university credit without stepping foot off their high school campus, and their families can save money because these classes are offered at a highly reduced rate.

These courses are taught by qualified high school teachers who have been approved by CWU to offer university courses for CWU credit. This credit will be included on an official CWU transcript and is highly transferable to public and private colleges and universities in- and out-of-state.

CWU classes are more rigorous and this program allows students to transition to university studies in a familiar setting. CiHS provides opportunity for students to be challenged by curriculum and mentored by known instructors, creating a pathway to success in future university experiences.

What happens next?

Students register online, and parent/guardian consent is required. After a school administrator or counselor gives approval (including any prerequisite documents, such as placement test scores), CWU staff enrolls the student.

The first time a student enrolls in a CWU course, they will receive an important letter that states their CWU username and ID number. This will be sent via email and USPS to the address provided by the student. Students need to keep this information and follow the directions which detail how to set up their MyCWU account. This account allows students to view their grades, make payments online, view their CWU classes, order transcripts, access CWU resources, etc. If a student loses it, they can call the High School Partnerships office at 509-963-1351 and someone will be able to retrieve their account information.

Some students are supported by state grant funds received by their schools. But if the student/parent is responsible for the fees, a bill will be mailed to them around the 15th of every month until the fees are paid. Students with a past due balance may be unable to enroll in future courses or request official transcripts until the balance has been settled. Payment can also be made online through the student's MyCWU account.

Thank you for choosing CWU College in the High School!

When you have questions:

Website home: <https://www.cwu.edu/hspartnerships>

Student Participation Guide: <https://www.cwu.edu/college-hs/student-participation-guide>

Email: hspartnerships@cwu.edu

Para el Español por favor llama al (509) 963-1748

High School Partnerships

400 E University Way • Ellensburg WA 98928-7431 • Office: 509-963-1351 • Fax: 509-963-1800
Hebeler Hall, Room 122 • Email: hspartnerships@cwu.edu • Web: cwu.edu/hspartnerships
EEO/AA/TITLE IX INSTITUTION • FOR ACCOMMODATION EMAIL: DS@CWU.EDU.



LEARN. DO. LIVE.

CWU College in the High School Teacher Application Process

1. Apply online

Upload your application materials to: cihs.cwu.edu > High School Instructor > Prospects/Applicants > Start new application

- Cover Letter addressing academic program
 - Current Resume outlining content expertise
 - Unofficial transcripts (copies are fine) for undergrad and graduate school
 - Email addresses for 3 people who will supply letters of recommendation (one needs to be a supervisor)
 - Supplemental materials as desired
 - Select all classes within a discipline that you wish to teach
- Applications must be complete and submitted by May 15. Incomplete applications will not be reviewed.**

2. Processing

Once all materials are submitted, we will process and forward your application to the appropriate academic department for review. This usually takes a few weeks.

3. Hiring Notice

Teachers will be notified of status by CWU HSP staff and invited to attend orientation and trainings.

4. Attend Summer Institute

Attend a new partners training put on by the HSP staff, and meet with your Liaison to review course objectives, discuss course materials, and confirm academic requirements. This is also a great opportunity for peer networking.

5. Add a Second Discipline?

Please start and submit another complete application with a new cover letter, references and resume highlighting expertise in that field of study.



High School Partnerships

400 E University Way • Ellensburg WA 98926-7431 • Office: 509-963-1351 • Fax: 509-963-1690
Hebeler Hall, Room 122 • Email: hspartnerships@cwu.edu • Web: cwu.edu/hspartnerships

EEO/AA/TITLE IX INSTITUTION • FOR ACCOMMODATION EMAIL: DS@CWU.EDU.

MINIMUM QUALIFICATIONS AND REQUIRED COMPETENCIES

Please visit our website for Minimum Qualifications <http://www.cwu.edu/college-hs/instructor-minimum-qualifications>

CWU SYLLABUS TEMPLATE

CWU College in the High School Syllabus Template

This template is designed to help you create your CWU syllabus, with all required statements and sections.

The CWU Syllabus for your class needs to be added to your CiHS class documents each term, for each class. You can easily upload a pdf of your document under the Syllabus Tab within your instructor portal at cihs.cwu.edu. Once your syllabus is complete and added to the cihs.cwu.edu system, your liaison will review it.

The CWU Syllabus for your class needs to be distributed to all the students who are enrolling for CWU credit.

To complete the CWU Syllabus template:

Part One is designed to be updated every time you teach your CWU course. The dates will certainly change and possibly other information.

Part Two will contain information that will change infrequently

Please enter or update the information in all the fields, replacing the **GREEN instructions or examples** wording with your own.

Upload your entire PDF syllabus to class documents in cihs.cwu.edu once it's complete.

Distribute your CWU Syllabus to all students who are enrolling for CWU credit, along with the "First Steps" document [available here](#).

When prerequisites or learner outcomes change (as advised by your liaison), your syllabus will need to be updated and re-approved by your liaison. Changes in your school or classroom policy may be updated at your discretion.

Add a Syllabus to your class documents in cihs.cwu.edu for each class, every term.

Part One: Update Part One each term (remove examples in green)

CWU Course and Number Math 153 pre-calculus i	Term Fall 2022
Instructor First and Last EINSTEIN, ALBERT	Term dates 9/1/2022 – 1/18/2023
Instructor email/website einstein.albert@highschool.org www.mathgenius.highschool.org	Instructor office phone number (206) 555-1234
Office hour/availability Monday to Thursday, 3:10 to 4:00 plus by appointment	
Textbook and/or other required materials: The best pre-calculus textbook, by Albert Einstein (1952) and a graphing calculator	

Calendar/schedule of topics (major assignments, due dates, test/quiz dates, withdrawal deadlines, etc.).

For example:

Date chapter topics

Date chapter quiz

Date project due

Date chapters 1-7 test

And so on...

Part two: update part two when needed, remove guidance (in green)

CWU COURSE NAME & DESCRIPTION:

Insert Course Description which can be found in the CWU Catalog here <http://catalog.acalog.cwu.edu/>

CWU PREREQUISITE REQUIREMENTS:

Insert course Prerequisite(s) which can be found in the CWU Catalog here <https://catalog.acalog.cwu.edu/>

CWU Learner Outcomes:

Insert course learning objectives/outcomes which can be found in the CWU Catalog here: <http://catalog.acalog.cwu.edu/>

CWU Course Expectations:

Insert course expectations.

ATTENDANCE POLICY

Insert your material

WORK POLICY (MAKE UP, EXTRA CREDIT, LATE, ETC.)

Insert your material

Grading Policy

Insert your grading policy but also include the CWU policy (below) as well:

Letter Grade	GPA Credit	Transcript Explanation	Definition of letter grade / Policy Statement
A	4.0	Excellent	Meets all objectives of the course and fulfills all requirements; performs at a level that reflects excellence
A-	3.7		
B+	3.3	Good	Meets all objectives of the course and fulfills all requirements; performs at a high level
B	3.0		
B-	2.7		
C+	2.3	Satisfactory	Meets all objectives of the course and fulfills all requirements; performs at a satisfactory level
C	2.0		

C-	1.7		
D+	1.3	Marginal Pass	Makes progress toward meeting the course objectives; fulfills course requirements at a substandard level
D	1.0		
D-	0.7		
F	0.0	Failure	Fails to meet the course objectives; does not fulfill course requirements

Student Rights and Responsibilities

Insert your own classroom rights and responsibilities but please include this CWU language as well:

As a student at Central Washington University, you have the responsibility to be familiar and comply with all university policies and procedures, specifically those governing student behaviors. Failure to comply with these expectations may result in university contact and action to address the behavior, which could include removal from the institution.

Please visit this website for a detailed description of all CWU student rights and responsibilities:

<http://www.cwu.edu/student-rights/>

Academic Integrity

Insert your own policy but include this CWU language as well:

Please refer to our website for CWUs Academic Integrity policy: <http://www.cwu.edu/student-rights/student-responsibilities-university-policies>

CWU Resources

Resource	Phone	Email	Website
College in the High School Office	509-963-1351	HSPartnerships@cwu.edu	https://www.cwu.edu/college-hs/
College in the High School Advising	509-963-1351	HSPartnerships@cwu.edu	http://www.cwu.edu/college-hs/request-advising
Library	509-963-1021	libraries@cwu.edu	https://www.lib.cwu.edu/
Transcripts	509-963-3001	reg@cwu.edu	http://www.cwu.edu/registrar/request-transcripts
Academic Success Center	503-902-5163	tutoring@cwu.edu	https://www.cwu.edu/academic-success/

Required CWU Statements

Include this CWU language:

-CWU expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events.”

-Central Washington University is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any obstacles to learning, contact Disability Services to discuss a range of available options. Student Disability Services is located in Hogue 126. Call (509) 963-2214 or email ds@cwu.edu for more information.

-University Policy, CWUP 5-90-040(37), provides for reasonable accommodation of student absences for religious holidays in accordance with RCW 28B.137.010. Students seeking reasonable accommodations under this policy must provide written notice to their instructors within the first two weeks of class specifying the dates for which religious accommodations are requested. Contact the Dean of Student Success at (509) 963-1515 for further information.

-Central Washington University is committed to providing all community members with a learning and work environment that is free from sexual harassment and assault. Students have options for getting help if they have experienced sexual assault, relationship violence, and sexual harassment, or stalking. Information can be found at <http://www.cwu.edu/wecare> and in CWUP 2-35-050: Sexual Harassment. Faculty are required to report information regarding sexual misconduct or related crimes.

-Students may speak to someone confidentially by contacting the CWU Wellness Center, 509-963-3213, or the CWU Student Counseling Clinic, 509-963-1391.

CLASSROOM OBSERVATION

Instructor:

School:

Course observed:

Time:

Observed by:

Date:

Describe the classroom format. That is, what did you see take place (e.g. 50 minutes of lecture, 20 minutes of group work followed by 30 minutes of lecture and discussion, etc.)?

Did the students appear engaged and/or participating in the class?

Did the instructor appear well organized?

Did the instructor provide clear explanations of the subject matter appropriate for the level of students?

Did the instructor have clear objectives for the students?

Do these objectives meet those established for this course as it is taught in CWU IT Department? Explain and describe:

Additional comments and explanations:

COMPLIANCE

NON-COMPLIANCE LETTER

Date

First Name Last Name

High School

Mailing Address

City, State, Zip

Dear First Name,

We are writing to inform you that you have not attended CWU's yearly Summer Institute professional development as per our CWU Summer Institute policy (p. ____). This means that you are currently in noncompliance.

In order to continue offering your CWU course(s) List courses, you must attend the CWU Summer Institute.

If you are not compliant by the start of the _____ academic year, your courses will be suspended until you have satisfied your professional development obligations. If you feel that this is an error, please contact our office and your faculty liaison as soon as possible so that we can update our records.

Year	Attendance
2019	
2020	
2021	

Please scan and email to Kyle.Carrigan@cwu.edu the attached form indicating how you will make –up your required professional development. Once received, this form will be forwarded to your principal and your CWU faculty liaison.

It is important to attend your required professional development with your CWU faculty liaison and CWU High School Partnerships staff to stay informed of policy changes, department changes, and content updates. This is also required for our National Alliance of Concurrent Enrollment Partnership (NACEP) accreditation.

Sincerely,

Kyle Carrigan

Director of Concurrent Enrollment

CORRECTIVE ACTION PLAN/NON-COMPLIANCE

Instructor's name:

High School:

Liaison's name:

Non-Compliance issue (Please state the problem in as much detail as possible):

Potential impact and/or risk of non-compliance issue:

Expectations going forward:

How will the expectations listed about be evidenced?

(Documentation, observations, attendance at an annual meeting or professional development opportunity, etc.)

Due Date:	Probationary Status YES NO	Probationary status means that the instructor is temporarily unable to participate in the program
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PROFESSIONAL DEVELOPMENT PLAN

I, First Name Last Name, will make up the required CWU Summer Institute professional development in one of more of the following ways:

_____ Attend the _____ CWU Summer Institute.

_____ Work with my faculty liaison, First Name Last Name, to attend the next professional development opportunity before the end of the _____ academic year.

_____ I do not plan to offer my CWU College in the High School course (s) for the _____ academic year. (Please note, you will be required to attend the Summer Institute if you wish to be reinstated at a later date).

I understand that the failure to makeup the required Summer Institute by _____ will lead to the suspension of my course(s) and that I will have to attend the Summer Institute before I can be reinstated to teach my course(s).

Signature

Date

Return signed form to Kyle.Carrigan@cwu.edu by _____. A completed copy will be forwarded to your school principal and CWU faculty liaison.

STUDENT APPLICATION PROCESS



LEARN. DO. LIVE.

CWU College in the High School Student Application Process

- 1. What classes?** Talk to your teacher or guidance counselor, find out what classes are offered, and how to enroll. The CWU classes being offered are different for each school.
- 2. Registration** Find out if the class you want to take has prerequisites, and if they do, how to meet them. Your teachers and counselors will help you with this.

Go to cihs.cwu.edu and create or log into your student registration account. Fill all the fields completely. Make sure you enter an accurate email address for your parent/guardian, so they can add their consent online. The system will notify your school administration that you have applied, and when they have reviewed and approved your application, CWU will process it.
- 3. Notification** After the *first* time you register as a new CWU student, you will receive a letter in the mail and by email, which contains your CWU Username and ID number. Use the information to set up your MyCWU Account online. This is a separate but linked account. This is a portal to verify your enrollment, associated fees (if any), checking your grades and having access to additional perks (library, tutoring and more) as a CWU student.
- 4. Continue taking classes** You can continue to take more dual-credit classes while staying at your high school. Credits from CWU transfer to other in-state and many out-of-state colleges and universities. It is important to check with the admissions office of the university you plan to attend to confirm transference of **any** credit earned prior to your high school graduation.

Central Washington University
is proud to provide
College in the High School across the State of Washington.

For more information please contact us or visit our website.

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HSP Student App Process





LEARN. DO. LIVE.

CWU College in the High School

First Step: Online registration in cihs.cwu.edu

How do I register?

If you're new

Go to cihs.cwu.edu

Click on the High School Student tile

If you are registering online for the *first time*, choose **Start New Application**.

- You are starting to create a permanent record, your CWU Transcript, and all information must be complete and accurate.
- Do NOT start a new cihs.cwu.edu registration account if you already have one.
- Enter your personal information.
- Use your full legal name, instead of a nickname.
- Add your personal email address, not the email that a school has assigned.
- Add a password, and note it, and keep that in a safe place with the email address you are using to register. You will need it next time you sign up for a class.
- Add your parent/guardian information including an accurate email address for an active inbox that they use regularly.
- Double check that everything is accurate and SUBMIT.

If you're returning

If you already have a cihs.cwu.edu online registration account, then **Log In** (this is *not your MyCWU account*).

- If you have forgotten or lost your login information, let us know. Do *not* start another account in cihs.cwu.edu.
- Check all your personal information to make sure it's still accurate. Update anything that needs it under the My Profile tab.

Choose the right classes

Get ready to select classes.

- Read the Student Agreement about grades, fees, and policy, and add your signature.
- Choose your school, select classes and the right teacher, and "Apply for Selected". If you choose the wrong class, you can select that class and then delete it, and then add the correct class.

Parent/guardian consent is required

Parent/guardians can add their consent by either:

- Adding their signature now if they are available, within your registration portal, or
- Responding to the "Request for Consent" email which contains a link. They will get a daily reminder until they sign or the deadline is reached.

Your registration will be processed by your school, and then CWU enrolls all approved students.

Explore CWU College in the High School [Student Participation Guide](#)

Visit www.cwu.edu/college-hs

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HSP Student Next steps

MY CWU USER LETTER



June 8, 2022

Wanda Wildcat
400 E University Way
Ellensburg, WA 98926

Dear Wanda:

Thank you for choosing to participate in Central Washington University's College in the High School program! The friendships and professional relationships that you develop during your time with Central will remain valuable assets to draw upon as you pursue your education and professional interests. At Central Washington University, student success is our highest priority and we strive to provide students with exciting, diverse, personalized, and distinctive opportunities for learning.

Included in this letter is your MyCWU User Name and ID. You should have already received an email with information to activate your user account. If you did not receive that email, this letter will provide the same instructions. If you did not receive an email with your account activation information, please verify your home email address within MyCWU once you have activated your account. If you have questions about your MyCWU account please call our Help Desk at 509-963-2001 or go to <https://www.cwu.edu/its-helpdesk/>.

CWU User Name: **wildcatwa** CWU Identification Number: **43773629**

To activate your account please visit wildcatpassword.cwu.edu select the 'Create New CWU Account' option and follow the instructions.

You will receive a message verifying the password you chose was successful. Once you have created your password, you can login into your account by going to my.cwu.edu. Enter your newly created User Name and Password. Make sure that you include '@cwu.edu' directly after your username.

If you have any questions, please contact the High School Partnerships office at 509-963-1351 or HSPartnerships@cwu.edu.

Good luck with your studies and I hope you enjoy your experience with Central Washington University!

Sincerely,

Arturo Torres
Registrar
Phone: (509) 963-3001
reg@cwu.edu

Registrar Services • 400 East University Way • Ellensburg, WA 98926-7465 • Office: 509-963-3001 • Fax: 509-963-3022

EO/AA/TITLE IX INSTITUTION • TDD 509-963-2143

NEXT STEPS AFTER REGISTRATION



LEARN. DO. LIVE.

CWU College in the High School

Next Steps for Students After Registration

Watch your mailbox

IMPORTANT! Your Username and ID number will arrive via USPS and email when you register the *first* time as a new CWU student. Use the information to set up your MyCWU Account online. Familiarize yourself with the MyCWU website, especially the Student dashboard. *Keep that letter in a secure place for future reference.*

Log in and use MyCWU

When you log in, you will have access to

- Verify your enrollment
- Associated fees (if any) and online payment option
- Check your grades
- Additional perks (library, tutoring, etc.)
- Confirm and update your contact information
- Order a transcript & start the credit transfer process

Establish your role

You have the responsibility for communicating with us, not your parent/guardian. Family Educational Rights & Privacy Act (FERPA) requires CWU to regard all enrolled students as adults and that we discuss personal information with *only* the student involved, unless written permission is received.

You can choose to designate a parent/guardian as an "Authorized User" on your account. This would enable them to log in, access your account and pay the bill online. They won't have access to academic records or other personal information.

What if...

"I can't remember how to log in" or "I forgot my username" www.my.cwu.edu > *sign in (upper right)* > *forgot your password?* This link will give you options for changing your password, recovering an account and more help. IS Service Desk can be reached at (509) 963-2001 or www.cwu.edu/its/

"I want/need to withdraw" Check the deadline. www.cwu.edu/college-hs/forms/ Contact us, or have your teacher contact us, in **writing**, before the deadline. Be aware that any unpaid class fees will be due, even if you withdraw.

"I want to pay my bill" Log into MyCWU > At the top click Student -> Click Financial on the menu on the left -> Click Make a Payment and follow prompts. to pay online or add an authorized user, or mail a check to the address below (include your student ID number on the check). We cannot receive payments over the phone. "**When is payment due?**" Generally, bills go out in the mail the first week of every month. The due date will be on the bill.

"I want to transfer credits" Instructions, links, and additional content about preparing for college are at www.cwu.edu/college-hs/preparing-college

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HSP Student Next steps



LEARN. DO. LIVE.

CWU High School Partnerships

Provide for what comes after College in the High School

Track your credits

Keep all your information organized. Visit www.cwu.edu/college-hs/forms and find our Dual Credit Tracking Sheet in Student Forms. Include any college credit earned from any institution. This will make it easier to complete college applications and order transcripts they require.

Application Fee Waiver

Participants in CWU High School Partnership programs, including Running Start, College in the High School and Cornerstone, are eligible to have the application fee waived when they apply to attend CWU.

Before applying to Central, follow this link www.cwu.edu/college-hs/forms for instructions and submit the fee waiver application. The fee cannot be refunded if you pay it with your application.

Early Scholar Scholarship

CWU High School Partnership participants who maintain a 3.0 GPA in CWU classes are automatically eligible for the \$500 Early Scholar Merit Scholarship. This will be applied to your first quarter tuition as a new, incoming CWU freshman. Additional scholarships are available through CWU. <https://www.cwu.edu/scholarships/fall-2020-merit>

Potential impact on financial aid

It is important to consider that by participating in CWU High School Partnership programs, there may be a potential impact on access to financial aid. Details and links to additional information can be found <http://www.cwu.edu/college-hs/sites/cts.cwu.edu/college-hs/files/documents/financial-aid-for-dually-enrolled.pdf>

Order Transcripts

If you are applying for a college other than CWU, log in to MyCWU or visit the registrar's office online to order your official CWU transcript. Instructions and the form will be found at www.cwu.edu/registrar/request-transcripts. Be sure to contact the admission office at the college you are planning to attend to find out how your CWU credits will transfer.

Visit Campus

Check in with CWU Admissions www.cwu.edu/programs/visit-cwu to arrange a campus tour. While you're here, come see us at High School Partnerships, in Hebel Hall, and get some swag! We love meeting our partners.



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DUAL CREDIT TRACKING SHEET



Dual Credit Tracking

Name: _____

How to use:

- Follow the example on the first line.
- For each class, record the information on a new line about the credits you have earned.
- This will make it easier to keep track, and transfer your credits later.

Credit type* AP, CHS, RS, IB, CTE, Other	Term/Year	Course Code	Course Title	Credits	Grade	College/ University
<i>Example</i> CHS	<i>Fall 2018</i>	<i>ENG 101</i>	<i>Academic Writing 1: Critical Reading and Responding</i>	<i>5</i>	<i>B+</i>	<i>CWU</i>

*Credit Type: AP = Advanced Placement CHS = College in the High School RS = Running Start IB = International Baccalaureate CTE = Career Technical Education
 Created by CWU College in the High School 400 E. University Way Ellensburg WA 98926
 509/963-1351 www.cwu.edu/hspartnerships
 To order a CWU transcript, visit www.cwu.edu/registrar/request-transcripts

INSTRUCTIONS FOR CWU APPLICATION FEE WAIVER

Students who have participated in the Running Start, Cornerstone, and College in the High School programs through Central Washington University may have the CWU application fee waived. To have your fee waived, please do the following:

Fill out the application at www.cwu.edu/admissions/apply

At the end when it asks if you have a fee waiver, say yes.

If you say no and it does not allow you to change your response, you have to send an email to help@gocwu.edu, which is the email for Limitless Discovery. CWU admission staff do not have access to help with this issue. It can only be done by email.

When you click YES, it will allow you to upload a document. Please upload a document providing your CWU student ID number and the program you participated in.

Example: "I am eligible to have my fee waived due to my participation in the Running Start program at CWU. My ID number is 12345678." This will automatically allow you to submit without payment. *If you pay the application fee it will not be refunded.*

If you need assistance accessing your CWU student ID number, please call the Running Start office at 509-963-1351

FINANCIAL AID IMPACT

Financial aid eligibility of dually enrolled students while in high school:	Students participating in dual enrollment programs are not eligible for federal or direct state financial aid.
Financial aid eligibility of former dually enrolled students:	<p>Basic eligibility for federal and state need-based aid is dependent on the student and family's income and family size, not participation in dual enrollment. Credits earned through participation in dual enrollment, however, affect the length of time a student can continue to receive state and federal financial aid, the satisfactory academic progress evaluation, and the annual maximum award amounts for federal student loan programs.</p> <p>Students with questions about the effect dual credit programs on their student aid or scholarship packages should always check directly with the admissions, financial aid, and scholarship offices of the college they are planning to attend upon graduation from high school.</p>

Maximum Timeframe

Many types of financial aid have a maximum timeframe for eligibility that limits the length of time to receive aid. The limitation depends on the state, federal, and institutional policy, but is generally either 125 or 150 percent of the program length.

For example, if a student has earned 90 quarter credits through participation in dual enrollment:

And the four-year institution's maximum timeframe policy is:	And the minimum credits required to complete a bachelor's degree is:	The maximum credits that can be earned before potentially jeopardizing student aid eligibility is:
150%	180 quarter/120 semester	270 quarter/180 semester
125%	180 quarter/120 semester	225 quarter/150 semester

Appeals of the Timeframe

Depending on the college, individual students may be allowed to appeal the overall time limit. Appeals, if accepted, are based on each student's individual circumstances. Appeals often revolve around changes to the student's major, reconsideration of earlier remedial coursework, or unavoidable circumstances that extend the student's course of study.

Satisfactory Academic Progress

One of the requirements for financial aid eligibility is that students maintain satisfactory academic progress (SAP). Poor academic performance, including withdrawing from courses, can negatively impact student aid eligibility. SAP is a measurement of academic performance in terms of GPA and completed credits. Specific standards may vary by institution. All prior college coursework, including that taken through a dual enrollment program, will be evaluated for SAP.

Scholarships

Many four-year colleges and universities allow students who participated in dual enrollment programs to apply for scholarships. Students should check with the scholarship office of the institution in which they are enrolling upon graduation from high school to understand the college or university policy. It is up to each scholarship donor or each higher education institution to determine how dual enrollment credits impact consideration for scholarships that are reserved for freshmen.

Effect of the Year-in-College on Maximum Annual Federal Student Loan Amounts

The federal student loan programs permit higher awards for second- and third-year college students than for first-year students. Running Start student who achieve third-year college status at the end of their dual enrollment program will qualify for the higher loan amounts right out of high school.

CWU GENERAL EDUCATION PROGRAM AND GRADUATION REQUIREMENTS (ADVISING WORKSHEET)

CWU General Education Framework						
I Engage: First Year Experience						
<i>Students are required to take one course in each row (for a total of 13-14 credits) during their first year.</i>						
PADstone (Practice and Delivery): CWU 184						Credits (4 credits)
Academic Writing, I: Critical Reading & Responding ENG 101, PHIL 110, DHC 102, PHIL 111						(5 credits)
Quantitative Reasoning BIOL 213, BUS 221, CS 109, ECON 130, FIN 174, IT 165, MATH 101, MATH 102, MATH 130, MATH 153, MATH 154, MATH 155, MATH 164, MATH 172, PHYS 181, PSY 362, SOC 326, MATH 103, MATH 211						(4-5 credits)
II Explore & Connect						
<i>These courses can be taken any year. Students are required to take at least 3 courses in the same pathway (i.e., columns in the table) so that they begin to see connections between knowledge areas. They can choose to take 5 or more of their courses in the same pathway to earn a milestone. All students must take one course in each of the areas of knowledge in the rows in the table. Students may take courses from a single department or interdisciplinary program in no more than two Knowledge Areas.</i>						
	PATHWAYS					
	P1: Civic & Community Engagement	P2: Health & Well-being	P3: Perspectives on Current Issues	P4: Social Justice	P5: Sustainability	P6: Ways of Knowing
K1: Academic Writing II: Reasoning & Research	ENG 104, MGT 200, PHIL 153	ENG 103, MGT 200, PHIL 152	ENG 103, PHIL 151, (STEP 101, 102, 103)*	ENG 102	ADMG 285, ENG 104, (STEP 101, 102, 103)*	ENG 111, HIST 302, (STEP 101, 102, 103)*
K2: Community, Culture, & Citizenship	ABS 210, ANTH 137, ART 333, COM 202, ECON 101, EFC 250 , ENG 243, FR 200, GEOG 250, LAJ 102, PHIL 107, POSC 210 , PUBH 311, PUBH 351, RUSS 200, SOC 109, SOC 305, SUST 301, WGSS 201	ECON 101 , ENST 360, GEOG 250, HIST 143, LAJ 210	ABS 210, AIS 103, ANTH 137, ART 333, COM 202, EDBL 250 , ENG 243, HIST 144 , LAJ 102, LIS 245, LLAS 102, POSC 210 , RUSS 200, WGSS 201	ABS 210, AIS 103, ANTH 137, COM 202, ECON 101, EDBL 250, EFC 250 , ENG 243, ENST 360, FR 200, HIST 144 , LAJ 210, LIS 245, LLAS 102, PSY 310, PUBH 311, RUSS 200, SUST 301, WGSS 201	GEOG 250, HIST 143, MKT 360, SUST 301	AIS 103, ART 333, BUS 241, DHC 260, EFC 250 , LAJ 102, MKT 360
K3: Creative Expression	ART 103 , EDLT 219, ENG 264	DNCE 161, ENG 265, FILM 150, FR 201	ART 103 , DNCE 161, MUS 101, MUS 103	EDLT 219, FILM 150, MUS 101, MUS 103	ENG 264	ART 103 , DHC 150, DHC 151, DNCE 161, EDLT 219, ENG 264, FILM 150, MUS 102, MUS 103 , TH 101, TH 107
K4: Global Dynamics	ECON 102 , IEM 330	ECON 102 , ENST 310, GEOG 101, GEOL 303, HIST 101, IDS 343, PHIL 106, PUBH 317	ACCT 284, ANTH 130, AST 102, COM 302, ECON 202, EDLT 217, ENG 347, GEOG 101 , HIST 103, IDS 343, IEM 330, KRN 311, MGT 384, MUS 105, POSC 270 , PUBH 317, WGSS 340, WLC 311	ACCT 284, ANTH 130, COM 302, ECON 102 , EDLT 217, ENG 347, GEOG 101 , GEOL 303, HIST 103, IEM 330, KRN 311, MUS 105, POSC 270 , WGSS 340, WLC 311	ACCT 284, ECON 202, ENST 310, GEOL 303, MGT 384, PHIL 106	ANTH 130, AST 102, COM 302, DHC 261, ECON 202, EDLT 217, ENST 310, HIST 101, KRN 311, MUS 105, RELS 103, WLC 311

SAMPLE STUDENT EVALUATION OF INSTRUCTION (SEI)

CWU College in the High School-Student Evaluation of Instruction

STUDENT LEARNING ENVIRONMENT

To what extent do you agree or disagree that [InstructorName]...

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. fostered a fair and respectful learning environment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. seemed genuinely concerned with whether you learned?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. clearly communicated and enforced standards of behavior?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. met class at scheduled times unless otherwise arranged?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Did you seek help from [InstructorName] outside of class during the course?

- Yes
- No

If YES, was [InstructorName] available to provide help?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Teaching for Student Learning

To what extent do you agree or disagree that the...

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. course objectives were clearly communicated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. overall course content was presented in an understandable sequence?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. instructor used a variety of methods, as needed, to make content clear?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. assignments and tests were connected to course content?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. evaluation and grading techniques were clearly explained?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. instructions for class activities were clearly communicated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. instructor provided useful feedback on student work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. instructor provided timely feedback on student progress?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. class sessions were well organized?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. out-of-class work was useful in understanding course content?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. instructor encouraged students to connect course content to issues beyond the university classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. course activities challenged students to think critically?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

GENERAL INFORMATION

How would you compare this course with other courses of similar credits at this level (i.e., 100, 200, 300, etc.) taken at CWU? Was the...

	Much more than most courses?	More than most courses?	About average?	Less than most courses?	Much less than most courses?
a. amount of work OUTSIDE of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. level of engagement/active learning IN class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. intellectual challenge presented to you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For this class, about how many hours outside of class did you spend in a typical 7-day week studying, reading, conducting research, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities?

- 0 hours per week
- 1-3 hours per week
- 4-6 hours per week
- 7-10 hours per week
- 11-15 hours per week
- 16-20 hours per week
- 21+ hours per week

Why did you take this course?

- Major requirement
- Minor requirement
- Certificate requirement
- Fulfills General Education requirement
- Reputation of instructor
- Time of day
- General interest
- Other

What is your class standing?

- Sophomore
- Junior
- Senior
- Other

What grade do you expect to earn in this class?

- A
- B
- C
- D
- F
- Other (Pass/Fail, etc.)

Teacher Support

	Almost Never	Seldom	Sometimes	Often	Almost Always
1. The teacher takes interest in me in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The teacher helps me in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The teacher knows my feelings in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The teacher helps me when I have trouble with the work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The teacher talks with me in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The teacher knows my problems in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The teacher moves about the class to talk with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The teacher's questions help me to learn in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Cohesiveness

	Almost Never	Seldom	Sometimes	Often	Almost Always
1. I make friends among other students in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I know other students in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I am friendly to other students in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Other students are my friends in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I worked well with other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I help other students who are having trouble with their work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Students like me in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I get help from other students in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Involvement

	Almost Never	Seldom	Sometimes	Often	Almost Always
1. I talk about ideas in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I give my opinions during discussions in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The teacher asks me questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My ideas are used during discussions in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I ask the teacher questions in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I talk about my ideas with other students in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Students talk to me about solving problems in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I am asked to talk about how I solve problems in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What changes could be made to improve learning in this course?

What aspects of the teaching or content in this course do you feel were especially good?

ALL PARTNERS FORMS – APPENDIX

2022-2023 CWU COLLEGE IN THE HIGH SCHOOL

COURSE DESCRIPTIONS AND PREREQUISITES

College of the Sciences

ANTH 107: Being Human: Past and Present (5). Exploration of being human throughout the world from the earliest human ancestors to today using archaeological, biological, cultural and linguistic anthropology methods and perspectives.

BIOL 101: Fundamentals of Biology (5). Introduction to scientific inquiry and basic principles of biology at molecular, cellular, organismal, community, and ecosystem levels as applied to humans, society, and the environment.

BIOL 201: Human Physiology (5). An introduction to the function of human cells, organs, and organ systems as it relates to health and well-being, current developments, and society.

ENST 201: Earth as an Ecosystem (5). Introduction to the concept of our planet as a finite environment with certain properties essential for life and will explore dynamic nature of the earth's physical, chemical, geological, and biological processes and their interrelated "systems".

ENST 202: Environment and Society (5). The physical and cultural dimensions of environmental problems with particular emphasis given to the interaction between ecosystems, basic resources, population dynamics, and culture.

GEOG 101: World Regional Geography (5). An introduction to the dynamic landscapes of the world's major regions, examining socioeconomic, political, demographic, cultural and environmental patterns, processes and issues.

GEOG 208: Our Human World (5). Explores the historical diffusion and contemporary spatial distribution of cultures, religions, and languages. Evaluates how these features interact with economic and political systems to create distinctive places at scales ranging from local to global.

GEO 101, 101L: Introduction to Geology (5). An introduction to geology emphasizing the origin and nature of the common rocks, plate tectonic theory, earthquake and volcanoes, and geologic time. **Co-requisite:** GEO 101 Lab. Application of map study to geological processes and landforms, identification of rocks and minerals, and local field trips.

MATH 101: Mathematics in the Modern World (5). Selected topics from the development and applications of mathematics together with their relationship to the development of our present society, designed to advance critical thinking and quantitative reasoning. **Prerequisite:** Student must score 60+ on the Accuplacer Elementary Algebra exam, or 100+ on the Accuplacer Arithmetic Exam, or 250+ on Accuplacer Next-Generation Quantitative Reasoning, Algebra and Statistics, or 46% on the ALEKS, or 148+ on MPT General, or 145+ on MPT Advanced, or 1yr high school calculus with B average.

MATH 102: Mathematical Decision Making (5). Selected topics from probability, statistics and mathematical decision making with real-world application. **Prerequisite:** Student must score 60+ on the Accuplacer Elementary Algebra exam, or 100+ on the Accuplacer Arithmetic Exam, or 250+ on Accuplacer Next-Generation Quantitative Reasoning, Algebra and Statistics, or 46% on the ALEKS, or 148+ on MPT General, or 145+ on MPT Advanced, or 1yr high school calculus with B average.

MATH 130: Finite Mathematics (5). The language of sets, counting procedures, introductory probability, decision making, and introductory descriptive statistics. Meets General Education “reasoning” requirement and prepares student for introductory statistics courses in various departments. **Prerequisite:** Student must score 60+ on the Accuplacer Elementary Algebra exam, or 100+ on the Accuplacer Arithmetic Exam, or 250+ on Accuplacer Next-Generation Quantitative Reasoning, Algebra and Statistics, or 46% on the ALEKS, or 148+ on MPT General, or 145+ on MPT Advanced, or 1yr high school calculus with B average.

MATH 152: Functions and Reasoning (5). Develops precalculus readiness through increased understanding of algebraic concepts and skills by exploring: real number algebra; rates of change; manipulation of quantities represented symbolically, graphically and in words; and linear and quadratic relationships to function. **Prerequisite:** Student must score 60+ on the Accuplacer Elementary Algebra exam, or 100+ on the Accuplacer Arithmetic Exam, or 250+ on Accuplacer Next-Generation Quantitative Reasoning, Algebra and Statistics, or 46% on the ALEKS, or 148+ on MPT General, or 145+ on MPT Advanced, or 1yr high school calculus with B average.

MATH 153: Pre-calculus Mathematics I (5). A foundation course which stresses those algebraic and elementary function concepts together with the manipulative skills essential to the study of calculus. **Prerequisite:** Completion of Math 152 with a C or higher, or placement test scores as follows: 148+ on the MPT General Math, or 145+ on MPT Advanced Math, or 85+ on the Accuplacer Elementary Algebra Exam, or 35+ on the Accuplacer College Math Exam, or 240-263 on Accuplacer Next-Generation Advanced Algebra and Functions, or 270+ on Accuplacer Next-Generation Quantitative Reasoning, Algebra and Statistics, or 51% on the ALEKS, or 1 year high school calculus with B average.

MATH 154: Pre-calculus Mathematics II (5). A continuation of MATH 153 with emphasis on trigonometric functions, vectors, systems of equations, the complex numbers, and an introduction to analytic geometry. **Prerequisite:** Student must have already passed MATH 153 with a grade of a C or higher, or 150+ on the MPT Advanced Math, or 65+ on the Accuplacer College Math Exam, or 264-279 Accuplacer Next-Generation Advanced Algebra and Functions, or 61% on the ALEKS.

MATH 172: Calculus I (5). Theory, techniques and applications of differentiation and integration of the elementary functions. **Prerequisite:** Student must have already passed MATH 154 with a grade of a C or higher, or 152+ on the MPT Advanced Math, or 100+ on the Accuplacer College Math Exam, or 280 or higher on Accuplacer Next-Generation Advanced Algebra and Functions, or 76% on the ALEKS.

MATH 173: Calculus II (5). Theory, techniques and applications of differentiation and integration of the elementary functions. **Prerequisite:** Student must have already passed MATH 172 with a grade of a C or higher, or 3+ on AP Calculus AB.

MATH 211: Statistical Concepts and Methods (5). An introduction to statistics for any student. Topics include exploratory data analysis, regression, sampling distributions, hypothesis testing and confidence intervals. Course emphasizes applied data analysis and includes use of a statistical software package. **Prerequisite:** Student must score 250+ on the Accuplacer Next-Generation Quantitative Reasoning, Algebra and Statistics, or 46% on the ALEKS, or 148+ on MPT General, or 145+ on MPT Advanced, or 1yr high school calculus with B average.

MATH 265: Linear Algebra I (4). **Description:** Vector spaces, linear systems, matrices, and determinants. **Prerequisite:** Student must have already passed MATH 173 with a grade of C or higher or scored a 3+ on AP Calculus BC.

MATH 272: Multivariable Calculus I (5). Differential and integral calculus of multivariable functions and related topics. **Prerequisite:** Student must have already passed MATH 173 with a grade of a C or higher or 3+ on AP Calculus BC.

MATH 273: Multivariable Calculus II (5). Differential and integral calculus of multivariable functions and related topics. **Prerequisite:** Student must have already passed MATH 272 with a grade of a C or higher.

PHYS 101: Introductory Astronomy I (5). An inquiry-based introduction to celestial motions, celestial objects, observational astronomy and the physics associated with each. Emphasis on stars and planets. **Prerequisite:** Eligible to enroll in Math 101: Student must score 60+ on the Accuplacer Elementary Algebra exam, or 100+ on the Accuplacer Arithmetic Exam, or 250+ on Accuplacer Next-Generation Quantitative Reasoning, Algebra and Statistics, or 46% on the ALEKS, or 148+ on MPT General, or 145+ on MPT Advanced, or 1yr high school calculus with B average.

PHYS 103: Physics of Musical Sound (5). Basic principles of acoustics applied to the production of sound by musical instruments and the human voice. Related topics include musical scales, human hearing, sound synthesis, and recording technology. **Prerequisite:** Eligible to enroll in Math 101: Student must score 60+ on the Accuplacer Elementary Algebra exam, or 100+ on the Accuplacer Arithmetic Exam, or 250+ on Accuplacer Next-Generation Quantitative Reasoning, Algebra and Statistics, or 46% on the ALEKS, or 148+ on MPT General, or 145+ on MPT Advanced, or 1yr high school calculus with B average.

PHYS 111: Introductory Physics I (5). An integrated experimental and analytical investigation of topics including kinematics and dynamics. This integrated lecture/laboratory course includes the analysis of physical systems using algebra and trigonometry along with inquiry-based activities and experimental investigation. **Prerequisite:** Eligible to enroll in MATH 172 OR successful completion of a comprehensive year-long high school pre-calculus course, or equivalent, the year prior to enrollment in PHYS 111. **Co-requisite:** Concurrent enrollment in a comprehensive year-long high school pre-calculus course, or equivalent.

PHYS 112: Introductory Physics II (5). An investigation of topics in rotational dynamics, wave mechanics, and conservation principles. This integrated lecture/laboratory course includes the analysis of physical systems using algebra and trigonometry along with inquiry-based activities and experimental investigation. **Prerequisite:** PHYS 111

PHYS 113: Introductory Physics III (5). An investigation of topics in electricity, magnetism, and optics. This integrated lecture/laboratory course includes the analysis of physical systems using algebra and trigonometry along with inquiry-based activities and experimental investigation. **Prerequisite:** PHYS 111

PHYS 181: General Physics I (5). An integrated experimental and analytical investigation of topics including kinematics and dynamics. This integrated lecture/laboratory course includes the analysis of physical systems using algebra, trigonometry, and calculus along with inquiry-based activities and experimental investigation. **Pre-requisite or co-requisite:** MATH 172; AP Calc AB or BC score of 3 or higher; or concurrent enrollment in a high school course equivalent to AP calculus AB or BC.

PHYS 182: General Physics II (5). An integrated experimental and analytical investigation of topics in rotational dynamics, wave mechanics, and conservation principles. It includes the analysis of physical systems using algebra, trigonometry, and calculus along with inquiry-based activities and experimental investigation. **Prerequisite:** PHYS 181 and MATH 173 or PHYS 181 and AP Calc AB or BC score of 3 or higher. **Corequisite:** MATH 173 or concurrent enrollment in a high school course equivalent to AP Calculus AB or BC.

PHYS 183: General Physics III (5) An integrated experimental and analytical investigation of topics in electricity and magnetism. This integrated lecture/laboratory course includes the analysis of physical systems using algebra, trigonometry, and calculus along with inquiry-based activities and experimental investigation. **Prerequisites:** PHYS 181 and MATH 173 or PHYS 181 and AP Calc AB or BC score of 3 or higher. **Corequisite:** MATH 173 or concurrent enrollment in a high school course equivalent to AP calculus AB or BC.

POSC 101: Introduction to Politics (5). This course explores the meanings of power, political actors, resources of power and how they are being used for what purposes, under what ideological, institutional and policy processes affecting our quality of life.

POSC 210: American Politics (5). Origin and development of the United States government; structure, political behavior, organizations, and processes; rights and duties of citizens.

POSC 270: International Relations (5). This course explores political issues and theories in international relations. This class will focus on issues of war and peace, international law and organization, foreign policy, diplomatic history, and international political economy.

PSY 101: General Psychology (5). The study of the basic principles, problems and methods that underlie the science of psychology, including diversity, human development, biological bases of behavior, learning, sensation and perception, cognition, personality, and psychopathology.

SOC 101: Social Problems (5). An introduction to the study of contemporary issues such as poverty, military policies, families, crime, aging, racial, ethnic conflict, and the environment.

SOC 107: Principles of Sociology (5). An introduction to the basic concepts and theories of sociology with an emphasis on the group aspects of human behavior.

College of the Arts and Humanities

ART 103: Art Appreciation (5). Art Appreciation is an introduction to artistic styles, periods of art, and artistic techniques and processes. It introduces students to the visual components of art, and considers the cultural, economic, and societal significance of art.

ASL 151: American Sign Language (5). Conversational approach with intensive visual/manual drill. Firm foundation in basic signs and structural principles of the language. Courses must be taken in sequence.

ASL 152: American Sign Language (5). Conversational approach with intensive visual/manual drill. Firm foundation in basic signs and structural principles of the language. Courses must be taken in sequence.
Prerequisite: ASL 151

ASL 153: American Sign Language (5). Conversational approach with intensive visual/manual drill. Firm foundation in basic signs and structural principles of the language. Courses must be taken in sequence.
Prerequisite: ASL 152

ENG 101: Academic Writing I, Critical Reading and Responding (5). Develops flexible writing knowledge to adapt to writing situations across disciplines and contexts. **Prerequisite:** Directed Self-Placement (students must take the survey), or 500+ higher on the Old SAT, 26+ on the SAT Writing and Language Test **and** 27+ on the SAT Reading Test, or Evidence-Based Reading and Writing 560+, or 19+ on the ACT English, or 86+ on the Accuplacer Reading Comprehension **and** 5+ on the Accuplacer Writeplacer, or 236+ on Next Gen Accuplacer Reading **and** 5+ on the Accuplacer Writeplacer, or 3+ on the Smarter Balance.

ENG 102: Academic Writing II, Reasoning and Research on Social Justice (5). Develops skills in research-based academic argument through assignments involving evaluation, analysis, and synthesis of multiple sources. **Prerequisite:** Student must have already passed ENG 101 with a grade of a C- or higher, or score 3+ on AP English Language and Comprehension Test.

ENG 105: The Literary Imagination, An introduction to Literature (5). Human experience as it is imagined, interpreted, and made significant in the poetry, prose, fiction, and drama. **Prerequisite:** Student must have already passed ENG 101 with a grade of a C- or higher, or 3+ on AP English Language and Comprehension Test.

FR 151: First-year French (5). Conversational approach with intensive oral-aural drill. Firm foundation in the basic structural principles of the language. Courses must be taken in sequence.

FR 152: First-year French (5). Conversational approach with intensive oral-aural drill. Firm foundation in the basic structural principles of the language. Courses must be taken in sequence.
Prerequisite: FR 151.

FR 153: First-year French (5). Conversational approach with intensive oral-aural drill. Firm foundation in the basic structural principles of the language. Courses must be taken in sequence.
Prerequisite: FR 152.

GERM 151: First-year German (5). Conversational approach with intensive oral-aural drill. Firm foundation in the basic structural principles of the language. Courses must be taken in sequence.

GERM 152: First-year German (5). Conversational approach with intensive oral-aural drill. Firm foundation in the basic structural principles of the language. Courses must be taken in sequence. **Prerequisite:** GERM 151.

GERM 153: First-year German (5). Conversational approach with intensive oral-aural drill. Firm foundation in the basic structural principles of the language. Courses must be taken in sequence. **Prerequisite:** passed GERM 152.

HIST 144: U.S. History Since 1865 (5). U.S. history from Reconstruction to the present. Themes include Imperialism, Progressivism, World War I, Great Depression, World War II, the Civil Rights and Women's Movements, the Vietnam War, recent U.S. foreign policy and political movements.

HUM 101: Exploring Cultures in the Ancient World (5). An interdisciplinary exploration from literature, history, philosophy, and the arts of selected major ancient civilizations in Asia, Africa, Europe, and/or the Americas from their beginnings through the 15th century. **Prerequisite:** Student must have already passed ENG 101 with a grade of a C- or higher, or score 3+ on AP English Language and Comprehension Test.

HUM 102: Exploring Cultures from 16th through 19th centuries (5). An interdisciplinary exploration of selected literature, history, philosophy, and the arts in Asia, Africa, Europe, and the Americas from the 16th through the 19th centuries. **Prerequisite:** Student must have already passed ENG 101 with a grade of a C- or higher, or score 3+ on AP English Language and Comprehension Test.

HUM 103: Exploring Cultures in Modern and Contemporary Societies (5). An interdisciplinary exploration of literature, history, philosophy, and the arts of selected world civilizations of the 20th and 21st centuries. **Prerequisite:** Student must have already passed ENG 101 with a grade of a C- or higher, or score 3+ on AP English Language and Comprehension Test.

JAPN 151: First-year Japanese (5). Conversational approach with intensive oral-aural drill. Foundation in basic structural principles of the language. Courses must be taken in sequence.

JAPN 152: First-year Japanese (5). Conversational approach with intensive oral-aural drill. Foundation in basic structural principles of the language. Courses must be taken in sequence. **Prerequisite:** JAPN 151.

JAPN 153: First-year Japanese (5). Conversational approach with intensive oral-aural drill. Foundation in basic structural principles of the language. Courses must be taken in sequence. **Prerequisite:** JAPN 152.

MUS 101: History of Jazz (5). History of artistic, cultural, and technological developments in jazz, focusing on important players and performances. Introduction to fundamental musical concepts and methods; emphasis on active listening, social justice, current issues.

MUS 102: Introduction to Music (5). Landmark composers, styles, and works of Western music history from the Middle Ages to the present. Fundamental musical concepts (melody, harmony, rhythm, form, etc.) are emphasized to develop student understanding and listening skills.

MUS 103: History of Rock and Roll (5). History of Rock and Roll, America's second indigenous musical art form, after jazz. Emphasis placed on artists, music genres, and cultural/societal forces shaping rock's evolution, 1950s to present. Extensive listening, reading; required online discussion.

SPAN 151: First-year Spanish (5). Develop elementary skills in listening, speaking, reading, and writing. For students with the equivalent of fewer than two years high school Spanish. Courses must be taken in sequence.

SPAN 152: First-year Spanish (5). Develop elementary skills in listening, speaking, reading, and writing. For students with the equivalent of fewer than two years high school Spanish. Courses must be taken in sequence. **Prerequisite:** SPAN 151, or by placement exam.

SPAN 153: First-year Spanish (5). Develop elementary skills in listening, speaking, reading, and writing. For students with the equivalent of fewer than two years high school Spanish. Courses must be taken in sequence. **Prerequisite:** SPAN 152, or by placement exam.

TH 107: Introduction to Theatre (5). Overview of the basic elements of the theatre arts and dramatic structure, and the environment for production of plays. Attendance at assigned outside events is required.

College of Education and Professional Studies

DNCE 141: Jazz Dance 1 (1). Emphasis on American Jazz Dance.

EDBL 250: Ethnic and Cultural Minorities in American Education: Past and Present (4). This course will provide students the opportunity to explore, analyze, and present information related to the educational experiences of ethnic and cultural minorities in America. This will include both historical and contemporary conditions.

EFC 250: Introduction to Education (4). Introduction to teaching as career, foundations and overview of American public education, effective teachers, responsibilities of schools in democratic society, essential professional competences, preparation, and certification. Culturally anchored and offers a framework of equity pedagogy.

ETSC 101: Modern Technology and Energy (5). A study of how basic scientific principles are applied daily in industrial societies through a survey of transportation, energy and power, construction, and consumer product technologies.

ETSC 145: Machine Woodworking (4). Machine and tool operations, wood technology, designing and construction principles, finishing methods and materials.

ETSC 160: Computer-aided Design and Drafting (5). Hands-on training in the operation of AutoCAD's design and drafting software system with emphasis on features, limitations, and dimensioning strategy.

ETSC 265: Three-dimensional Modeling (5). Design of parts, assemblies, and working drawings using 3-D solid modeling software, basic theory sketch, boss/cut, standard mates, reference geometry, drawing views, annotation, and geometric dimensioning, and tolerancing (GD&T). **Prerequisite:** Student must have already passed ETSC 160.

ETSC 277: Introduction to Robotics (4). An applied introduction to robotics with focus on programming pre-configured robotic systems using LabVIEW.

IT 111: Your Digital Footprint and the Web (4). Examines impact of online activities on personal, academic, and professional lives, plus the global impact of technology and our interactions with that technology. Maintain and leverage digital footprints, critically evaluate online content, and cultivate e-professionalism.

IT 202: Change Ready: Technology Skills for Civic and Community Leaders (4). Learn to maximize software applications and collaborative tools to support community and civic projects. Emphasis on using technology to facilitate project design, organization, communication, presentation, and building stakeholder support.

MSL 314: Military History of the United States (5). A comprehensive and systematic survey and analysis of the American military experience from colonial times through the Vietnam War.

PEAQ 110: Springboard Diving (1). Springboard diving provides an introduction to beginning diving including proper technique and safety factors using both the one- and three- meter diving boards.

PEAQ 111: Beginning Swimming (1). Beginning swimming is designed to develop basic swimming skills to improved physical fitness through swimming and to introduce swimming as a lifetime activity offering fun and fitness.

PEAQ 112: Swimming (1). Swimming is designed to refine basic swimming skills, basic swim strokes and to improve physical fitness through swimming. **Prerequisite:** Student must be able to swim 50 yards.

PEAQ 113: Advanced Swimming (1). Refinement of standard strokes and dives. **Prerequisite:** Student must have the ability to swim 200 yards continuously, employing at least three strokes.

PEAQ 221: Lifeguard Training (3). American Red Cross approved course for which certification may be granted. The course will include rescue technique, preventative lifeguarding, and conditioning.

PEF 110: Conditioning Exercises (1). Principles of physical conditioning, exercise routines leading to enhanced physical conditioning, the role nutrition plays in good physical condition.

PEF 113: Weight Training (1). Basic weight training exercise, principles of training, basic musculoskeletal anatomy, fundamentals of weight training.

PEF 115: Jogging (1). Warmups and cool down exercises, cardiovascular fitness, heart rate training for cardiovascular benefit.

PEF 122: Dance Fusion (1). Combines elements of traditional high and low-impact aerobics with Zumba, jazz, power yoga, and sport movements into basic combinations.

PEF 123: Aerobic Walking (1). Assessment of present level of cardiorespiratory fitness and prescription of an individualized aerobic walking exercise program for increasing and maintaining fitness.

PEF 128: Glute/Abdominal Conditioning (1). Course emphasizes abdominal conditioning, gluteal toning, and core muscle strengthening in a low impact format. Background music and various equipment is used for an effective workout.

PEF 129: Abdominal Strength Conditioning (1). Course emphasizes strengthening and conditioning the abdominals and core muscles for appearance and for performance. Use of equipment for fun and effectiveness.

PEF 131: Frisbee (1). This course encourages positive social interaction, develops eye-hand coordination skills, is recreational, and may be an avenue to encourage students to become more active in a gentle way.

PEF 150: Beginning Yoga (1). Participation in stretching and then holding a variety of yoga postures. Will include demonstrations, benefits, contraindications, precautions of each posture.

PEF 153: Mat Pilates (1). A beginning and intermediate-level class, mat Pilates is designed to increase core strength, coordination, and flexibility. Formerly DNCE 150 and PED 150.

PEID 110: Beginning Badminton (1). Beginning badminton is designed to introduce the student to the knowledge and basic skills of badminton and to develop those skills to a level that enables the student to participate in the sport at a beginning level.

PEID 123: Beginning Tennis (1). Beginning tennis is designed to introduce the student to the basic skills and knowledge of tennis and to develop that skill to a level that enables them to participate in the activity at a beginning level.

PEID 137: Hiking and Orienteering (1). This class provides the tools necessary to participate safely in outdoor hiking pursuits including: the “10 essentials,” clothing and equipment selection, basic survival skills, general first aid, basic map and compass reading, and basic packing techniques. This course also includes several short hikes as well as field experience in orienteering.

PEID 150: Archery (1). The course teaches the fundamentals of safe archery practice and basic of the archery equipment.

PETS 110: Basketball (1). Basketball is designed to improve basketball skills and knowledge and to provide an awareness of basketball as a lifetime sport offering fun and fitness.

PETS: 113: Soccer (1). Soccer is designed to introduce to the student the skills and knowledge necessary to participate successfully and enjoyably in the activity of soccer and to appreciate, by working within, the principles of team organization.

PETS 114: Softball, Slow Pitch (1). Softball is designed to introduce to the student the skills and knowledge necessary to participate successfully and enjoyably in the team activity of softball and to appreciate, by working within the principles of team organization. By the end of this course the student will be expected to demonstrate an understanding of and basic competence in the understanding rules of the games.

PETS 120: Table Tennis (1). Table tennis will teach skills used during pair and partner play that will increase the players ability to play faster with more accuracy.

College of Business

ECON 101: Economic Issues (5). For the student who desires a general knowledge of economics. Applications of economic principles to current social and political problems. ECON 101 cannot be substituted for either ECON 201 or 202.

ECON 102: World Economic Issues (5). An introduction to current international issues related to international trade and finance, economic development, and comparative economic systems.

ECON 130: Foundations for Business Analytics (5). Role of mathematics, statistics and software to business and economics applications including indexing, percentage changes, compounding, financing, and accounting; probability theory and descriptive statistical analysis; modelling. Includes a lab component.

Prerequisites: Student must score 60+ on the Accuplacer Elementary Algebra exam, or 100+ on the Accuplacer Arithmetic Exam, or 250+ on Accuplacer Next-Generation Quantitative Reasoning, Algebra and Statistics, or 46% on the ALEKS, or 148+ on MPT General, or 145+ on MPT Advanced.

FIN 174: Personal Finance (5). This course addresses the broad spectrum of financial issues encountered by individuals throughout their lives. Topics include but are not limited to: Preparing a personal budget, money management, investments, retirement planning, educational planning and insurance. **Prerequisites:** Student must score 60+ on the Accuplacer Elementary Algebra exam, or 100+ on the Accuplacer Arithmetic Exam, or 250+ on Accuplacer Next-Generation Quantitative Reasoning, Algebra and Statistics, or 46% on the ALEKS, or 148+ on MPT General, or 145+ on MPT Advanced, or 1yr high school calculus with B average.

This catalog and its contents shall not constitute a contract between Central Washington University and prospective or enrolled students.

The information contained in this catalog reflects the current policies and regulations of the university.

Access the official CWU Course Descriptions Catalog online at <http://catalog.acalog.cwu.edu/>

The university reserves the right to make changes in its policies and regulations at any time. Accordingly, if policies or regulations of the university at any time conflict with information contained in the catalog, the policies and regulations will govern, unless expressly determined otherwise by the CWU Board of Trustees.

CWU College in the High School is a dual-credit program accredited by NACEP (National Alliance of Concurrent Enrollment Partnerships).