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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 over-whelming adjustment. In addition, 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 high school.

With an increased focus on creating pathways and college access for students across the state of Washington, CWU is proud of its dual credit offerings through our College in the High School/Cornerstone 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.

We offer our dual credit at a discounted price of $55 per credit. Our Cornerstone program is a very affordable option for students looking to get a jump-start on their college education while eliminating future student loan debt. The College in the High School state subsidy is available for those districts that apply through the Office of Superintendent of Public Instruction (OSPI) and receive the funding.

College in the High School/Cornerstone 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 Dual Enrollment
Central Washington University
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

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<tr>
<th>Name/Position</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Office</strong></td>
<td>(509) 963-1351</td>
<td><a href="mailto:hspartnerships@cwu.edu">hspartnerships@cwu.edu</a></td>
</tr>
<tr>
<td>Kyle Carrigan, Director of Dual Enrollment</td>
<td>(509) 963-1796</td>
<td><a href="mailto:kyle.carrigan@cwu.edu">kyle.carrigan@cwu.edu</a></td>
</tr>
<tr>
<td>David Welz, Program Support Supervisor 1</td>
<td>(509) 963-1381</td>
<td><a href="mailto:david.welz@cwu.edu">david.welz@cwu.edu</a></td>
</tr>
<tr>
<td>Angelia Riveira, Associate Director of Running Start</td>
<td>(509) 963-1947</td>
<td><a href="mailto:angelia.riveira@cwu.edu">angelia.riveira@cwu.edu</a></td>
</tr>
<tr>
<td>Sarah Maes, Program Coordinator</td>
<td>(509) 963-1652</td>
<td><a href="mailto:sarah.maes@cwu.edu">sarah.maes@cwu.edu</a></td>
</tr>
<tr>
<td>Zane Morrison, Program Coordinator</td>
<td>(509) 963-1663</td>
<td><a href="mailto:zane.morrison@cwu.edu">zane.morrison@cwu.edu</a></td>
</tr>
<tr>
<td>David Parker, Fiscal Specialist</td>
<td>(509) 963-1723</td>
<td><a href="mailto:david.parker@cwu.edu">david.parker@cwu.edu</a></td>
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Mailing address:

Central Washington University
High School Partnerships MS 7431
400 E. University Way
Ellensburg, WA 98926
College in the High School courses are paid by the State of Washington. The Office of the Superintendent of Public Instruction established a tier based system for the awarding of Grants to subsidize credits for those that qualify.

The same courses are offered at schools without iGrant support through the Cornerstone funding model, where fees are paid by a student/parent or a third party.

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<th>College in the High School</th>
<th>Cornerstone</th>
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<tr>
<td>Funding Model</td>
<td>State Funded</td>
<td>Private Pay</td>
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<tr>
<td>11th &amp; 12th Grade</td>
<td>10th 11th &amp; 12th</td>
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</tr>
<tr>
<td>5-10 Credits Per Year</td>
<td>15 Credits Per Term</td>
<td></td>
</tr>
<tr>
<td>Student Signature</td>
<td>Parent &amp; Student Signature</td>
<td></td>
</tr>
<tr>
<td>Invoice School District</td>
<td>Invoice Student or Third Party</td>
<td></td>
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Students are allowed to take 15 credits per grading term, without needing to get overload approval from the Associate Provost.

CWU currently collaborates with 130 high schools across the state of Washington to offer college classes taught in high school classrooms by qualified high school instructors.

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.
- 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 application as well as help meet basic college and university requirements.
- Cornerstone is $55 per 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.)
- If your school is awarded the College in the High School state subsidy, your students have the potential to earn free college credit.

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,

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<th>CWU GiHS</th>
<th>Running Start</th>
<th>AP Courses</th>
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<tr>
<td>High school</td>
<td>Yes</td>
<td>College campus</td>
<td>High school</td>
</tr>
<tr>
<td>Students remain with high school peers and friends</td>
<td>Yes</td>
<td>Maybe</td>
<td>Yes</td>
</tr>
<tr>
<td>Courses conflict with other high school programs</td>
<td>No</td>
<td>Maybe</td>
<td>No</td>
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<tr>
<td>Programs conflict with district academic calendar</td>
<td>No</td>
<td>Likely</td>
<td>No</td>
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<tr>
<td>Homework time available in class</td>
<td>Likely</td>
<td>Unlikely</td>
<td>Likely</td>
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<td>State revenue lost to your school districts per FTE</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Teacher qualifications</td>
<td>Approved by CWU, professional development required.</td>
<td>Approved University or College Faculty</td>
<td>Approved by district</td>
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<td>College credit earned</td>
<td>By meeting CWU course standards; assignments, quizzes and exams</td>
<td>By meeting individual teacher’s course objectives</td>
<td>By score on one final standardized test</td>
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<tr>
<td>Teacher evaluation</td>
<td>By high school, students and site visits and observations by CWU liaison</td>
<td>By college department and students</td>
<td>By high school</td>
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<tr>
<td>Student eligibility</td>
<td>Placement test, or successfully passing previous coursework</td>
<td>Placement test, space available, GPA, etc.</td>
<td>Teacher discretion</td>
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<tr>
<td>Age limitations</td>
<td>Sophomore, junior or senior standing</td>
<td>Junior or senior standing</td>
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<tr>
<td>Tuition</td>
<td>$55 per credit</td>
<td>None</td>
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<tr>
<td>Credit transferability</td>
<td>Accepted by most regional colleges and Universities</td>
<td>Accepted by most regional colleges and Universities</td>
<td>Most regional colleges require score of 3 or higher on AP test</td>
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<td>Other costs</td>
<td>$15 placement test fee, if required</td>
<td>Additional fees for transportation, books, registration, courses &amp; technology, parking</td>
<td>$94 AP Test Fee</td>
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<td>Other considerations</td>
<td>No tuition increase for 2019-20, no textbook purchase</td>
<td>College classes do not restrain content to accommodate high school students</td>
<td>Every college/university has different AP Test acceptance policy</td>
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<td>MATH 272</td>
<td>MULTIVARIABLE CALC I</td>
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<td>MULTIVARIABLE CALC II</td>
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<td>MSL 314</td>
<td>MILITARY HISTORY</td>
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<td>PEAQ 111</td>
<td>BEGINNING SWIMMING</td>
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<td>PEF 122</td>
<td>DANCE FUSION</td>
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<td>AB STRENGTH</td>
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<td>PEF 131</td>
<td>FRISBEE</td>
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<td>PEF 150</td>
<td>BEGINNING YOGA</td>
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<td>PEID 115</td>
<td>BEGINNING GOLF</td>
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<td>BEGINNING TENNIS</td>
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<td>PETS 120</td>
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<td>PETS 122</td>
<td>TOUCH RUGBY</td>
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<td>INTRO TO ASTRONOMY</td>
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<td>PHYS 103</td>
<td>PHYSICS OF MUSIC</td>
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<td>PHYS 111</td>
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<td>GEN PHYSICS I</td>
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<td>PHYS 182</td>
<td>GEN PHYSICS II</td>
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<td>POSC 101</td>
<td>INTRO TO POLITICS</td>
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<td>POSC 210</td>
<td>AMERICAN POLITICS</td>
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<td>POSC 270</td>
<td>INTERNATIONAL RELATIONS</td>
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<td>PSY 101</td>
<td>GENERAL PSYCH</td>
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<td>SOC 101</td>
<td>SOCIAL PROBLEMS</td>
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<td>SOC 107</td>
<td>PRINCIPALS OF SOCIOLOGY</td>
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<td>SPAN 151</td>
<td>FIRST YR SPANISH</td>
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<td>SPAN 152</td>
<td>FIRST YR SPANISH</td>
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<td>SPAN 153</td>
<td>FIRST YR SPANISH</td>
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<td>INTRO TO THEATRE</td>
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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 and English 101. Students can also submit SAT, ACT, AP, ALEKS, and APTP scores to meet the prerequisite for 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.

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.

Fill out the appropriate registration (see the high school teacher). Teachers submit registration forms to High School Partnerships. HSP processes enrollment with assistance from the CWU Registrar’s office.

Each student will receive a letter from CWU 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.

Go to class!

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.

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/transfer)
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 2,000 graduates each year
- Enrollment numbers 2017-18: 11376
- On-campus residents: 2,800
- Male/female ratio: 49/51
- Students of color: 33%

Where Wildcats are from (fall 2016):
- Washington State: 94%
  - King County: 2,744
  - Pierce County: 1,532
  - Snohomish County: 1,118
  - Yakima County: 1,015
  - Kittitas County: 992

Estimated costs for 2017-18:
- Full price basic tuition, for 10 - 17 credits: $6,037
- Room and board: $10,864
- Number of students receiving State Need Grants: 2,850

Academic:
- More than 135 majors
- Nationally and/or regionally distinguished programs in music, geology, Para medicine, physics, education, business and accounting.
- Faculty recognized regionally and/or nationally for collegiate teaching in mathematics, physics, geology, music, and chemistry.
- Average class size: 20
- Student to faculty ratio: 18-to-1

Housing:
- Residence halls: 17
- Apartment complexes: 5
- Living Learning and Theme communities: 14

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

Wildcat Athletics:
- Competes in the Great Northwest Athletic Conference (GNAC)
- Men’s varsity sports: 6
- Women’s varsity sports: 7
- Nationally ranked football, basketball and rugby teams.
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 have a Release of Information on file with CWU. 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 specific student. Release of Information forms can be obtained through the Dean of Student Success Office in Bouillion 204 or on the Student Success website under “Forms” (https://www.cwu.edu/student-success/).

**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 located 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 are allowed to 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.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Grade</th>
<th>GPA Credit</th>
<th>Transcript Explanation</th>
<th>Definition of letter grade/Policy statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent</td>
<td>Meets all objectives of the course and fulfills all requirements; performs at a level that reflects excellence</td>
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<tr>
<td>A-</td>
<td>3.7</td>
<td></td>
<td></td>
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<tr>
<td>Grade</td>
<td>Grade Point</td>
<td>Description</td>
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<tr>
<td>B+</td>
<td>3.3</td>
<td>Good Meets all objectives of the course and fulfills all requirements; performs at a high level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Satisfactory Meets all objectives of the course and fulfills all requirements; performs at a satisfactory level</td>
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<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>C-</td>
<td>1.7</td>
<td></td>
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<tr>
<td>D+</td>
<td>1.3</td>
<td>Marginal Pass Makes progress toward meeting the course objectives; fulfills course requirements at a substandard level</td>
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<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>F</td>
<td>0</td>
<td>Failure Fails to meet the course objectives; does not fulfill course requirements</td>
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</table>

**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/or 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/or 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 a course 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.


The following symbols are also used. No “grade points” are assigned.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>W</td>
<td>Complete withdrawal from the university</td>
</tr>
<tr>
<td>+W</td>
<td>Uncontested withdrawal from a course</td>
</tr>
</tbody>
</table>

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"Dropping" a CiHS class at CWU happens during a very limited time frame, early each term. If registration forms for a class are received early, in advance of the registration deadline, and a student changes their schedule or moves (for example), also in advance of the registration deadline, they may "drop" the class. This notice needs to be received by the office PRIOR to the REGISTRATION DEADLINE in order to be considered a "drop" and no fees are due.

CWU STUDENT RESOURCES

LEARNING COMMONS

As a CWU student, you have access to the Learning Commons (https://www.cwu.edu/learning-commons/) 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/learning-commons/online-majors 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 fill in the below information. You may also call 509-963-1351 to speak to an advisor.

CWU BROOKS LIBRARY

Students have access to our online library resources, which can be found here http://www.lib.cwu.edu/. 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.

CWU WILDCAT SHOP

The CWU Wildcat Shop is where you can buy textbooks, supplies, electronics, CWU Swag, clothing, etc.

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.

**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/).

**CWU 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.

**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.
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 a College in the High School or Cornerstone Registration Form for participating students. 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/Cornerstone 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/Cornerstone 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 4000 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 2018-19, College in the High School (and Cornerstone) at CWU processed over 8,500 registration forms, enrolling over 4,700 unique students into 731 CWU classes. Each registration form has multiple fields that are checked first 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, illegible, or inaccurate information included on a form, our team follows up with students or teachers, and makes corrections. When every form in the class is absolutely correct, the class gets enrolled.

FINANCIALS, BILLING

College in the High School is funded by Washington State and is available for schools which 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/

Cornerstone is the exact same model of education, with the payment being made by a private party, usually the parent/guardian of the students.

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 Cornerstone 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.

For questions about financial matters, please contact our office at (509) 963-1351.
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, 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. Provide course syllabi, of all approved courses, to high school instructors and the High School Partnerships office no later than September 20th.
   a. Ensure that the high school syllabus mirrors the On-Campus syllabi.

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
      i. Send denied applications back to the High School Partnerships office
   b. Forward approved applications to Department Chair for approval/denial
      i. Send denied applications back to the High School Partnerships office
   c. Forward approved applications to the Dean of the respective college
      i. Send application (denied or approved) back to the High School Partnership’s office

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. (Preference is for teachers to have a Master’s Degree. A Bachelor’s (or Master’s Degree) in the subject taught or equivalent (for example, an equivalent degree earned abroad) is required. The School District shall ensure the high school teacher provides required documentation for approval.)

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) Collect and submit student registration forms and evaluations to CWU.
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.
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)

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. Participate in relevant NACEP Surveys

7. Provide completed, legible registrations to the High School Partnerships office by their respective due date including proof of meeting the prerequisite.

8. Encourage students to participate in the Student Evaluation of Instructor (SEOIs) at the end of each term. These are sent to each student’s personal email.

9. Follow CWU’s policy.
10. 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.

11. Adhere to all Family and Educational Rights and Privacy Act (FERPA) guidelines.

12. Review class lists in MyCWU and communicate all changes/discrepancies in a timely manner.

13. 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 registration forms.
- Students taking Cornerstone courses are required to have a parent or guardian’s signature.
- Follow CWU’s policy for Withdrawals
- Students wishing to drop or withdrawal 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 registrations. An office administrator or school counselor is a good choice. This individual will take responsibility for seeing that registration forms 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.

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

STATE GRANT FOR COLLEGE IN THE HIGH SCHOOL.

The Washington State OSPI has grants available. 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 [https://eds.ospi.k12.wa.us/igrants/](https://eds.ospi.k12.wa.us/igrants/)

For College in the High School, the grant is tagged Package 732. Complete the form and be sure to list and any all classes which you are eligible to offer. Additional grants may be available to assist your school or programs at your school.

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 once all grades have been entered 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 Cornerstone [self-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 Cornerstone 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 $275.00 then $2.75 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](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*
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 Cornerstone/CiHS 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

Please contact our office or your liaison for assistance, and see a sample syllabus at www.cwu.edu/college-hs/sites/cts.cwu.edu.sitetemplate/files/documents/cihs-syllabus-template.pdf

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 document, in Appendix B.

Application Process:

If you meet the qualifications, submit your application. Provide the following items to the High School Partnerships office:

- Cover Letter addressing academic program
- Current resume or C.V. outlining specific content expertise
- CWU Application Appendix B
- Three letters of recommendation (one from current supervisor)
- Unofficial undergraduate and graduate transcripts (copies are acceptable)

When the completed application is received by the High School Partnerships office, CWU’s appropriate academic department will evaluate the application materials. Application review timelines vary between departments (4-6 weeks on average).

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/Cornerstone 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 reapply to be an adjunct faculty member in order to teach again. 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

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Work Phone</th>
<th>Email</th>
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Updated 6/6/19
REGISTERING STUDENTS

REGISTRATION DEADLINES FOR 2019-2020 SCHOOL YEAR

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<tr>
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<td>10/1/19</td>
<td>1/17/20</td>
<td>4/10/20</td>
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Registrations must be received by the posted dates. After these dates, our Registrar Department will not process registrations. If for some reason your school cannot meet these deadlines, considerations can be discussed prior to deadlines if they need to be altered to meet your school’s needs. In order to do this, please email hspartnerships@cwu.edu or call us at (509) 963-1351.

BEFORE FILLING REGISTRATION FORMS

Coordinate with the individual in the administration office that is serving as point person for all 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 Cornerstone parents/guardians, make sure they are aware in advance that they will be responsible for paying the class fee.

To register for a particular class, students must meet the eligibility laid out in the CWU catalog and the Course Description and Prerequisite Requirement document (found in Appendix D or online at [www.cwu.edu/college-hs/forms](http://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](http://www.cwu.edu/college-hs/testing-information)
- For ALEKS, SAT, ACT, or Accuplacer test results not from CWU: A copy of the official documented results must be submitted with the registration packet.
- We encourage students to also send the official scores to our admissions office.

FILLING REGISTRATION FORMS

Choose the appropriate registration form. Cornerstone form for self-pay students, and College in the High School form for those covered by the state grant. You can have both models in one classroom. Populate the top portion of the form, first, before distributing to your class.

It is strongly preferred that all students use the electronic form (fillable pdf) to prevent mistakes and increase legibility. Students must use their full legal name, no nicknames. They need to fill all areas of the form, then print it, and add their signature. Cornerstone students must also have their parent/guardian’s address, phone, email, and signature; review all forms for completeness, accuracy and legibility.

See Appendix D for forms or download the fillable pdfs at [www.cwu.edu/college-hs/forms](http://www.cwu.edu/college-hs/forms)
SUBMITTING REGISTRATION FORMS

Registrations must be received by the High School Partnerships office before the appropriate due date. For due dates please visit our website: www.cwu.edu/college-hs/sites/cts.cwu.edu.sitetemplate/files/documents/reg-and-withdraw-deadlines.pdf

Attach proof of pre-requisites (official testing scores or prior coursework) for students, if required for admission to the class. If NextGen Accuplacer tests were taken at their high school through CWU, the scores don’t need to be attached.

Include a class roster.

Sort forms by class, and then alphabetize them, before scanning and emailing them to High School Partnerships before the deadline. Electronic copies sent to hspartnerships@cwu.edu will allow the CWU enrollment process to begin, but originals do need to be provided.

Mail the original-signature hard copies to the HSP office. Self-addressed, postage paid envelopes will be provided to all high school partners by the second week of August. Additional envelopes available upon request. If the respective partner is unable to provide hard copies by the stated deadline, electronic copies sent to hspartnerships@cwu.edu will suffice, until originals can be provided.

The address to send all material:

Central Washington University  
High School Partnerships MS 7431  
400 East University Way  
Ellensburg, WA 98926

PROBLEM FORMS

Any missing, illegible or incorrect information on any form may delay the registration for an entire class.

High School Partnerships staff will contact the school’s designated point of contact for ANY correction or addition that needs to be made for the class registration. When all registration forms are complete and acceptable, the class will be enrolled by the CWU Registrar.

Occasionally a student will have a “hold” on their account. This could mean that they are not able to be enrolled. If that’s the case, we notify the school and offer the opportunity for the student to clear the problem and remove the hold. When cleared before the assigned due date, we can add them to the enrollment.

OVERLOAD

If a student attempts to enroll in more than 15 credits in a term, this will require approval from the Associate Provost of Extended Learning and Outreach. This requires the principal or school counselor 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.
ENROLLMENT PROGRESS TRACKING

Once submitted to the High School Partnerships office, Instructors can track the progress of their class enrollment (as a whole) through a Google site, in real time. [https://sites.google.com/view/cwu-cihs-corn/home](https://sites.google.com/view/cwu-cihs-corn/home).

There is additional information, which, because of its rapidly changing content and requirements to be updated frequently, is housed on the Google site.

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 won’t 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: [www.cwu.edu/college-hs/sites/cts.cwu.edu.sitetemplate/files/documents/brief-grading-guide.pdf](http://www.cwu.edu/college-hs/sites/cts.cwu.edu.sitetemplate/files/documents/brief-grading-guide.pdf)

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 make arrangements 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**

When a high school adjunct resigns, retires, takes a leave, or is no longer teaching with the district, the high school must contact the High School Partnerships office promptly. If an instructor becomes unable to teach for any reason and will be out of the classroom for more than ten instructional days, the school/district/instructor must contact the High School Partnerships office. If no qualified (CWU’s minimum qualifications) replacement can be found, the course will be cancelled. Central understands the challenges of transition and we will work to support you in this process.

**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 10th, 11th and 12th grades are eligible for the private pay Cornerstone model. Students who are in the 11th and 12th grades are 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 appropriate registration (see your high school teacher) Examples: Appendix D
• You will receive a letter in the mail and an email from CWU with your CWU ID and username. You need to then set up your MyCWU account. Keep this letter in a safe place so you can refer to it later.
• Go to class!
  *Please see the Student Application Process document Appendix C.

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 Requirement document (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 math and English. 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 AP, SAT, ACT, ALEKS, APTP, Compass, Accuplacer (if not taken through CWU). Smarter Balance tests are not accepted for placement by CWU after academic year 2018-19.
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 User Name 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.


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. If registration forms for a class are received early, in advance of the registration deadline, and a student changes their schedule or moves (for example), also in advance of the registration deadline, they may "drop" the class. This notice needs to be received by the office PRIOR to the REGISTRATION DEADLINE in order to be considered a "drop" and no fees are due.

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 enrolled in Cornerstone 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 students 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  
High School Partnerships MS 7431  
400 East University Way  
Ellensburg, WA 98926

**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 $275.00 then $2.75 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. 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 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 maintain a 3.0 GPA in CWU classes are automatically eligible for the $500 Early Scholar Scholarship. This will be applied to your first quarter tuition as a new, incoming CWU freshman.

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. 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 My CWU 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.

SCHOLARSHIP RESOURCES

First-time freshmen, who participated in CWU Cornerstone/College in the High School, or Running Start 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 Central's College in the High School/Cornerstone program, can have their $50 application fee waived. Please click the link above for directions. It is very important to follow the directions.
DUAL CREDIT TRACKING SHEET

Please click the link above 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.

THINGS FOR STUDENTS TO CONSIDER

By clicking the link above 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.

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 the link above.

BROOKS LIBRARY

The Brooks Library provides access to a myriad of academic resources, technological support, and staff who can help students with their studies.

LEARNING COMMONS

The Learning Commons 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.

CWU WILDCAT SHOP

The CWU Wildcat Shop is where you can buy textbooks, supplies, electronics, CWU SWAG, clothing, etc.

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.

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.
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.

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.

STUDENT HANDBOOK

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

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 www.cwu.edu/college-hs/sites/cts.cwu.edu.sitetemplate/files/documents/reg-and-withdraw-deadlines.pdf

“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 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.

“I just got an acceptance letter for my student, what is this? He is going to another college/university…” Your student signed up for a CWU course, which is why they received the letter. However, they have no obligation to attend CWU and are encouraged to work with their preferred university/college to transfer these credits.

“How do I pay for this course?” The first week of every month we will mail out paper invoices to all of our 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 Cornerstone) 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.
Requests for restrictions of directory information will be honored until the student removes the FERPA/Directory Restriction from Safari.

By selecting the FERPA restriction to Directory Information on your Safari student account, you have indicated that no information can be released regarding your student record. The FERPA restriction takes precedence over any "Release of Information" forms that you may have submitted. Therefore, if applicable, we will no longer be able to discuss your student records, including account information, with any family member that you may have previously indicated we can release information to.

To release all restrictions, click the release all restrictions button.

2. Select Save

3. Click OK
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’

**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.

**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’.

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).
MAKING A PAYMENT THROUGH YOUR MYCWU

Step 1. Hover your cursor over the wildcat paw/MyCWU icon. Click on MyCWU.

Step 2. Hover your cursor over ‘Sign In’ then click ‘Full Site’
Step 3. Enter your Username and Password

Step 4. Click ‘Student’
Step 5. Click the ‘Financial’ tab on the left hand side.

Step 6. Follow the prompts 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

![MyCWU Records Page]

Step 2. Click either View Unofficial or Request Official Transcripts

![MyCWU Request Official Transcript Page]

*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.
SAMPLE INTERLOCAL AGREEMENT
Central Washington University
College in the High School/Cornerstone

Interlocal Agreement
2019-2020 Academic Year

Parties
This Interlocal Agreement (ILA) has been developed between Central Washington University (hereinafter “CWU”) and _________ School District (hereinafter “School District”) to govern their relationship in administering the College in the High School/Cornerstone Program for the 2019-2020 academic year. It is intended to define the conditions under which students may enroll in CWU courses, and establish operational rules for enrollment in courses offered at high school sites.

Purpose
The College in the High School/Cornerstone Programs operated by CWU are intended to provide access for advanced study for qualified high school students in a manner that minimizes enrollment barriers. This ILA refers to the College in the High School/Cornerstone Program at high school locations throughout this document, where students enroll in CWU courses at high school locations. In accordance with RCW 28A.600.290, students will receive college credit from CWU upon successful completion of a College in the High School/Cornerstone course.

A. Funding and Fees (Non State Funded Schools)

1. RCW 28A.600.290, as currently enacted or hereafter amended, defines the College in the High School program for the School District, CWU, and for each College in the High School/Cornerstone student (hereinafter “student”).

2. CWU will provide a monthly enrollment count to the School District. Student counts will be based on data from the fourth CWU instructional day of September and the first CWU instructional day for remaining months in the high school locations. A CWU day is any day where students are afforded the opportunity to be engaged in instructional activity, which is planned and conducted by or under the supervision of CWU instructional staff, and on which all or any portion of the enrolled students actually participate in such instructional activity.

3. The parties to this Agreement shall maintain documentation supporting College in the High School/Cornerstone 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 the School District for all registered student fees of $55 per CWU credit by the end of each quarter. School District may choose to collect registered student fees and remit payment to CWU. However, if School District wishes to have CWU invoice students directly they may do so by having a School District designee indicate so below.

Please choose one of the following:

________________ School District will collect student fees and remit payment to CWU.
________________ School District would like to have CWU invoice students directly.

_________________________                  _____________________
School District   Date

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

B. Funding and Fees (State Funded Schools)

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/Cornerstone student (hereinafter “student”).

2. For College in the High School funding purposes, each student is eligible to enroll up to a maximum of 5-10 credits based upon OSPI’s prioritized College in the High School subsidy list pursuant to RCW 28A.600.290(1).

3. Pursuant to RCW 28A.600.290 and WAC 392-725-200, CWU will provide a monthly enrollment count to the School District by the eighth day of the month. Student counts will be based on data from the fourth CWU instructional day of September and the first CWU instructional day for remaining months in the high school locations. A CWU day is any day where students are afforded the opportunity to be engaged in
instructional activity, which is planned and conducted by or under the supervision of University instructional staff, and on which all or any portion of the enrolled students actually participate in such instructional activity.

4. CWU will invoice the School District for all eligible participating students, at the rates set forth for this purpose by the State of Washington through the omnibus appropriations act referenced in RCW 28A.600.290, at the end of each academic term based on the information provided on the monthly report. All invoices will be sent by CWU to the School District business manager or designee as directed by the School District.

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

C. Eligibility

1. High school sophomores (sophomores are not eligible for state subsidies), juniors, and seniors are eligible to participate in the College in the High School/Cornerstone program as defined by RCW 28A.600 and as provided by WAC 392-169.

2. Attachment A hereto lists all courses the school district is approved to offer as part of the College in the High School/Cornerstone program.

D. Credits (Non State Funded Schools)

1. In accordance with RCW 28A.600.290(5)(d), 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 school 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.600.290(e), 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.

E. Credits (State Funded Schools)

1. 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 100 level or above by the University.

2. Within twenty 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 (WAC 392-169-050(4)).

3. Upon confirmation by CWU of a student’s successful completion of College in the High School/Cornerstone Program courses, the School District shall record on the student’s secondary school records and transcript the high school credit previously confirmed under WAC 392-169-050 together with a notation that the courses were taken at an institution of higher education.

F. 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/Cornerstone program, the School District which establishes the IEP will be responsible for assuring compliance with the IEP.

G. 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/Cornerstone 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/.
H. Testing

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

2. CWU will invoice School District monthly for testing services. CWU will waive testing fees for School District’s students who utilize the Free or Reduced Lunch Program.

I. CWU Responsibilities for College in the High School/Cornerstone Program

CWU will:

1. Offer authorized and approved CWU courses at high school locations, taught by approved School District teachers.

2. Determine final teacher appointment for each course.

3. Provide a “College in the High School or Cornerstone Registration Form” for participating students to enroll in university credit options without requiring official high school transcripts and/or SAT/ACT scores which are needed when applying to the Running Start on-campus program. 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/Cornerstone 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 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 high school 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 participating School District teacher evaluated using the CWU student evaluation process.

10. Solicit input from participating School District teachers 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. 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 maximum.

c) School District must be current with all invoice payments and have the “Period Request Form” and Washington State Invoice Voucher form A-19.

J. School District Responsibilities for College in the High School/Cornerstone Program
School District will:

1. Assign approved instructors for CWU classes. Preference is for teachers to have a Master’s Degree. A Bachelor’s (or Master’s Degree) in the subject taught or equivalent (for example, an equivalent degree earned abroad) is required. The School District shall ensure the high school teacher provides his/her resume/vitae, undergraduate and graduate transcripts, application, cover letter and three letters of recommendation for consideration of final teacher appointment by the appropriate CWU college department.

2. Obtain final approval from CWU of School District teacher appointment for each course.


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.
   c) Collect and submit to CWU student registration forms and evaluations in accordance with the university established deadlines.
   d) Attend individual/team meetings as designated or requested by CWU.
   e) Attend yearly summer institute training session in accordance with CWU policy.
   f) Allow CWU to conduct classroom observation at least once per year for each approved course.
   g) Coordinate completion of student evaluations in accordance with the CWU student evaluation process.
   h) Provide input to CWU faculty on the development of the course final.
   i) Ensure students complete course requirements as indicated in the course syllabi.
   j) Assign grades for approved courses in accordance with the university established deadlines.

Instructors found to be in non-compliance with this section 4 will be removed from the program.

5. In the event an instructor is unable to continue for a period of 10 classroom days, the school district must notify CWU. If the instructor is unable to continue only an approved instructor may continue this course. If no approved instructor is available, the course will be cancelled and all students will be withdrawn and any charges assessed will be reversed.

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

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

Remit payment within 30 days of receipt of invoice or invoice date, whichever is later:

Central Washington University
Running Start
400 E. University Way
Ellensburg, WA 98926-7431

K. Term

1. This Agreement shall commence upon full execution and continue through June 30, 2020.

2. The parties may decide to extend this Agreement via an amendment signed by both parties, or may choose to enter into a new Memorandum of Understanding.

L. Conditions / Compliance

1. This Agreement is intended to provide direction in the administration of the College in the High School/Cornerstone Program in the High School 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 and 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. Coordinator of Services. Each party hereby designates the following to be their coordinator of services under this Agreement:

XXXXXXX  School District

Printed Name and Title:__________________________________________________________

Signed: _____________________________

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 will be responsible for its own acts or omissions and for those of its directors or trustees, officers, employees, agents, and volunteers. Neither party assumes any responsibility to the other party for the consequences of any act or omission of any person, firm or corporation 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 43.19.760 et seq. The tort claims procedure, RCW 4.92.100 et seq, provides the fundamental remedy for all tort liability claims against the Agency 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 Education Rights and Privacy Act (FERPA).

12. Student Eligibility for College in the High School/Cornerstone. Conflict regarding a student’s eligibility for College in the High School/Cornerstone funding will be mutually resolved between the parties.
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 _____, 201_

____________________ SCHOOL DISTRICT:

_________________________________________ Date: __________
Superintendent or designee

---

**Attachment A**

The _______School District is approved to offer the following College in the High School/Cornerstone Courses

<table>
<thead>
<tr>
<th>XXXXX School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
</tr>
<tr>
<td>Instructor</td>
</tr>
<tr>
<td>Instructor</td>
</tr>
<tr>
<td>Instructor</td>
</tr>
<tr>
<td>Instructor</td>
</tr>
</tbody>
</table>

---
2017 NATIONAL CONCURRENT ENROLLMENT PARTNERSHIP STANDARDS
Adopted May 2017

<table>
<thead>
<tr>
<th>Partnership Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partnership 1 (P1)</td>
</tr>
<tr>
<td>Partnership 2 (P2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty 1 (F1)</td>
</tr>
<tr>
<td>Faculty 2 (F2)</td>
</tr>
<tr>
<td>Faculty 3 (F3)</td>
</tr>
<tr>
<td>Faculty 4 (F4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1 (A1)</td>
</tr>
</tbody>
</table>
### Curriculum Standards

<table>
<thead>
<tr>
<th>Curriculum 1 (C1)</th>
<th>Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum 2 (C2)</td>
<td>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.</td>
</tr>
<tr>
<td>Curriculum 3 (C3)</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Student Standards

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

### Program Evaluation Standards

<table>
<thead>
<tr>
<th>Evaluation 1 (E1)</th>
<th>The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation 2 (E2)</td>
<td>The college/university conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement.</td>
</tr>
</tbody>
</table>
NACEP COUNSELOR 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 (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 3-7 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. Principals, Instructors, Counselors and past College in the High School/Cornerstone Students (one year and four years 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 Steve Berry at SBerry@cwu.edu or (509) 963-1351. 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)

Condition: Decline Is Selected. Skip To: End of Survey.

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/Cornerstone for ____________ years.

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

☐ Almost Daily (1)
☐ Often (2)
☐ Occasionally (3)
☐ Rarely (4)
☐ Never (5)

Q4 The number of students I advise who are taking CWU College in the High School/Cornerstone courses is:
Q5 As a result of taking a CWU College in the High School/Cornerstone course, students:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree (1)</th>
<th>Agree (2)</th>
<th>Neutral (3)</th>
<th>Disagree (4)</th>
<th>Strongly Disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in rigorous learning (1)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Develop realistic expectations of post-secondary education coursework (2)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Increase their likelihood of pursuing postsecondary education (3)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Develop a better understanding of their academic skills (4)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Raise their post-secondary educational aspirations (5)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree (1)</th>
<th>Agree (2)</th>
<th>Neutral (3)</th>
<th>Disagree (4)</th>
<th>Strongly Disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changed the way I present college options to students (1)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Have a better understanding of their skills and knowledge students need to succeed in post-secondary education (2)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Perceive more students as capable of higher levels of post-secondary educational achievement (3)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree (1)</th>
<th>Agree (2)</th>
<th>Neutral (3)</th>
<th>Disagree (4)</th>
<th>Strongly Disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offers a greater number of rigorous classes (1)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Offers prerequisite courses that prepare students for college courses in upper grades (2)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Demonstrates to parents that students are doing challenging work (3)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Enhances its prestige and academic reputation (4)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Has more students continuing on to post-secondary education (5)  o  o  o  o  o
Has more students succeed in post-secondary education (6)  o  o  o  o  o

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

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

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

Q11 My school is located in a:
   o  City (1)
   o  Suburb (2)
   o  Town (3)
   o  Rural locale (4)

Q12 My school is a:
   o  Public school (1)
   o  Public charter school (2)
   o  Public magnet school (3)
   o  Private school (4)
   o  Area Career/Technical Center (5)

NACEP INSTRUCTOR SURVEY

NACEP Instructor 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 (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 3-7 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.

Principals, Instructors, Counselors and past College in the High School/Cornerstone Students (one year and four years 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 Steve Berry at SBerry@cwu.edu or (509) 963-1351. 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)

**Condition: Decline Is Selected. Skip To: End of Survey.**

Q1 I teach CWU College in the High School/CORNERSTONE at (Name of HS, City and State):

Q2 I have taught Central Washington University courses through College in the High School/CORNERSTONE for_______ years.

Q3 The number of CWU College in the High School/CORNERSTONE students I taught last year was_______.

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

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

- Anthropology (1)
- Biology (2)
- Environmental Studies (3)
- Geology (4)
- Math (5)
- Physics (6)
- Political Science (7)
- Sociology (8)
- Art (9)
- English (10)
- Humanities (11)
- Music (12)
- Foreign Language (13)
- Theater (14)
- Health Education (15)
- Engineering (16)
- Computer Applications (17)
- Military History (18)
- Physical Education (19)
- Education (20)
- Library Science (21)
- Geography (22)

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

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree (1)</th>
<th>Agree (2)</th>
<th>Neutral (3)</th>
<th>Disagree (4)</th>
<th>Strongly Disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in rigorous learning (1)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Develop realistic expectations of post-secondary coursework (2)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Increased their likelihood of pursuing postsecondary education (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop a better understanding of their academic skills (4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raise their post-secondary educational aspirations (5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Strongly Agree (1)</th>
<th>Agree (2)</th>
<th>Neutral (3)</th>
<th>Disagree (4)</th>
<th>Strongly Disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offers more rigorous classes (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers prerequisite courses that prepare students for college courses in upper grades (2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates to parents that students are doing challenging work (3)</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has more students continuing on to post-secondary education (5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has more students succeed in post-secondary education (6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Strongly Agree (1)</th>
<th>Agree (2)</th>
<th>Neutral (3)</th>
<th>Disagree (4)</th>
<th>Strongly Disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learned about new ideas and developments in my academic discipline(s) (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taken leadership positions within my department, school, district or professional association (2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Been energized as a teacher (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benefited from the support of and contact with College in the High School/Cornerstone colleagues in other high schools or career centers (4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A better understanding of the knowledge and skills that college faculty in my discipline expect of students (5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Incorporated the content and/or pedagogy of the College in the High School/Cornerstone course in other classes (6) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐
Established higher standards for student work (7) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐
Felt supported by the Central Washington University liaison/mentor (8) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐
Been hired to teach a college course on a college campus and/or online (9) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐

Q9 The single greatest impact CWU College in the High School/Cornerstone has had on my students is:
Q10 The single greatest impact CWU College in the High School/Cornerstone has had on my school is:
Q11 The single greatest impact CWU College in the High School/Cornerstone 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/Cornerstone courses:
Q13 My school is located in a:
☐ City (1)
☐ Suburb (2)
☐ Town (3)
☐ Rural locale (4)
Q14 My school is a:
☐ Public school (1)
☐ Public charter school (2)
☐ Public magnet school (3)
☐ Private school (4)
☐ Area Career/Technical Center (5)
NACEP Principal Survey

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

- Accept (1)
- Decline (2)

Condition: Decline Is Selected. Skip To: End of Survey.

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

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

- Strongly Agree (1)
- Agree (2)
- Neutral (3)
- Disagree (4)
- Strongly Disagree (5)

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

- Constantly (1)
- Frequently (2)
- Occasionally (3)
- Never (4)

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

- Constantly (1)
- Frequently (2)
Q5 The partnership I have with CWU College in the High School/Cornerstone is supported by:

- (Check all that apply)
- Professional Development (1)
- Conferences (2)
- Library Access (3)
- Technology Resources (4)
- Academic Advising (5)
- Financial Aid Counseling (6)
- Tutoring (7)
- Teacher Scholarships for Graduate Courses (8)
- College Campus Visits or Events (9)
- Other (10)

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

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree (1)</th>
<th>Agree (2)</th>
<th>Neutral (3)</th>
<th>Disagree (4)</th>
<th>Strongly Disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Align secondary curriculum with my college curriculum (1)</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Improve college readiness of my students (2)</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Develop subject-area expertise in their discipline (3)</td>
<td>( )</td>
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<td>( )</td>
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<td>( )</td>
</tr>
</tbody>
</table>

Q7 CWU College in the High School/Cornerstone courses improve academic rigor in my school. ☑ Strongly Agree (1)
- Agree (2)
- Neutral (3)
- Disagree (4)
- Strongly Disagree (5)

Q8 CWU College in the High School/Cornerstone courses improve academic rigor in my school by: (Check all that apply)
- Expecting college work (1)
- Implementing college course standards (2)
- Requiring a higher level of student accountability (3)
- Other (4)

Q9 Parents at my school have a greater understanding of college expectations because of CWU College in the High School/Cornerstone:
- Strongly Agree (1)
- Agree (2)
- Neutral (3)
Q10 As a result of offering CWU College in the High School/Cornerstone courses, my school:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree (1)</th>
<th>Agree (2)</th>
<th>Neutral (3)</th>
<th>Disagree (4)</th>
<th>Strongly Disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offers a greater number of rigorous classes (1)</td>
<td>⬜</td>
<td>⬜</td>
<td>⬜</td>
<td>⬜</td>
<td>⬜</td>
</tr>
<tr>
<td>Offers prerequisite courses that prepare students for college courses in upper grades (2)</td>
<td>⬜</td>
<td>⬜</td>
<td>⬜</td>
<td>⬜</td>
<td>⬜</td>
</tr>
<tr>
<td>Demonstrates to parents that students are doing challenging work (3)</td>
<td>⬜</td>
<td>⬜</td>
<td>⬜</td>
<td>⬜</td>
<td>⬜</td>
</tr>
<tr>
<td>Enhances its prestige and academic reputation (4)</td>
<td>⬜</td>
<td>⬜</td>
<td>⬜</td>
<td>⬜</td>
<td>⬜</td>
</tr>
<tr>
<td>Has more students continuing on to post-secondary education (5)</td>
<td>⬜</td>
<td>⬜</td>
<td>⬜</td>
<td>⬜</td>
<td>⬜</td>
</tr>
<tr>
<td>Has more students succeed in post-secondary education (6)</td>
<td>⬜</td>
<td>⬜</td>
<td>⬜</td>
<td>⬜</td>
<td>⬜</td>
</tr>
</tbody>
</table>

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

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

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

Q14 My school is located in a:

- City (1)
- Suburb (2)
- Town (3)
- Rural locale (4)

Q15 My school is a:

- Public school (1)
- Public charter school (2)
- Public magnet school (3)
- Private school (4)
- Area Career/Technical Center (5)
NACEP 4 YEARS 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 (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 3-7 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. Principals, Instructors, Counselors and past College in the High School/Cornerstone Students (one year and four years 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 Steve Berry at SBerry@cwu.edu or (509) 963-1351. 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)

Condition: Decline Is Selected. Skip To: End of Survey.

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

Q2 If you took a CWU College in the High School/Cornerstone course(s) at a different location other than your high school please indicate here the High School or Career Center, City and State:

Q3 The number of College in the High School/Cornerstone college credits I earned by taking Central Washington University courses is:

Q4 I would rate my overall experience with CWU College in the High School/Cornerstone as:

- Excellent (1)
- Good (2)
- Neutral (3)
- Poor (4)
- Very Poor (5)

Q5 I would recommend CWU College in the High School/Cornerstone to current high school students:

- Yes (1)
- No (2)

Q6 I took CWU College in the High School/Cornerstone courses in the following discipline(s): (Check all that apply:}
Q7 By taking the CWU College in the High School/Cornerstone course(s), I:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was better prepared academically for college</td>
<td>O</td>
<td></td>
<td></td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Developed more realistic expectations about college</td>
<td>O</td>
<td></td>
<td></td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Was more confident about my ability to succeed in college</td>
<td>O</td>
<td></td>
<td></td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Considered, for the first time, enrolling in college</td>
<td>O</td>
<td></td>
<td></td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Improved my study skills</td>
<td>O</td>
<td></td>
<td></td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Improved my time management skills</td>
<td>O</td>
<td></td>
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<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

Q8 Please describe what you did immediately after high school (select only one option):

<table>
<thead>
<tr>
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<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>(5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I continued my education within a year of graduating, in a:</td>
<td>Career School or College, or an Apprenticeship Program</td>
<td>Public 2-Year Community or Technical College</td>
<td>Private 2-Year Community or Technical College</td>
<td>Public 4-Year College or University</td>
<td>Private 4-Year College or University</td>
</tr>
<tr>
<td></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>I did not continue my education within a year of graduation. I initially:</td>
<td>Serving in the Military or other National Service</td>
<td>Employed Part-time, Full-time, or Self-Employed</td>
<td>Caring for a Home/Family</td>
<td>Unemployed</td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

Q9 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 (1)
- Public 2-Year Community or Technical College (2)
- Private 2-Year Community or Technical College (3)
- Public 4-Year College or University (4)
- Private 4-Year College or University (5)

I am not currently continuing my education. I am:

- Serving in the Military or other National Service (1)
- Employed Part-time, Full-time, or Self-Employed (2)
- Caring for a Home/Family (3)
- Unemployed (4)
- Other (5)

Q10 The highest degree or certificate I have earned or am currently pursuing is a:

- High School Diploma or Equivalent (1)
- Technical Certificate or Diploma (2)
- Associate's Degree (3)
- Bachelor's Degree (4)
- Graduate Degree (5)

Q11 The highest degree or certificate I eventually plan to obtain is a:

- High School Diploma or Equivalent (1)
- Technical Certificate or Diploma (2)
- Associate's Degree (3)
- Bachelor's Degree (4)
- Graduate Degree (5)

I have continued my education beyond high school:

- Yes (1)
- No (2)

Q12 I

completed (1)  ○
anticipate completing (2)  ○

Q13 In how many years did/do you plan on completing or anticipate completing your Associate's/Bachelor's Degree:

- Yes (1)
- No (2)

Q14 My current cumulative or final undergraduate GPA on a 4-point scale is:

Q15 I am currently or most recently was enrolled in post-secondary coursework at (Institution, City and State):

Q16 I qualified for a Pell Grant for college.

- Yes (1)
- No (2)
Q17 The CWU 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 (1)
☐ No (2)

Q18 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 (1)
☐ No (2)

Q19 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 (1)
☐ No (2)

Q20 If your answer was YES in Question 19, the credits (Check all that apply):

☐ Enabled me to enroll in a more advanced course (1)
☐ Exempted me from a required course (2)
☐ Counted as credit toward my college degree completion (3)
☐ Other (4)

Q21 Central Washington University credits I earned in high school reduced the amount of my student loans and/or my tuition:

☐ Yes (1)
☐ No (2)

Q22 The following describes my undergraduate educational experience: (Check all that apply)

☐ I completed or anticipate completing an internship (1)
☐ I participated in or anticipate participating in study abroad (2)
☐ I completed or anticipate completing a double major (3)
☐ I completed or anticipate completing a minor(s) (4)

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 College in the High School/Cornerstone program.

Q23 I am:

☐ Male (1)
☐ Female (2)

Q24 Do you consider yourself Hispanic or Latino?

☐ Yes (1)
☐ No (2)

Q25 Which category best describes your race? (Check all that apply)

☐ American Indian or Alaskan Native (1)
☐ Asian (2)
☐ Black or African American (3)
Native Hawaiian or Other Pacific Islander (4)
White (5)
Decline Response (6)

Q26 To the best of my knowledge, the highest education level achieved by at least one of my parents is:

High School Not Completed (1)
High School Diploma or Equivalent (2)
Some College-Level Work Completed (3)
Technical Certificate or Diploma (4)
Associate’s Degree (5)
Bachelor’s Degree (6)
Graduate Degree (7)
Do not know (8)

Q27 While in high school, I was eligible for the Free/Reduced Price Lunch Program:

Yes (1)
No (2)
NACEP 1 YEAR OUT OF HIGH SCHOOL SURVEY

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

☐ Accept (1)
☐ Decline (2)

Condition: Decline Is Selected. Skip To: End of Survey.

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

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Q4 I would rate my overall experience with CWU College in the High School/Cornerstone as:

☐ Excellent (1)
☐ Good (2)
☐ Neutral (3)
☐ Poor (4)
☐ Very Poor (5)

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

☐ Anthropology (1)
☐ Biology (2)
☐ Environmental Studies (3)
☐ Geology (4)
☐ Math (5)
☐ Physics (6)
☐ Political Science (7)
☐ Sociology (8)
☐ Art (9)
☐ English (10)
Q6 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 (1)
- Public 2-Year Community or Technical College (2)
- Private 2-Year Community or Technical College (3)
- Public 4-Year College or University (4)
- Private 4-Year College or University (5)

I am not currently continuing my education. I am:

- Serving in the Military or other National Service (1)
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- Bachelor's Degree (4)
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Q8 I would recommend CWU College in the High School/Cornerstone to current high school students:

- Yes (1)
- No (2)

Q9 By taking the CWU College in the High School/Cornerstone course(s), I:
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<th>Disagree (4)</th>
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<td>Was more confident about my ability to succeed in college</td>
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<td>Improved my study skills</td>
</tr>
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Q10 Are you currently continuing your education?

- Yes (1)
- No (2)

Q11 I am currently enrolled in post-secondary coursework at (Institution, City and State):

Q12 I qualified for a Pell Grant for college.

- Yes (1)
- No (2)

Q13 The College in the High School/Cornstone course(s) was/were at least as challenging as the courses I enrolled in at my current college or university.

- Yes (1)
- No (2)

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

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- No (2)

Q15 I was able to successfully transfer some or all of the Central Washington University credits I earned through College in the High School/Cornstone to my current college or university.

- Yes (1)
- No (2)

Q16 If your answer was YES in Question 16, the credits (Check all that apply):

- Enabled me to enroll in a more advanced course (1)
- Exempted me from a required course (2)
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- Other (4)

67
Q17 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 College in the High School/Cornerstone program.

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- Associate's Degree (5)
- Bachelor's Degree (6)
- Graduate Degree (7)
- Do not know (8)

Q22 While in high school, I was eligible for the Free/Reduced Price Lunch Program:

- Yes (1)
- No (2)
Thank you for choosing Central Washington University!

The CWU College in the High School program is one of several Dual Credit options in the state of Washington. The program allows eligible students to take college classes in their high school. These courses are taught by high school teachers who have applied and been approved by the university to offer our course(s). These are college courses, which will be transcribed on an official CWU transcript, and is transferable to all public colleges and universities across the state of Washington and most private and public colleges and universities around the country. Please contact our advisor for information about transferring credits by calling 509-963-1351.

CWU College in the High School courses allow eligible sophomores, juniors, and seniors to earn college credit without stepping foot off their high school campus. This allows students to get a jump-start on earning college credit and the ability to save money because these classes are at a reduced rate.

Going to college after high school can be a challenge for some especially learning the way college curriculum works. College curriculum is more rigorous and this program allows students to transition to college curriculum in a more familiar setting.

Next steps:

1. Students will fill out a registration form. Depending on what form their school/teacher provided, it may require parent’s information and signature stating the financial obligation to pay for the course. If the class has a pre-requisite, please make sure to provide documentation of it being met.
2. The first time a student enrolls in a CWU course, they will receive a letter that states their CWU username number. This letter will be sent out via USPS to the address provided on the students’ registration form. Students need to keep this information and follow the directions in the letter that 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, etc. If a student loses their information, they can call the High School Partnerships office at 509-963-1351 and someone will be able to retrieve their account information.
3. If the student/parent is financially obligated to pay for the class, please be aware that a bill will be sent out in the mail around the 15th of every month until the fees are paid. It is important to pay these bills because students with an outstanding balance are unable to enroll in future courses or request official transcripts until the balance has been taken settled.

For more information, please visit our website at https://www.cwu.edu/hspartnerships. We are excited that you have chosen to take a CWU College in the High School class to aid you in your start on college completion. If you have any questions, please let us know.

Central Washington University
Office of High School Partnerships
CWU College in the High School
Teacher Application Process

**1. Application Packet**
- Submit your application materials in a single, complete packet:
  - Cover Letter addressing academic program
  - Current Resume outlining content expertise
  - CWU Application
  - 3 current letters of recommendation (1 from supervisor)
  - Unofficial transcripts (copies are fine)
  - Supplemental materials as desired
- Applications will only be accepted September 1st through May 15th.

**2. Processing**
- Once received, we will process and forward your application packet to the appropriate academic department for review. This usually takes about four to six weeks.

**3. Hiring Notice**
- Teachers will be notified of status by CWU HSP staff and invited to attend orientation and trainings.

**4. Training**
- Attend a new partners training in the summer put on by the HSP staff.

**5. Academic Meeting**
- Attend Summer Institute meeting to review course objectives, discuss course materials, and confirm academic requirements.

Submit completed application to David Welz
david.welz@cwu.edu or hspartnerships@cwu.edu

High School Partnerships
400 E University Way • Ellensburg WA 98926-7431 • Office: 509.963.1351 • Fax: 509.963.1800
Hebeler Hall, Room 122 • Email: hspartnerships@cwu.edu • Web: cwu.edu/hspartnerships

This is an electronic communication from Central Washington University.
<table>
<thead>
<tr>
<th>Department</th>
<th>Course(s)</th>
<th>Degree</th>
<th>Evidence</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>ANTH 107</td>
<td>Master’s</td>
<td>Strongly Preferred*</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Master’s in Art Education, Master’s in Studio Arts, Masters in Art History</td>
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<tr>
<td></td>
<td></td>
<td>Bachelor’s</td>
<td>Degree</td>
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<td></td>
<td>MA in Communications OR MA in related field and experience teaching film at the high school or college level.</td>
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<td></td>
<td></td>
<td>Bachelor’s Degree</td>
<td>Knowledge in PESB’s Recruiting WA Teachers curriculum</td>
</tr>
<tr>
<td>Art</td>
<td>ART 103</td>
<td>Master’s</td>
<td>Required</td>
<td>Experience teaching art, art appreciation, and/or art history.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Master’s in Art Education, Master’s in Studio Arts, Masters in Art History</td>
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</tr>
<tr>
<td>Biology</td>
<td>BIOL 101</td>
<td>Master’s</td>
<td>Required</td>
<td>5 years’ experience teaching AP or Honors Biology.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BS/BA in Biology or related field, MS/MA in Biology or related field.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Master’s in Art Education, Master’s in Studio Arts, Masters in Art History</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>BIOL 201</td>
<td>Master’s</td>
<td>Required</td>
<td>Experience teaching Human Physiology and Advanced Biology.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BS/BA in Biology or related field, including coursework in animal physiology.</td>
<td>MS/MA in Biology or related field.</td>
</tr>
<tr>
<td>Communication(s)</td>
<td>COM 345</td>
<td>Master’s</td>
<td>Required</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td>MA in Communications OR MA in related field and experience teaching film at the high school or college level.</td>
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<tr>
<td>Education</td>
<td>EFC 250</td>
<td>Bachelor’s</td>
<td>Degree</td>
<td>Knowledge in PESB’s Recruiting WA Teachers curriculum</td>
</tr>
<tr>
<td>*Note: Class includes a practicum component</td>
<td></td>
<td></td>
<td>Bachelor’s Degree</td>
<td>(<a href="https://www.pesb.wa.gov/category/rwt-curriculum-unit-resources/">https://www.pesb.wa.gov/category/rwt-curriculum-unit-resources/</a>).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bachelor’s Degree</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Bachelor’s Degree</td>
<td></td>
</tr>
<tr>
<td>Engineering Technologies</td>
<td>ETSC 101</td>
<td>Master’s</td>
<td>Required</td>
<td>3 years of teaching and related field experience.</td>
</tr>
<tr>
<td></td>
<td>ETSC 145</td>
<td></td>
<td>Master’s in related field.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ETSC 160</td>
<td></td>
<td>Bachelor’s Degree</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ETSC 265</td>
<td></td>
<td>Bachelor’s Degree</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ETSC 277</td>
<td></td>
<td>Bachelor’s Degree</td>
<td></td>
</tr>
<tr>
<td>Department</td>
<td>Course(s)</td>
<td>Degree</td>
<td>Evidence</td>
<td>Experience</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------</td>
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<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| English             | ENG 101, ENG 102,  | Master's Required | Master's in English strongly preferred. Master's in related field acceptable when accompanied by one or more of the following:  
a) Ten graduate-level course credits in English Composition/Rhetoric, Literature, or Linguistics/TESOL  
b) Evidence of excellent professional writing experience through former employment  
c) Three years’ experience teaching AP. |                                                                              |
<p>| Environmental Science | ENST 201, ENST 202 | Master's Required | BS/BA and MS/MA both in natural sciences or related fields.  | 5 years’ experience teaching AP or Honors in closely related natural sciences field. |
| Film                | FILM 250           | Master's Required | MA in Film OR MA in related field and experience teaching public speaking at the high school or college level.                                                                                      |                                                                              |
| Finance and Supply Chain | FIN 174          | Bachelors with Master’s Strongly Preferred* |                                                                                                                                                                                                   | Experience teaching math, finance, economics, accounting, business or consumer science |
| Geology             | GEOL 101/L         | Master’s Strongly Preferred* |                                                                                                                                                                                                   |                                                                              |
| Health Science      | HED 101            | Master’s Required | Master’s Degree in Health Science related field.                                                                                                                                                    |                                                                              |
| History             | HIST 144           | Master’s Required | Please reach out to Kyle Carrigan, Director of Dual Enrollment for more information. <a href="mailto:Kyle_Carrigan@cwu.edu">Kyle_Carrigan@cwu.edu</a> or 509-963-1796                                                                                     |                                                                              |
| Humanities          | HUM 101, HUM 102,  | Master’s Required | MA in either English, History, or Philosophy, or another field related to the Humanities. Master’s degree in teaching is also considered on a case-by-case basis.                                         |                                                                              |</p>
<table>
<thead>
<tr>
<th>Department</th>
<th>Course(s)</th>
<th>Degree</th>
<th>Evidence</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td><em>MATH 101, MATH 102, MATH 130, MATH 153, MATH 154, MATH 172, MATH 173, MATH 272, MATH 273</em></td>
<td>Master's Required</td>
<td>BS/BA in Mathematics or related field. MS/MA in Mathematics, Mathematics Education, or Mathematics/Education related field.</td>
<td></td>
</tr>
<tr>
<td>Military Science**</td>
<td><em>MSL 314</em></td>
<td>Master's</td>
<td>Endorsement to teach history or social studies in Washington State with having taught high school level history or social studies for at least four years (preferably an AP level course or its equivalent) OR Prior Military Service or currently serving reservist and having obtained the grade of E-7, O-3, CW2 or higher with strong understanding of military history and would be willing to attend Military History Instructors Course at Fort Leavenworth, KS in the future if opportunity became available OR Former Army ROTC instructor who has attended Military History Instructors Course at Fort Leavenworth, KS. Is currently teaching high school history or has taught a college level history course before.</td>
<td></td>
</tr>
<tr>
<td>Department</td>
<td>Course(s)</td>
<td>Degree</td>
<td>Evidence</td>
<td>Experience</td>
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<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Nutrition</td>
<td>NUTR 101</td>
<td>PhD Required</td>
<td>PhD in Nutrition or Nutrition Sciences.</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>PED, PEF, PEID, PE TEAM</td>
<td>Master’s Required</td>
<td>Master’s degree in Physical Education, Kinesiology, or Movement Studies.</td>
<td>3 Years' experience at current school</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MA in Curriculum and Instruction considered with auxiliary coaching or physical education teaching experience.</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>PHYS 101, PHYS 111/L, PHYS 112/L</td>
<td>Master’s Required</td>
<td>Master’s in any natural science, engineering, or mathematics field or Bachelor’s in Physics, Astronomy, Mathematics, Engineering, Chemistry and Master’s in Education OR Bachelor’s in a science-related area not listed above and Master’s in Education and successful completion of CWU PHYS 111 online content training course OR Bachelor’s in Physics, Mathematics or related field and National Board Certification in Physics.</td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>POSC 101, POSC 210, POSC 270</td>
<td>Master’s Strongly Preferred*</td>
<td>Official transcripts for Master’s degree in Psychology or Master’s degree in related field with at least one graduate level Psychology course (prefix Psy.)</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>PSY 101</td>
<td>Master’s Required</td>
<td>Master’s in Sociology strongly preferred.</td>
<td>AP or Honors Course Instruction. Minimum of 3 years’ experience teaching (HS or College level).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Master’s in related social science field acceptable when accompanied by a substantial total of college course credits in Sociology.</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>SOC 101, SOC 107</td>
<td>Master’s Required</td>
<td>Master’s in education is acceptable if accompanied by 5 years’ experience teaching sociology, social sciences, or related field.</td>
<td>5 years’ experience teaching sociology, social studies or related field.</td>
</tr>
<tr>
<td>Subject</td>
<td>Courses</td>
<td>Qualifications</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
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<td>-----------------------------------------------------</td>
<td>--------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Theatre</td>
<td>TH 107</td>
<td>Master’s Strongly Preferred*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>World Languages</td>
<td>FR 151, FR 152,</td>
<td>Master’s Strongly Preferred</td>
<td>Demonstrated language proficiency equivalent to ACTFL Intermediate-High</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FR 153, GERM 151,</td>
<td></td>
<td>AP course instruction preferred but not required</td>
<td></td>
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<tr>
<td></td>
<td>GERM 152,</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>GERM 153, JAPN 151,</td>
<td></td>
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<tr>
<td></td>
<td>JAPN 152, JAPN 153,</td>
<td></td>
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<tr>
<td></td>
<td>SPAN 151, SPAN 152,</td>
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</tr>
<tr>
<td></td>
<td>SPAN 153</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Qualifications Effective as of 5/20/19**

*A Master’s degree in any teaching related field will suffice, as long as the instructor has an undergraduate degree, and or extensive course work, in the subject they would like to teach. Teachers with more than 20 years of experience and or National Board Certification in the subject area are encouraged to apply. We may be able to substitute experience for education on a case-by-case basis.

**Military Science is not taking applications at this time**

**ADJUNCT INSTRUCTOR APPLICATION FORM**

College in the High School and Cornerstone, together, are a dual credit program that allows students to earn college credits while still attending high school. Grades earned will be entered on a high school transcript as well as on a Central Washington University transcript. College in the High School students are able to access college resources such as the library, online academic tutoring and speaking with an advisor, just as any other CWU on-campus student. Students will
have an opportunity to complete an electronic end-of-term student course evaluation for each CHS class. Please make sure to set up your MyCWU when you receive your welcome letter.

**Course Description**

Insert Course Description

**Prerequisite Requirements(s)**

Insert course Prerequisite(s)

**Textbook(s) and other required materials**

Insert textbook(s) and other material(s)

**Learning Objectives/Course Outcomes**

Insert course learning objectives/outcomes

**Course Expectations**

Insert course expectations

**Students Rights and Responsibilities**

Insert your own rights and responsibilities but the CWU language is required in every syllabus

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.

**Academic Integrity**

Insert your own academic integrity wording but the CWU language is required in every syllabus

Please refer to our website for CWUs Academic Integrity policy: [http://www.cwu.edu/student-rights/student-responsibilities-university-policies](http://www.cwu.edu/student-rights/student-responsibilities-university-policies)

**Grading Policy**

Insert your grading policy but the CWU language is required in every syllabus

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>GPA Credit</th>
<th>Transcript Explanation</th>
<th>Definition of letter grade / Policy Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>GPA</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-----</td>
<td>------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>Meets all objectives of the course and fulfills all requirements; performs at a level that reflects excellence</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>Good, meets all objectives of the course and fulfills all requirements; performs at a high level</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Good, meets all objectives of the course and fulfills all requirements; performs at a high level</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>Good, meets all objectives of the course and fulfills all requirements; performs at a high level</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Satisfactory, meets all objectives of the course and fulfills all requirements; performs at a satisfactory level</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Satisfactory, meets all objectives of the course and fulfills all requirements; performs at a satisfactory level</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>Satisfactory, meets all objectives of the course and fulfills all requirements; performs at a satisfactory level</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>Marginal Pass, makes progress toward meeting the course objectives; fulfills course requirements at a substandard level</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Marginal Pass, makes progress toward meeting the course objectives; fulfills course requirements at a substandard level</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
<td>Marginal Pass, makes progress toward meeting the course objectives; fulfills course requirements at a substandard level</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Failure, fails to meet the course objectives; does not fulfill course requirements</td>
<td></td>
</tr>
</tbody>
</table>

**Important Dates**

Please include important dates that students need to know such as withdrawal dates, etc.
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 I T Department? Explain and describe:

Additional comments and explanations:
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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td></td>
</tr>
</tbody>
</table>

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

Interim Director, 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 above be evidenced?

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

<table>
<thead>
<tr>
<th>Due Date:</th>
<th>Probationary Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>NO</td>
</tr>
</tbody>
</table>

Probationary status means that the instructor is temporarily unable to participate in the program.
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, Fist 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.
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.

   Get the registration form from the teacher or counselor. Fill it out electronically if possible; if that option isn’t available use black ink and your very best penmanship. Make sure all the required fields are accurately filled in on the form, including parent/guardian signature (if required). Submit the completed form to your teacher, and they will get it to us.

3. Notification
   CWU will process the registration. The first time you register, you will receive a letter in the mail which contains your CWU Username and ID number. Use the information to set up your MyCWU Account online. This is a portal to 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.

High School Partnerships
400 E University Way • Ellensburg WA 98926-7431 • Office: 509-963-1351 • Fax: 509-963-1090
Hebeler Hall, Room 122 • Email: TurningStart@cwu.edu • Web: cwu.edu/turningstart

ED/AA TITLE IX INSTITUTION • FOR ACCOMMODATION EMAIL: DIS@CWU.EDU
This is an electronic communication from Central Washington University.
January 24, 2010

Dear [Name]:

Thank you for choosing to attend Central Washington University! The friendships and professional relationships that you develop during your time at 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 and recreation.

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.

CWU User Name: [Name] CWU Identification Number: [Name]

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.

If you need assistance registering for classes, please see the Registration Handbook located on the Registrar Services webpage www.cwu.edu/registrar Please contact Registrar Services at 509-963-3001 with any other questions you may have.

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

Sincerely,

Lindsey Brown
Registrar

Registrar Services · 400 East University Way · Ellensburg, WA 98926-7463 · Office: 509-963-3001 · Fax: 509-963-3022
EDUCATION INSTITUTION · TDD 509-963-2143
NEXT STEPS AFTER REGISTRATION

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 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 cashcard. Keep that letter in a secure place for future reference.

Log In and use MyCWU

When you log in, you will have access to
• 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” 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 cwulitdvlst.

“I want/need to withdraw” Check the deadline cwu.edu/runningstart/ > Students (in left column) > Important dates. 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.

“What if I want to pay my bill?” cwu.edu/runningstart/ > Parents/Guardians (left column) 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.

“What if I want to transfer credits” Instructions and links to other colleges/universities are at cwu.edu/runningstart/transfer-your-credits

High School Partnerships

400 E University Way • Ellensburg WA 98926-7431 • Office: 509-963-1351 • Fax: 509-963-1980
Hebeler Hall, Room 122 • Email: RunningStart3@cwu.edu • Web: cwu.edu/runningstart

EO/A TITLE IX INSTITUTION • FOR ACCOMMODATION EMAIL: DS@CWU.EDU.
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 and in "Student Support Materials" find our Dual Credit Tracking Sheet. 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, then find "Student Support Materials" 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. cwu.edu/scholarships/fall-2018-merit-scholarships

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 at cwu.edu/financial-aid/

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 http://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 Hebeler Hall, and get some swag! We love meeting our partners.

High School Partnerships

400 E University Way • Ellensburg WA 98926-7431 • Office: 509-963-1351 • Fax: 509-963-1600
Hebeler Hall, Room 122 • Email: RunningStart3@cwu.edu • Web: cwu.edu/hspartnerships
EQUIA/TITLE IX INSTITUTION • FOR ACCOMMODATION EMAIL: DS@CWU.EDU.
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](http://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: | 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. 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. |

### 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:

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

### 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)
<table>
<thead>
<tr>
<th>Knowledge Areas</th>
<th>Pathways</th>
<th>DB. Civic &amp; Community Engagement</th>
<th>DB. Health &amp; Well being</th>
<th>DB. Perspectives on Current Issues</th>
<th>DB. Social Justice</th>
<th>DB. Sustainability</th>
<th>DB. Ways of Knowing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Writing</strong></td>
<td>ENG 100, ENG 101</td>
<td>ENG 100, ENG 200, ENG 300, ENG 400</td>
<td>ENG 400, ENG 500, ENG 600</td>
<td>ENG 600, ENG 700</td>
<td>ENG 700, ENG 800</td>
<td>ENG 800, ENG 900</td>
<td>ENG 900, ENG 1000</td>
</tr>
<tr>
<td><strong>Community, Culture, &amp; Citizenship</strong></td>
<td>SOCI 100, SOC 200, SOC 300, SOC 400</td>
<td>SOC 400, SOC 500, SOC 600, SOC 700</td>
<td>SOC 700, SOC 800, SOC 900</td>
<td>SOC 900, SOC 1000</td>
<td>SOC 1000, SOC 1100</td>
<td>SOC 1100, SOC 1200</td>
<td>SOC 1200, SOC 1300</td>
</tr>
<tr>
<td><strong>Creative Expression</strong></td>
<td>ART 100, ART 200, ART 300</td>
<td>ART 300, ART 400, ART 500, ART 600</td>
<td>ART 600, ART 700, ART 800</td>
<td>ART 800, ART 900</td>
<td>ART 900, ART 1000</td>
<td>ART 1000, ART 1100</td>
<td>ART 1100, ART 1200</td>
</tr>
<tr>
<td><strong>Global Dynamics</strong></td>
<td>ECON 100, ECON 200, ECON 300</td>
<td>ECON 300, ECON 400, ECON 500</td>
<td>ECON 500, ECON 600, ECON 700</td>
<td>ECON 700, ECON 800</td>
<td>ECON 800, ECON 900</td>
<td>ECON 900, ECON 1000</td>
<td>ECON 1000, ECON 1100</td>
</tr>
<tr>
<td><strong>Humaneities</strong></td>
<td>HUM 100, HUM 200, HUM 300, HUM 400</td>
<td>HUM 400, HUM 500, HUM 600, HUM 700</td>
<td>HUM 700, HUM 800, HUM 900</td>
<td>HUM 900, HUM 1000</td>
<td>HUM 1000, HUM 1100</td>
<td>HUM 1100, HUM 1200</td>
<td>HUM 1200, HUM 1300</td>
</tr>
<tr>
<td><strong>Individual &amp; Society</strong></td>
<td>PSY 100, PSY 200, PSY 300</td>
<td>PSY 300, PSY 400, PSY 500</td>
<td>PSY 500, PSY 600, PSY 700</td>
<td>PSY 700, PSY 800</td>
<td>PSY 800, PSY 900</td>
<td>PSY 900, PSY 1000</td>
<td>PSY 1000, PSY 1100</td>
</tr>
<tr>
<td><strong>Physical &amp; Natural World</strong></td>
<td>BIOL 100, CHEM 100, PHYS 100</td>
<td>BIOL 100, CHEM 100, PHYS 100</td>
<td>BIOL 100, CHEM 100, PHYS 100</td>
<td>BIOL 100, CHEM 100, PHYS 100</td>
<td>BIOL 100, CHEM 100, PHYS 100</td>
<td>BIOL 100, CHEM 100, PHYS 100</td>
<td>BIOL 100, CHEM 100, PHYS 100</td>
</tr>
<tr>
<td><strong>Science &amp; Technology</strong></td>
<td>CS 100, CS 200, CS 300</td>
<td>CS 300, CS 400, CS 500</td>
<td>CS 500, CS 600, CS 700</td>
<td>CS 700, CS 800</td>
<td>CS 800, CS 900</td>
<td>CS 900, CS 1000</td>
<td>CS 1000, CS 1100</td>
</tr>
</tbody>
</table>

*All courses within parentheses must be taken to fulfill the requirement.*

Updated 4/11/19
### SAMPLE STUDENT EVALUATION OF INSTRUCTOR (SEOI)

Course: ___________________________ Instructor: ________________________________
Time of day: ____________________

#### STUDENT LEARNING ENVIRONMENT

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- To what extent do you agree or disagree that [InstructorName]...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. fostered a fair and respectful learning environment?</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>seemed genuinely concerned with whether you learned?</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>clearly communicated and enforced standards of behavior?</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>d. met class at scheduled times unless otherwise arranged?</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you seek help from [InstructorName] outside of class during</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>the course?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>3- If YES, was [InstructorName] available to provide help?</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### Teaching for Student Learning

<table>
<thead>
<tr>
<th>4- To what extent do you agree or disagree that the...</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. course objectives were clearly communicated?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>b. overall course content was presented in an understandable sequence?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>instructor used a variety of methods, as needed, to make content clear?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>d. assignments and tests were connected to course content?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>e. evaluation and grading techniques were clearly explained?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>f. instructions for class activities were clearly communicated?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>g. instructor provided useful feedback on student work?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>h. instructor provided timely feedback on student progress?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>i. class sessions were well organized?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>j. out-of-class work was useful in understanding course content?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>k. instructor encouraged students to connect course content to issues beyond the university classroom?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>l. course activities challenged students to think critically?</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

### GENERAL INFORMATION

<table>
<thead>
<tr>
<th>5- 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...</th>
<th>Much more than most courses?</th>
<th>More than most courses?</th>
<th>About average?</th>
<th>Less than most courses?</th>
<th>Much less than most courses?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. amount of work OUTSIDE of class</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>b. level of engagement/active learning IN class</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>c. intellectual challenge presented to you</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

| 6- 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

### 7- 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

### 8. What is your class standing?
- Freshman (0 – 44 credits)
- Sophomore (45 -89 credits)
- Junior (90 -134 credits)
- Senior (135 or more credits)
- Graduate Student
- Other (e.g. post-baccalaureate)

### 9. What grade do you expect to earn in this class?
- A
- B
- C
- D
- F
- Other (Pass/Fail, etc.)

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

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


MATH 101: Mathematics in the Modern World (5). Selected topics from the historical development and applications of mathematics together with their relationship to the development of our present society. 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, or have already passed a higher level math course.

MATH 102: Mathematical Decision Making (5). Selected topics from the historical development and applications of mathematics together with their relationship to the development of our present society. 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, or have already passed a higher level math course.

MATH 130: Finite Mathematics (5). Selected topics from the historical development and applications of mathematics together with their relationship to the development of our present society. 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, or have already passed a higher level math course.

**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:** Student must score 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 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, or have already passed a higher level math course.

**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.
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

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 integrated experimental and analytical 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 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. 
**Co or Prerequisite:** MATH 172.

PHYS 182: General Physics II (5). An integrated experimental and analytical investigation of topics in rotational dynamics, wave mechanics, and conservation principles. This integrated lecture/laboratory course 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. 
**Co-requisite:** MATH 173

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.
ART 103: Art Appreciation (4). 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 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

COM 345: Business and Professional Speaking (4). Oral communication in career and professional settings with focus on public presentations, briefings, and persuasion.

ENG 101: Composition I, Critical Reading and Responding (5). Develops skills necessary for academic writing, including summarizing, reading sources critically and responding to them, synthesizing multiple perspectives, and using academic writing conventions. Prerequisite: 500 or 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.

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, or 4+ on the HL IB Exam.

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, or 4+ on the HL IB exam.

FILM 250: Introduction to Film (5). Learning and applying motion picture vocabulary and aesthetic concepts through screenings, discussions, and writing. Emphasis on the social context, cultural influences, and aesthetic qualities of film. Prerequisite: ENG 101 and ENG 102 with a grade of C- or higher in both classes.

HIST 144: U.S. history from Reconstruction to the present (5). 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 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, or 4+ on the HL IB English Exam.

**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 sixteenth through the nineteenth 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, or 4+ on the HL IB English Exam.

**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 twentieth and twenty-first 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, or 4+ on the HL IB English Exam.

**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.

**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.

**SPAN 151: First-year Spanish (5).** Develop elementary skills in listening, speaking, reading and writing. Courses must be taken in sequence.

**SPAN 152: First-year Spanish (5).** Develop elementary skills in listening, speaking, reading, and writing. 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. Courses must be taken in sequence. Prerequisite: SPAN 152, or by placement exam.

TH 107: Introduction to Theatre (4). Overview of the basic elements of the theatre arts and dramatic structure, and the environment for production of plays.

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COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES


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 160: Computer-aided Design and Drafting (4). 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 (4). Design of parts, assemblies, and working drawings using 3-D solid modeling software, basic theory of threaded fasteners and gears, wielding representation, geometric dimensioning, and tolerancing. Prerequisite: Student must have already passed ETSC 160 with a grade of a D- or higher.

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

HED 101: Essentials for Healthy Living (4). Essentials for Healthy Living is a survey course designed to give the student the practical and theoretical knowledge necessary to apply principles of overall wellness in the pursuit of a healthier lifestyle.

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.
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 115: Beginning Golf (1). Beginning golf is designed to introduce the student to proper golf etiquette, learn the terminology and rules and to implement correct swing technique.

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.

PEF 110: Conditioning Exercises (1). Conditioning is designed to introduce the student to the basic principles and training methods for body conditioning so the student can establish an exercise program, which enhances overall well-being. Includes: Warm-ups designed to elevate body temperature and prepare the body for more vigorous exercise, aerobic conditioning routines, strength conditioning routines, muscle toning routines, flexibility routines and components of a conditioning diary.

PEF 113: Weight Training (1). Weight training is designed to enhance the student’s knowledge and practices regarding the basic techniques of weight training using weight machines and some free weights. Includes: Myths of weight training, safety techniques, weight room etiquette, dress code, basic weight training exercises of major muscle groups, scientific basis of weight training, muscle hypertrophy and develop a personal program to meet individual needs and goals.

PEF 115: Jogging (1). Jogging is designed to provide the student with a basic grounding in the skills and knowledge required to participate in a safe and varied recreational jogging program. Including, for example: The role of warm-up prior to more vigorous activity.

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 cardio respiratory fitness and prescription of an individualized aerobic walking exercise program for increasing and maintaining fitness.

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). 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 strengthening and then holding a variety of yoga postures. Will include demonstrations, benefits contraindication, and precautions of each posture.
DNCE 141: Jazz Dance 1 (1). Emphasis on American Jazz Dance.

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.

PETS 122: Touch Rugby (1). Touch rugby is a non-contact introduction course that will provide students with the basic essentials to achieving success as a team player.

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.

COLLEGE OF BUSINESS

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 catalog online at http://catalog.acalog.cwu.edu/index.php?catoid=60

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.
**College in the High School Registration Form**

**High School Partnerships**

Complete electronically, then print, sign, and submit. Keep a copy for your records.

HSPartnerships@cwu.edu  (509) 963-1351  www.cwu.edu/college-hs

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### Course Information

<table>
<thead>
<tr>
<th>High School</th>
<th>Instructor</th>
<th>City</th>
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</thead>
<tbody>
<tr>
<td>Term</td>
<td>Subject/Credits</td>
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</tr>
</tbody>
</table>

### Student Information

<table>
<thead>
<tr>
<th>Last Name</th>
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<tbody>
<tr>
<td>Date of Birth</td>
<td>Gender (optional)</td>
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<tr>
<td>Mailing Address</td>
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<tr>
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<tr>
<td>Phone</td>
<td>Email</td>
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</tr>
<tr>
<td>Grade (select one)</td>
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<td>Junior</td>
</tr>
<tr>
<td>Ethnicity (required for State and Federal statistics and requested on a voluntary basis)</td>
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</tr>
</tbody>
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### Disclosure for Program Participants

The grade received and credits earned will be included on the student’s CWU transcript.

CWU reserves the right to determine admission and enrollment, and if admitted, the student has the same rights and responsibilities as any CWU student. Once admitted in any college/university, federal law regards the student as an adult, and FERPA (privacy) laws regarding personal information apply. The student’s CWU records and their MyCWU account are not accessible by parent/guardian without student’s explicit permission.

It is the responsibility of the student to inform the parent/guardian of progress toward high school graduation, including grades and policies as they apply to concurrent enrollment.

### Student Agreement:

I have read and understand the disclosure. I understand it is my responsibility to adhere to all established CWU policies. I am responsible to be aware of deadlines and schedules, and to notify the High School Partnership administrative office of any changes, additions, or withdrawals to my account information or enrollment.

Signature: __________ Date: __________
Cornerstone Registration Form
CWU High School Partnerships

Complete electronically, then print, sign, and submit.
Keep a copy for your records
HSPartnerships@cwu.edu (509) 963-1351 www.cwu.edu/college-hs

Course Information
High School Instructor City
Term ~ Subject/Credits/Fees ~

Student Information
Last Name First Name MI
Date of Birth Gender (optional) M F T
Mailing Address Apt. No.
City State Zip
Phone ( ) Email
Grade (select one) Senior Junior Sophomore Graduation Year 20
Ethnicity (required for State and Federal statistics and requested on a voluntary basis)

Parent/Guardian Information
Last Name First Name
Mailing Address Apt. No.
City State Zip
Phone ( ) Email

Yes, I want to receive email notices

Disclosure for Parents and Students
The grade received and credits earned will be included on the student’s CWU transcript. There are fees related to enrollment in CWU Cornerstone classes ($55.00 per credit) for which the student/parent/guardian has financial responsibility. Once enrolled, the student/paid/guardian is responsible for the entire class fee, regardless of attendance or withdrawal. Fees due accounts may prevent a student’s future enrollment in college classes or transcript requests, and/or accrue additional financial penalties.

CWU reserves the right to determine admission and enrollment, and if admitted, the student has the same rights and responsibilities as any CWU student. Once admitted, in any college/university, federal law regards the student as an adult, and FERPA (privacy) laws regarding personal information apply. The student’s CWU records and their MyCWU account are not accessible by parent/guardian without student’s explicit permission.

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Student Agreement:
I have read and understand the disclosure. I understand it is my responsibility to adhere to all established CWU policies. I am responsible to be aware of deadlines and schedules, and to notify the High School Partnership administrative office of any changes, additions, or withdrawals to my enrollment or account information.

Parent/Guardian Agreement:
I have read and understand the disclosure. I understand that my student is enrolled in CWU Cornerstone classes, and that a fee of $55.00 per credit will be assessed, and that enrollment obligates me to make payment of fees due upon receipt of invoice.

Signature Date
Signature Date

OFFICE USE ONLY

Signatures Verified CWU ID Number Pre-Req

Notes Score

2019-2020 Academic Year
EE0/A/ATITLE IX INSTITUTION • FOR ACCOMMODATION EMAIL: D5@CWU.EDU
High School Partnership Contract Request

Assignments:
1. Attend in person and provide discipline specific professional development and ongoing collegial interaction to both veteran and new instructors that will further enhance the instructor’s pedagogy and breadth of knowledge in the specific discipline (minimum 1 hour).
   Also, attend in person and provide course-specific new instructor orientation to all new instructors that will assist them with the knowledge of course philosophy, curriculum, pedagogy, and assessment (minimum 2 hours). The following will be used to calculate Summer Institute compensation:

   Workload Unit Calculation

<table>
<thead>
<tr>
<th>Number of Sessions Attended</th>
<th>Workload Units</th>
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<tbody>
<tr>
<td>1</td>
<td>0.33</td>
</tr>
<tr>
<td>2</td>
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<td>3</td>
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<tr>
<td>4</td>
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</tr>
<tr>
<td>5</td>
<td>1.67</td>
</tr>
<tr>
<td>6</td>
<td>2.00</td>
</tr>
</tbody>
</table>

   30 hours = 1 WLU
   Sessions: 0

   TOTAL WLH: 0.00

2. Submit to the High School Partnerships office two weeks prior to the first Summer Institute, agendas and materials provided to the teachers, for the discipline specific professional development and discipline specific new instructor orientation. NACEP, the accrediting body, requires this material to be submitted for accreditation.

3. Assist instructors in putting together their CWU Syllabus and approve the final syllabus, for each specific class that they teach. According to NACEP the syllabi must include:
   a. Course Title (Math)
   b. Course Number (153)
   c. Course Objectives/Learning Outcomes
   d. Instructor Contact Information
   e. University name so it is know that it is a CWU syllabus

   Their syllabi can also include any other information that your department requires such as common assessment information, etc.

High School Partnerships: David Parker 509-963-1723, david.parker@cwu.edu
Advisor: GAH: A. Hilas 1049, crawford@cwu.edu; CEPS: Linda 1411, labar@cwu.edu; DOIT: V. Hamilton 1156, hamvy@cwu.edu

Kyle Carrigan: ________