

## COMMUNITY COLLEGES OF SPOKANE ARTICULATION AGREEMENT

### American Sign Language Spokane Falls Community College and American Sign Language Riverside High School

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#### WHO IS ELIGIBLE?

Any student who has attended an articulated high school program where there is a signed agreement with Community Colleges of Spokane may receive college credit for instruction received at the high school.

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#### PROCEDURES

##### CCS and High School Faculty

CCS faculty and high school faculty will partner to identify competencies and/or critical objectives a student will need to successfully transition into the professional/technical program(s) being articulated.

Instructional faculty within the two educational systems will determine whether similarities in educational experiences provided to students in the two systems result in duplication of required competencies as described above. Where duplication of competencies is evident, an attempt will be made to enter into an articulation agreement.

##### High School Instructor's Documentation of Competencies

Participating faculty at the high school will certify in writing the areas and levels of competency achievement by the student. This will become part of the student's permanent record and will be forwarded to the college upon request by the student and/or the college.

##### Student Documentation of Competencies

Students must secure the written certification of their teachers that they have accomplished competencies and/or critical objectives that comprise the agreed-upon articulation minimum course content for every CCS course for which they desire college credit. College credit will be granted only for those CCS courses listed in the appropriate Articulation Agreement.

##### Student Application for College Credit

The procedures described in the CCS manual, **College Credit by Non-Traditional Means, Revised 2003**, shall be used by the student desiring college credit for high school courses.

Please Note: The intent of Articulation is to give recognition to professional/technical work completed in a high school program. Students are expected to enroll in the same professional/ technical program at the college. Most credits received are **not transferable** to a 4-year institution.

#### Steps for Receiving Credit by Articulation at Community Colleges of Spokane following Enrollment at SCC or SFCC:

- Step 1. **Notify your high school instructor** that you wish to receive college credit for your work in a professional/vocational program that has an ARTICULATION AGREEMENT with Community Colleges of Spokane.
- Step 2. Work with your high school instructor **to meet the requirements** of the Articulation Agreement for your school. Your instructor will have a list of requirements or view the CCS website: <http://ccs.spokane.edu/Students/Articulation/MASTER.htm>.

- Step 3.* **Obtain a community college application** for admission from your high school counselor, college Admissions Office or web page at: <http://www.scc.spokane.edu> or <http://www.spokanefalls.edu>.
- Step 4.* **Complete the application** and remit with a \$15 non-refundable fee to Spokane Community College (SCC) or Spokane Falls Community College (SFCC) within 12 months of high school graduation. Applications are taken on a first come, first serve basis. Apply on or before December 1 of your senior year for the best chance to be accepted into the program of your choice.
- Step 5.* You will receive a letter from the Admissions Office regarding admission status. **Follow instructions in the letter in regards to testing, advising and registration.**
- Step 6.* **Complete 10 credits** with a grade of 2.0 in each class. Sometime during this quarter, notify the college program director of the vocational program that you will be using the Articulation Agreement.
- Step 7.* Make an appointment with a college instructor in the program you have chosen. This teacher will assist you with the **Application for Nontraditional Credit form #4020**.
- Step 8.* Take the completed Application for Nontraditional Credit form to the **Transcript Office**. Credit will then be posted to your official college transcript. There is a charge of \$5 per credit, plus a \$10 processing fee. (Example: 5 credits, cost \$35.)

#### **CCS and High School Counselors/Advisors**

CCS and high school counselors will cooperate toward developing, disseminating, and presenting professional/technical career information to students within the public school system. Such information will include, as a minimum, an orientation on career programs at the high school and community college levels and the articulation agreements that have been established among the systems of education.

#### **Publicity**

The colleges and high schools will develop methods of publicizing the agreements to encourage students to take advantage of seamless transitions and advanced placement opportunities.

**Community Colleges of Spokane  
Articulation Agreement**

**American Sign Language  
Spokane Falls Community College  
and  
American Sign Language  
Riverside High School**

We, the undersigned faculty representatives and administrators, agree to the following:

1. We agree with the principles, practices, and procedures for entering into and changing articulation agreements as set forth in the document "Articulation Agreement."
2. We have evaluated respective individual and course competencies and have determined that the high school graduates who successfully complete the competencies identified in the course(s) listed below are eligible for credit by articulation. In addition, the student must:
  - Receive a grade of "B" (3.0) or better in all classes being used to meet the college competencies.
  - Receive an S+, N and N+ in all competencies for HSEAR (ASL) 101, HSEAR (ASL) 102 and HSEAR (ASL) 103.
  - Meet all requirements outlined in the Articulation Agreement.

**Riverside High School**

*American Sign Language*  
*American Sign Language*  
*American Sign Language*

**Spokane Falls Community College**

*HSEAR 101 American Sign Language I 5 credits*  
*HSEAR 102 American Sign Language II 5 credits*  
*HSEAR 103 American Sign Language III 5 credits*

A charge of \$5 per credit is assessed to award credit per this agreement, plus a one-time processing fee of \$15. (For example: to receive 5 credits, the cost would be \$40.)

**Riverside High School**

*American Sign Language*

**Spokane Falls Community College**

*American Sign Language*

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Date  
Faculty

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Date  
Faculty

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Date  
Vocational Director

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Date  
Judy Forbes,  
Department Chair

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Date  
John McCoy,  
Principal

\_\_\_\_\_  
Date  
Amy Lopes Wasson,  
Dean of Instruction, Professional/Technical Education  
& Human Services

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Date  
Galen Hansen,  
Superintendent Team

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Date  
Pam Praeger,  
Vice President of Instruction

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Date  
Janet Kemp,  
Superintendent Team

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Date  
Mark Palek,  
President

**American Sign Language  
Articulation Agreement  
with  
Spokane Falls Community College  
and  
Riverside High School**

Based upon mutual concern for the needs of students pursuing technical/professional programs and in an effort to provide a continuing articulated program that builds on past learning experiences and eliminates unnecessary duplication of instruction, the following are agreements to which we mutually subscribe in order to implement a student-based Tech Prep program:

1. **Continuous Progress:** Students who learn and demonstrate competencies should be provided an opportunity to pursue learning on the basis of a continuum of skills and knowledge from their introductory courses (as early as Grade 9) until they have completed their academic goals and /or they have achieved a desired training objective, employable skills or A.A.S. (approximately Grade 14).
2. **Competency-Based Learning Approach:** Students should be involved in an instructional program that is based upon the attainment of identified competencies as presented. This instructional approach operates under the following assumptions: that learning relies considerably upon the individual resourcefulness of the student, that the instructor acts as a facilitator and resource person, and that the student proceeds at their own pace based on individual learning style and application of previously learned skills and knowledge.
3. **Curriculum:** This agreement is based upon mastery levels as developed by the faculty members of the represented institutions. These mastery levels will signify the attainment of competencies needed by students to progress through the training process, allowing flexibility as to the individual instructional techniques used within individual schools.
4. **Applied Academics:** The integration of instruction in academics, applied academics and technical skills is an integral part of this agreement, and will be facilitated by each party signing this agreement.
5. **Evaluation of Student Progress and Student Competency Profile:** Evaluation of students' progress and achievement of each competency shall be based upon demonstrated cognitive knowledge and demonstrated skill performance. Student evaluation shall reflect the attainment of achievement as agreed upon by the institution and addressed in individual competency description. A student record and measure of competencies will be recorded on a profile statement that will transfer with the student to other institutions. The profile will reflect the degree of attainment each student has achieved in the various skills as identified by the faculty members. Initial entry-level skills will be identified and noted on the student profile.
6. **Rating of Progress:** Competencies will be rated using a scale that has been defined and validated by program instructors. The scale will be from "The Sign Communication Proficiency Interview (SCPI) Rating Scale: The scale is attached to this document.
7. **Evaluating Student Progress:** Evaluation of student progress shall be based upon demonstrated cognitive knowledge at a minimum level of competency, and the satisfactory demonstration of the ability to perform the task in a practical environment. Student evaluation will reflect the attainment of achievement by the CPI rating scale, before proceeding to more technically difficult skills development.
8. **Satisfactory Transfer Status and Awarding of College Credits:** Students from Riverside High School will be eligible for placement in the respective Spokane Falls Community College **American Sign Language** program. The level of advanced placement will directly relate to the competencies demonstrated prior to entering the college program and course challenges, if any. Such students will present the college advisor with a student portfolio that will include a competency profile and resume for advanced placement.

Students should apply for college credit at the time they make application for admission to the college, and a student must enroll at the college within 12 months after high school graduation in order to be eligible for college credit under this agreement.

9. **Tech Prep Standing Committee:** The faculty representatives of the institutions to this agreement will meet no less than one time per year for the specific purpose of discussing any particular issues or problems that may arise in the articulation process. These meetings should include appropriate industry representatives, vocational directors, and other administrators in order to provide for the timely review of the assurances set forth in this agreement. These meetings should address marketing strategies, instructional improvement, technical assistance, student follow-up, competency levels, enrollment levels, articulation with Advisory Committees, and a review of the transfer agreement. During the first year of this agreement, a standing committee will meet **quarterly**.
10. **Marketing and Promoting ASL Tech Prep:** These technical-professional programs, in cooperation with the business and industries in the community, have determined that a need exists to encourage and promote skills in **American Sign Language**, which could lead to careers as interpreters. It is important to provide information to students and their parents about the opportunities available in these career areas. The institutions participating in this agreement commit to joint marketing efforts to provide students realistic information about the importance of career choice, educational preparation for work, and the values of ASL Tech Prep.
11. **Counseling and Advising:** Appropriate counseling and advising of students is important to the success of this Tech Prep agreement. The institutions signing this agreement will provide necessary in-service training to counselors and advisors in order to assure that students have every opportunity to make good decisions concerning their future employment.
12. **Good Faith Agreement:** The institutions signing this agreement enter into this in order to provide the best possible instruction to the students. The members of this agreement will operate in good faith and do everything possible to assure that this articulated, competency-based curriculum will be successful.

### The Sign Communication Proficiency Interview (SCPI) Rating Scale

RATINGS	FUNCTIONAL DESCRIPTORS
<u>Superior Plus</u>	<u>Able</u> to use all aspects of signing fluently and accurately to discuss in depth a variety of topics, including social, work, current events, religious, etc. Has complete fluency such that signing on all levels is fully accepted by highly skilled native signers, including breadth of vocabulary and idioms, grammar, colloquialisms, accent/production, and cultural references.
<u>Superior</u>	<u>Able</u> to use sign vocabulary and grammar fluently and accurately on all levels pertinent to social and work needs. Comprehension (sign reception) is excellent and can respond appropriately even in unfamiliar situations. Able to negotiate, persuade, counsel, and tailor language to audience.
<u>Advanced Plus</u>	<u>Exhibits</u> some superior level skills, but not <u>all</u> and not <u>consistently</u> .
<u>Advanced</u>	<u>Able</u> to sign with sufficient grammatical accuracy and vocabulary to participate effectively in most formal and informal conversations on social and work topics. Comprehension is good, vocabulary is broad, grammar is good, and errors seldom interfere with understanding and rarely disturb native signers. Able to handle unfamiliar topics, hypothesize, and provide supported opinion.
<u>Intermediate Plus</u>	<u>Exhibits</u> some advanced level skills, but not <u>all</u> and not <u>consistently</u> .
<u>Intermediate</u>	<u>Able</u> to satisfy with some confidence routine social demands and work requirements. Demonstrates use of some sign grammatical features in connected discourse. Able to narrate and describe topics related to background, family, interests/hobbies, work, travel,

and current events, although some hesitations, fair to good control of everyday sign vocabulary is evident.

Survival Plus

Exhibits some intermediate level skills, but not all and not consistently.

Survival

Able to satisfy basic survival needs in social and/or work situations. Can ask and answer basic questions and has some skills in creating sign utterances based on learned/memorized sign vocabulary. Can get into, through, and out of simple survival situations.

Novice Plus

Exhibits some survival level skills, but not all and not consistently.

Novice

Basically limited to single sign utterances with vocabulary primarily related to everyday social, question/topic areas such as names of family members, basic objects, colors, numbers, names of weekdays, and time.

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No functional skills in signing.