

COMMUNITY COLLEGES OF SPOKANE ARTICULATION AGREEMENT

Articulated Programs

Special Education Spokane Falls Community College And Birth to 6: Physical Therapy Experience Riverside High School

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.

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 1998**, 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.cc.wa.us/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.wa.us> or <http://www.sfcc.spokane.cc.wa.us>
- Step 4.* **Complete the application** and remit with a \$10 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 3.0 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.)

Steps For Receiving Credit By Direct Transcription While Still In High School

- Step 1.* **Notify your high school teacher** of your interest in articulating Tech Prep credit by direct transcription for your professional/technical class.*
- Step 2.* **Complete a Tech Prep CCS Application for Admission form.**
- Step 3.* **Complete *Tech Prep—Direct Transcription Articulation Verification Form*.**
- Step 4.* **Complete all requirements** for the Articulation Agreement.
- Step 5.* **Attach** a check to the form for the required amount.
- Step 6.* **Mail** the application, *Tech Prep—Direct Transcription Articulation Verification Form*, articulation agreement forms and a check or money order to:

Vee Sutherlin, MS 1009
Community Colleges of Spokane
501 N Riverpoint Blvd, P O Box 6000
Spokane WA 99217-6000

*Review specific Articulation Agreement: <http://ccs.spokane.cc.wa.us/Students/Articulation/MASTER.htm>

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

Special Education Spokane Falls Community College And Birth to 6: Physical Therapy Experience 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 students 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.
 - Signed Articulation Verification listing competency attainment and verification of 133 hours at a supervised practicum site.
 - Meet all requirements outlined in the Articulation Agreement.

RIVERSIDE HIGH SCHOOL

SPOKANE FALLS COMMUNITY COLLEGE

<i>Birth to 6: Physical Therapy Experience</i>	<i># credits</i>	HSSP 281	Practicum I	5 credits
--	------------------	----------	-------------	-----------

A charge of \$5 per credit is assessed to award credit per this agreement, plus a one-time processing fee of \$10. (For example: to receive 5 credits, the cost would be \$35.)

High School:
Riverside High School

CCS College(s):
Spokane Falls Community College

Faculty	Date	SFCC Faculty	Date
Principal	Date	SFCC Department Chair	Date
Superintendent	Date	SFCC Division Dean	Date
		SFCC Vice President of Learning	Date
		SFCC President	Date

ARTICULATION VERIFICATION

**Special Education
Spokane Falls Community College
And
Birth to 6: Physical Therapy Experience
Riverside High School**

Student: _____

Date: _____

Instructor: _____

Date: _____

To work in education and related services programs for children and youth with disabilities, student will demonstrate:

Pass Fail

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Understanding the value of providing instructional and other direct services to all children and youth with disabilities.
A. Understanding of the philosophy that all students can learn and contribute.
i. Understanding of Child Directed Functional Movement Facilitation and the importance repetitions have on physical and typical development. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Understanding the roles and responsibilities of certificated/licensed staff and paraeducators:
A. Knowledge of certified/licensed staff roles and responsibilities for program development, evaluation and for instructional supervision of paraeducators, including legal requirements and district policies and procedures.
i. Understand the role of the team members in a Developmental pre-school. (i.e., Parent, Teacher, paraprofessional, Physical Therapist, Occupational Therapist, Speech/Language Pathologist, School Psychologist, Family Resource Coordinator, Nurse, Bus Driver, Custodian, Administration). |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Knowledge of (a) patterns of human development and milestones typically achieved at different ages, and (b) risk factors that may prohibit or impede typical development:
A. Knowledge of the developmental continuum birth to 21 years in the following areas: communication, self-help, physical development and social/emotional and cognitive development.
i. Knowledge of Developmentally Appropriate Interactions with young children.
B. Knowledge of issues and requirements surrounding transitions for students and families.
i. Awareness of disabilities and the effect they have on families. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Ability to practice ethical and professional standards of conduct, including the requirements of confidentiality. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Ability to communicate with colleagues, follow instructions and use problem solving and other skills that will enable the paraeducator to work as an effective member of the instructional team. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Ability to provide positive behavioral support and management. |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Knowledge of the legal issues related to the education of children and youth with disabilities and their families. |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Awareness of diversity among the children, youth, families and colleagues with whom they |

Pass Fail

work.

A. Aware of how the different aspects of diversity enhance opportunities for learning.

- i. Describe in family friendly terms common conditions or diagnosis found in a pre-school setting. (i.e., Cerebral Palsy, Down Syndrome, Muscular Dystrophy, Developmental Delay).

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Knowledge and application of the elements of effective instruction to assist teaching and learning as developed by the certificated/licensed staff in a variety of settings. |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. Ability to utilize appropriate strategies and techniques to provide instructional support in teaching and learning as developed by the certificated/licensed staff.
A. Ability to apply small group instructional techniques for management and support of student learning.
i. Demonstrate positional facilitation during instructional activities. |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. Ability to motivate and assist children and youth. |
| <input type="checkbox"/> | <input type="checkbox"/> | 12. Knowledge of and ability to follow health, safety and emergency procedures of the agency where they are employed. |
| <input type="checkbox"/> | <input type="checkbox"/> | 13. Awareness of the ways in which technology can assist teaching and learning. |
| <input type="checkbox"/> | <input type="checkbox"/> | 14. Awareness of personal care and/or health related support. |
-

I verify that this student has participated in 133 hours at a supervised practicum site.

Instructor: _____

Date: _____