

COMMUNITY COLLEGES OF SPOKANE ARTICULATION AGREEMENT

Articulated Programs **Small Business Planning, MGMT 205 - SCC** **How to Start a Small Business, SBM 101 - SFCC** **and** **Entrepreneurship - 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

Administrative Support and Commitment

The first step toward articulation is the signing of an "*Intent to Articulate*" form by the Secondary School Superintendent or Principal and the community college president. The "*Intent to Articulate*" form shall become part of this agreement.

CCS and Secondary School Faculty

CCS faculty and Secondary 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. Upon successful evaluation of respective programs, the faculty of CCS and the Secondary School will sign a "*Discipline-Specific Articulation Agreement*" specifying the course(s) or individual competencies eligible for advanced placement. The "*Discipline-Specific Articulation Agreement*" shall become part of this agreement.

Faculty Evaluation of Competencies (where applicable)

CCS and secondary school faculty mutually agree that the following system for evaluating competencies will be used:

- 4 --Highly proficient: Can complete task quickly and accurately, can direct others in how to do task. Demonstrates an excellent understanding of the competency and/or critical objective. Needs only normal supervision.
- 3 --Competent: Can do all parts of the task. Needs only spot check of complete work. Demonstrates a very good understanding of the competency and /or critical objective. Meets minimum entry-level requirements. Needs job-entry supervision.
- 2 --Partially proficient: Can do most parts of the task. Needs help only on hardest parts. Demonstrates partial understanding of the competency and/or critical objective. May not meet all job-entry level requirements for speed and accuracy. Needs close supervision.
- 1 --Limited: Can do simple parts of task. Needs to be told or shown how to do most of task. Demonstrates a little understanding of the competency and/or critical objective. Needs extremely close supervision.
- 0 --Cannot perform any part of task at a level sufficient for participation in a work environment. Demonstrates no understanding of the competency and/or critical objective.

CCS faculty reserve the right to test students to validate competency levels of achievement.

Secondary Instructor's Documentation of Competencies

Participating teachers at the secondary 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 "Discipline-Specific Articulate Agreement."

Student Application for College Credit

The procedures described in the CCS manual, **College Credit by Non-Traditional Means, Revised 1994**, shall be used by the student desiring college credit for high school courses. To begin this process, the student must initiate a request for nontraditional college credit in the counseling center at either SCC (509-533-7026) or SFCC (509-533-3525). After interview and approval for non traditional credit, the student must complete the Application for Nontraditional Credit Form (CCS form #4062) and pay a nonrefundable \$10.00 nontraditional credit application fee.

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. If the time limit has expired, the student may choose to take competency evaluations arranged through the CCS faculty and counseling department.

After the student who has applied for college credit has successfully completed at least ten credits of course work with a 2.0 or better in residence in an articulated CCS program, he/she will be notified by the Registrar that the request for college credit through the CCS Articulation Agreement has been granted. At that time, such credit will also be duly recorded on the student's academic record. The registrar will grant a grade of "P" (Passing) for the course(s) certified. The grade(s) will be recorded on the student's record with the notation of "articulation agreement."

Enrollment in CCS Program

A file will be maintained for each student to include a transcript, signed certification/evaluation from the high school teacher, and forms for application for non-traditional college credit. Students must make application to SCC/SFCC and schedule an appointment with a college counselor/advisor to identify their intent to enroll in a SCC/SFCC professional/technical program with advanced standing articulated college credit.

CCS and Secondary School Counselors/Advisors

CCS and Secondary 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 secondary and post-secondary levels and the articulation agreements that have been established among the systems of education.

Publicity

The College and Secondary School system will develop methods of publicizing the agreements to encourage students to take advantage of seamless transitions and advanced placement opportunities.

Intent to Articulate

- A. We hereby agree to begin discussions for an "intent to articulate" in the areas described below. As new programs are offered at either level of education, articulation efforts will be explored and implemented where feasible.

Secondary School / Course(s)

Riverside High School
Entrepreneurship - 180 Hours

Advanced Placement

Spokane Community College
Small Business Planning, MGMT205-5 credits

OR

Spokane Falls Community College
How to Start a Small Business, SBM 101-5credits

- B. Letters of Agreement for Individual Programs will be developed among all programs and areas where articulation can take place. These individual agreements will outline the common competencies, transitional

courses where available, and possible credit offerings for secondary courses that fulfill college level competencies. These letters of agreement will become part of this agreement after they have been approved through the appropriate administrative and faculty channels within the CCS and public school systems.

Dr. Mark Gorman, Principal
Riverside High School

Date

Jerry Wilson, Superintendent
Riverside School District #416

Date

Dr. Jim Williams, President
Spokane Community College

Date

Dr. Vern J. Loland, President
Spokane Falls Community College

Date