

**COMMUNITY COLLEGES OF SPOKANE
ARTICULATION AGREEMENT**

Articulated Programs

**Spokane Community College
APLED 121 Applied Written Communication
and
Area High Schools**

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. Upon successful evaluation of respective programs, the faculty of CCS and the high 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.

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 "*Discipline-Specific 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.

Steps for Receiving Credit by Articulation at Community Colleges of Spokane

- 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 web site: <http://www.ccs.spokane.edu> (choose Admission Information, then choose Articulation Agreements).

- 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.)

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.

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.

Spokane Community College

**Competencies for Applied Written
Communication APLED 121**

All technical documents must be organized, well-developed, and effective.

In addition, all documents must:

- Be planned and written using a technical writing format
- Apply standard punctuation, spelling and grammar rules
- Apply Society of Technical Communications rules
- Apply the rules of audience analysis
- Avoid sexist language
- Maintain an awareness of multicultural communication
- Apply technical writing highlighting techniques

PORTFOLIO

THE PORTFOLIO IS A SHOWCASE OF THE TECHNICAL WRITING ASSIGNMENTS REQUIRED FOR APLED 121.

NOTE: All items must be presented in Technical Writing format. The portfolio should have a Table of Contents and consider the accessibility of documents contained within it. Include the following:

- Definitions of audience analysis, multicultural communication skills, and definitions and examples of correct and incorrect usage of sexist language.
- Explanation of how/why technical writing differs from academic or composition writing.
- Explanation of the ethics of technical writing
- Three business letters
- Three written reports
- One written technical description
- One instructional brochure

COMPLAINT LETTER

- Writer's address
- Date
- Inside address
- Salutation
- Introduction—includes stated problem, how problem affected you/your business, include supporting documents
- Discussion—includes detailed experiences, your solution
- Conclusion
- Complimentary close
- Enclosures

ADJUSTMENT LETTER

- Writer's address
- Date
- Inside address
- Salutation
- Introduction—100% agree, 100% disagree, partial
- Discussion—100% agree, 100% disagree, partial
- Conclusion—100% agree, 100% disagree, partial
- Complimentary close

INQUIRY LETTER

- Writer's address
- Date
- Inside address
- Salutation
- Introduction—includes intent and subject
- Discussion—includes specific needs
- Conclusion
- Complimentary close
- Enclosures

FEASIBILITY REPORT

- Memo heading
- Accessibility—highlighting techniques
- Clarity
- Conciseness
- Introduction—rationale, motivating problems, achievement goal, personnel
- Discussion—state criteria, use visual aid to analyze the criteria
- Conclusion
- Recommendations

PROGRESS REPORT

- Memo heading
- Accessibility—highlighting techniques
- Clarity
- Conciseness
- Introduction—includes rationale, motivation for the project, personnel, previous activity
- Discussion—includes work accomplished, work remaining, Gantt chart, problems encountered,
- Conclusion
- Recommendation

INCIDENT/ACCIDENT REPORT

- Memo heading
- Accessibility—highlighting techniques
- Clarity
- Conciseness
- Introduction—purpose
- Discussion—quantify the problems
- Conclusion
- Recommendation

TECHNICAL DESCRIPTION

- Accessibility—highlighting techniques
- Clarity
- Conciseness
- Title
- Introduction—includes topic, function components
- Discussion—includes graphics,
- Conclusion—includes, sales, uses, guarantees, testimonials, etc

TECHNICAL INSTRUCTIONS PRESENTED IN A BROCHURE**

- Accessibility—highlighting techniques
- Conciseness
- Clarity
- Title
- Introduction—includes reason, number and difficulty of steps, equipment/tools
- Discussion—includes hazard alert messages with icons, each step begins with a verb, steps not overloaded, same number of steps as promised in the introduction, graphics to support instructional steps.
- Conclusion—includes warranties, sales pitch, etc.

** Brochure must be easy to read, and it must follow all of the requirements for technical writing. It can be either a double fold or a triple fold. Both sides of the paper must be fully utilized.