

**Seattle Central College
Secondary to Post-Secondary Articulation Agreement**

American Sign Language/Deaf Studies,
Seattle Central College

and

American Sign Language and
Sign Language Interpreter Programs,
Washington State High Schools

Revised April 2024

Seattle Central College American Sign Language Articulation Agreement with Washington State High Schools

OVERVIEW

College in the High School (CiHS) programs provide students an opportunity to enroll in college courses at their high school and earn high school and college credit.

The purpose of this document is to outline how Washington State high schools and Seattle Central College implement and administer various elements of College in the High School to ensure high quality and maintain compliance with state administrative codes.

College in the High School policy revisions necessitate the creation of a unique articulation agreement for ASL courses. To improve upon the quality and efficiency of the previous ASL Tech-Prep articulation agreement, Seattle Central College proposes the following revised articulation agreement:

1. Seattle Central College faculty will work with high school faculty to provide orientation about the articulation agreement, to compare curricula and identify comparable courses, to assess the language and evaluation skills of the high school instructor and to approve instructors and high school programs for articulation.
2. Seattle Central College Faculty, High School Representatives and administrators are required to sign and implement the articulation agreement:
 - a. High schools join the ASL Consortium
 - b. High schools advertise the Articulation Agreement
 - c. High school faculty assess the competencies of ASL students
 - d. Students submit paperwork to Seattle Central College.
 - e. Seattle Central College awards comparable college-level credit and transcript.
3. Seattle Central College faculty and high school faculty representatives from each high school are required to attend a minimum of two out of three articulation meetings and workshops each academic year.
 - a. A committee composed of high school representatives and Articulation agreement representatives must meet each academic year.
4. The Coordinator will provide and facilitate for participating high schools:
 - a. Professional development activities
 - b. A centralized advisory board for vocational programs (if needed)
 - c. The articulation review committee
 - d. Production and distribution of the website, brochures, and materials.
5. Seattle Central College will invoice each high school, upon signature and acceptance of Agreement by both parties, the fees noted below:
 - a. \$250 initial fee per high school district to join the ASL Consortium
 - b. \$250 annual fee per teacher in the same school district
 - c. \$80.00 per new high school faculty for orientation and materials packet

6. Beginning on September 1, 2023, students who are enrolled through a Washington public, four-year institution or a community or technical college offering a CiHS program and attend a public, Washington high school as defined in RCW 28A.150.010 who choose to earn college credit will register and enroll at no cost to the student.

PREAMBLE

This section of the articulation agreement provides historical and legislative background concerning the need for this articulation agreement.

- 1. High School - Community College Articulation Agreements are encouraged by the Inter-College Relations Commission, The Higher Education Coordinating Board, the Washington Council for High School College Relations, and The Washington State Legislature.**

The ICRC (Intercollege Relations Committee) Handbook states: "Increasing demand and limited resources exacerbate the need for collective approaches to higher education access."¹ State and federal education reforms over the past decade have encouraged the development of joint high school - community college programs including Tech-Prep, Running Start, and College in the High School. The terms "2+2" or "2+2+2" are used to describe a means of formally managing the curricular bridge between secondary and post-secondary education.

- 2. High schools categorize American Sign Language as either academic or vocational.**

Some high schools offer ASL as applied academic "world language" courses. Other high schools offer ASL as vocational/career "sign language Interpreter" courses. In the classroom, ASL courses and SLI courses are equivalent courses. They both teach beginning to intermediate sign language. The language and culture curricula, course content, and student outcomes of these courses are commensurate with each other.

- 3. Fall 2001 - ICRC decision regarding articulation agreements with dual- purpose courses: Academic ASL classes must follow College in the High School guidelines, SLI (Sign Language Interpreter) classes can follow Tech Prep guidelines.**

Beginning Fall 2001, the ICRC determined that any courses eligible to be taught as "College in the High School" (CiHS) and listed in Appendix B of the ICRC Handbook must no longer offer college-level credit using the Tech-Prep (TP) articulation agreement guidelines but instead must use the CiHS guidelines. ASL is listed on Appendix B of courses. This arrangement creates confusing scenarios of double standards (see Appendix A for scenarios).

¹ Appendix I, Transfer Task Force Transfer Agreement (Adopted by the Higher Education Coordinating Board June 1994).

4. The ICRC and the State Legislature encourage local articulation agreements.

The ICRC Handbook states, "Local agreements among institutions which are consistent with this (transfer) agreement are encouraged. Nothing in this agreement is meant to interfere with any such local agreement." Washington State Statute also authorizes community colleges to establish articulation agreements with local high schools.²

5. Proposal for Local Articulation Agreements between Seattle Central College and Individual High Schools.

Seattle Central College offers a program for which ASL is an integral component: The Deaf Studies Track AA degree for students planning to transfer to four-year institutions. For a few years, Seattle Central College has offered college-level credits to all HS ASL students using the Tech Prep guidelines. With the recent ICRC decision regarding TP and CiHS courses, this is no longer possible. Seattle Central College would like to propose that local articulation agreements be established with individual high schools.

Through local articulation agreements between Seattle Central College and individual high schools we can:

- a. Forge stronger relationships between secondary and post-secondary programs.
- b. Provide college-level credit to any HS student who obtains the necessary ASL skills.
- c. Enhance access to college and reduce barriers to efficient educational careers.
- d. Avoid the unique conflicts that arise from the TP and CHS guidelines (see Appendix A for examples of conflicts).

By creating an articulation agreement that meets the unique situation of ASL courses, students will have access to a more varied selection of educational routes.

<u>High School Programs</u>	<u>SCC Programs</u>	<u>Post SCC Path</u>
ASL (Applied Academic Courses) SLI (Vocational/Career Courses)	Degree: Deaf Studies	Transfer to 4-yr or Industry Interpreter Training Program*

**Interpreting work requisite of 30 credits of ASL to enter program*

PROCEDURES

Essential practices in Articulation

Articulation is a process that requires commitment from everyone in the educational system. The following practices are considered essential if articulation is to succeed:

- 1. **Leadership and commitment from college and school.** Articulation must be made a clear priority. Superintendents, college presidents, school boards, and boards of trustees must provide the commitment in terms of resources, both fiscal and with personnel.
- 2. **Commitment** from school personnel at all levels. Articulation can be better

implemented with the active support of ASL teachers, school principals, or college deans of instruction, CTE directors, world language departments, guidance counselors, with clearly defined responsibilities for all involved. This mutual respect will assist the focus on the mutual goal of helping students achieve 2nd language acquisition.

3. **Early faculty involvement.** Faculty from both secondary and post-secondary institutions must be involved early in the process to establish communication, channels at every level to assist in, determine comparable course content and develop mutual respect and trust.
4. **Mutual benefits to all partners.** Each institution must identify the specific benefits it receives through its participation in the articulation process, as well as the benefits to students.
5. **Written articulation agreements.** Written agreements formalize the commitment and should be signed by designated personnel at both institutions. Annual review and publicity regarding the agreements will benefit students, institutions, and the community.
6. **Competency-based curricula.** The mechanisms for validating core competencies or granting equivalency credit must be understood and accepted by both institutions. Competency-based education will facilitate this process.

Preparing for Articulation

The following procedures embody the essential practices needed for a successful articulation process.

1. **Attend the Seattle Central College Curriculum / Articulation Process Orientation.** Prior to signing the Articulation Agreement, the participating high school faculty will be obligated to attend an orientation session provided by Seattle Central College faculty. The one four-hour orientation will include an overview of the Seattle Central College ASL curriculum including textbooks, materials, instructional techniques, and skills assessment techniques. The orientation will also include an overview of the articulation process to ensure that participants are fully aware of the roles and responsibilities of the faculty, students, and institutions. The orientation will also allow faculty the opportunity to discuss language instruction and language assessment to develop mutual respect and trust.
2. **Compare ASL Programs at both institutions.** During the orientation, faculty from the two educational systems will compare their respective programs to determine whether they are comparable in content and to determine if students achieve similar competencies.

Seattle Central College reserves the right to limit the articulation agreement to only those faculty that can model the language and assess the student's language skills at a level comparable to that of the Seattle Central College faculty. Educational degrees, certificates, endorsements, etc. may be considered but they are not necessary. Language skills and knowledge carry greater weight.

There will be a fee for each faculty member participating in the orientation. The fee

includes payment for the faculty providing the orientation and for articulation materials (brochures, posters, competency profiles, curriculum materials, etc.).

Any high school ASL faculty member hired after the signing of the agreement will need to complete a Seattle Central College ASL orientation and then be approved by either Articulated-approved high school representative from the same school district or Seattle Central College faculty prior to completing a Competency Profile sheet for any student.

Participating in the Articulation

Once Seattle Central College faculty has approved the faculty and curricula of a high school ASL program, the high school will be invited to participate in the articulation process.

1. **Sign the Articulation Agreement.** Faculty and administrators of Seattle Central College and the ASL high school teacher representative from each school district will sign an Articulation Agreement; failure to adhere to the agreement could result in the termination of the teacher's articulation approval. Articulation Agreement must be signed by all parties within 30 days of receipt of document to proceed with services.

The State Legislature has determined that a 5-college quarter credit is equivalent to 1 high school credit.⁴ Generally a 1-credit high school world language course requires a year of study. High schools vary in the structure of their ASL offerings therefore Seattle Central College will draft an articulation agreement unique to each high school and which clearly identifies the high school courses that will articulate to Seattle Central College courses.

Example:

Seattle Central College Courses	WA State High School Equivalent Courses
ASL 121: American Sign Language I, 5 credits	ASL I: American Sign Language I, 1 credit
ASL 122: American Sign Language II, 5 credits	ASL II: American Sign Language II, 1 credit
ASL 123: American sign Language III, 5 credits	ASL III: American Sign Language III, 1 credit

Note: The awarding of college-level credits is based upon demonstration of students' competencies and not strictly upon the completion of credits or credit hours.

2. **Participate in the ASL Consortium.** To participate in the articulation agreement, each high school will need to be a contributing member of the ASL Consortium. Participating high schools will contribute matching funds to support the consortium activities.

The purpose of the consortium is to ensure a healthy, efficient, and beneficial articulation agreement. The consortium will provide for the needs of ASL programs at the community college and the high schools including:

- **A part-time coordinator** to supervise and plan consortium activities.
- **A Continuing Education Department contact** to support the integration of partnerships between high schools and the college.
- **Professional development activities** to improve or maintain the instructional

quality of the programs. The goal being to have every ASL instructor at every participating high school be approved by either an approved high school representative or Seattle Central College ASL Articulation Coordinator, to evaluate their students for college credit.

- **A centralized advisory board** if needed for vocational programs who find it difficult to maintain a viable board with active members.
 - **An articulation review committee** to keep communication open between Seattle Central College and the high schools. The committee will meet twice a year to review, adjust and maintain the articulation agreement (competencies, faculty orientation, skills assessment procedures, publicity, etc.).
 - **Website, forms, and materials** to advertise the agreement to parents and students, to apply for Seattle Central credit, to assist the faculty with student evaluations, etc.
- 3. Publicize the Agreement.** Articulation is best implemented with the support and active participation of principals, guidance counselors, curriculum directors, college deans, faculty, parents, and students. Seattle Central and high school counselors will cooperate toward developing, disseminating, and presenting information regarding the articulation agreement to students within the secondary school systems.
- 4. Articulation Review Committee.** At least five approved faculty representatives will participate in this committee. The committee will meet no less than twice during the academic year. If appropriate, vocational directors and other administrators will be invited to participate. Members will review the articulation agreement procedures and address any issues related to the agreement process including marketing strategies, instructional improvement, technical assistance, student tracking, competency levels, enrollment levels, and articulation with advisory boards.

Termination of the Articulation Agreement

This agreement will continue to be in effect unless either institution notifies the other in writing by April 1 of each year of its intent to terminate this agreement for the following academic year. This agreement becomes invalid upon termination of either the secondary or the post-secondary program, or the lack of compliance to the articulation procedures.

⁴ RCW 28A.230.090 (6) *At the college or university level, five quarter or three semester hours equals one high school credit.* [1997 c 222 § 2; 1993 c 371 § 3. Prior: 1992 c 141 § 402; 1992 c 60 § 1; 1990 1st ex.s. c 9 § 301; 1988 c 172 § 1; 1985 c 384 § 2; 1984 c 278 § 6. Formerly RCW 28A.05.060.] **NOTES: Intent -1997 c 222:** "In 1994, The legislature directed the higher education board and the state board of education to convene a task force to examine and provide recommendations on establishing credit equivalencies. In November 1994, the task force recommended unanimously that the state board of education maintain the definition of five quarter or three semester college credits as equivalent to one high school credit. Therefore, the legislature intends to adopt the recommendations of the task force."

STEPS FOR AWARDING SEATTLE CENTRAL CREDIT

Who is Eligible?

Any student who has completed an American Sign Language or Sign Language Interpreter course(s) at a high school program where there is a signed Articulation Agreement with Seattle Central College is eligible to apply for college credit for competencies demonstrated in the high school course.

1. **Student Prepares for and Receives an Evaluation.** It is the responsibility of the student to:
 - a. Determine if the high school has an active and valid ASL Articulation Agreement with Seattle Central College.
 - b. Determine which ASL faculty members are approved by Seattle Central to evaluate a student's ASL skills.
 - c. Enroll into the appropriate ASL course and notify the high school ASL instructor that s/he wishes to receive college credit for his/her demonstrated competencies in the course.
 - d. Collaborate with the high school ASL instructor to meet the competency requirements of the ASL Articulation Agreement for the school.
 - e. Complete the 1.0 high school credit ASL course(s) with a "B" / 3.0 grade or better. If two or more courses are required to complete 1.0 high school credits, then the "B"/3.0 grade must be earned for the final course in the series.
 - f. Obtain a completed "Competency Profile Sheet" from a qualified instructor who has assessed the student's ASL skills and who has determined that the student is eligible to receive college credits.
2. **Student Applies to Seattle Central for College Credit.** It is the responsibility of the student to submit:
 - a. A completed registration form.
 - b. A "Request for Credit Form" signed by the instructor, the student, and the parent/guardian (if under 18 years of age)
 - c. A "Competency Profile Sheet" signed by the instructor.

All forms are sent electronically to Saori Sampa, Program Specialist, Seattle Central College Continuing Education Department at: saori.sampa@seattlecolleges.edu. The forms **MUST BE RECEIVED** by the deadline date, no exceptions.

3. **It is the responsibility of Seattle Central College to:**
 - a. Create a permanent student record and post the appropriate credits to the student's official transcript file.
 - b. Create a path for students to obtain unofficial and/or official transcripts by following the procedures for all Seattle Central students. Information is available on the Seattle Central website: <http://seattlecentral.edu>

Important Note: *The intent of this Articulation Agreement is to give recognition to college-level academic/professional/technical work completed in a high school program. The Seattle Central College credits awarded are considered by Seattle*

Central College to be equal in every way with credits earned through on-campus courses. No mark will appear on the transcripts to indicate that the credits were earned through an articulation process.

However, it is the right of a higher education institution to determine whether the credits are transferable to their institution. It is strongly recommended that if students are planning to transfer the Seattle Central College credits to another higher education institution that they inquire to the institution regarding the status of these credits.

COMPETENCIES

The Seattle Central College ASL Articulation Agreement has emerged from the realization that students pursuing careers working with Deaf people can benefit from an articulated program that builds on past learning experiences and eliminates unnecessary duplication of instruction. The following are agreements to which we mutually subscribe to implement the articulation agreement.

- 1. Continuous Progress.** Students who learn and demonstrate competencies should be provided an opportunity to pursue learning based on a continuum of skills and knowledge from their introductory courses (as early as Grade 9) until they have completed their academic goals (Grade 14 or beyond).
- 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.** Each party signing this agreement commits to providing instruction that includes dissemination of information (e.g. lectures, documentaries, etc.), student-centered learning activities (e.g. small-group work, classroom presentations, spontaneous dialogues, contact with Deaf people, etc.) and trial-and-assessment loops (not evaluations, but opportunities for students to incorporate feedback and re-try the task).
- 5. Evaluation of Student Progress and Student Competency Profile Sheets.** 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.

COMPETENCY SCALES

To assist with the development of competencies, Seattle Central College has borrowed from the work done by two other groups: The American Council on the Teaching of Foreign Language (ACTFL) and the Texas Assessment of Sign Communication - American Sign Language (TASC-ASL). While the definitions and the categories do not overlap perfectly, they both describe stages of proficiency, as opposed to achievement. They are not intended to measure what an individual has achieved through specific classroom instruction but rather to allow assessment of what an individual can and cannot do, regardless of where, when, or how the language has been learned.

At present the Seattle Central College faculty recommends that the following scales be used as a guide for the assessment of students' skills. An initial assessment tool will be prepared, however the faculty at Seattle Central College and at participating high schools will need to review assessment tools to determine how to create a convenient and consistent assessment process.

Selected ACTFL Proficiency Guidelines

A survey of the literature indicates that the following selected levels of proficiency are currently used for 1st, 2nd, and 3rd quarter college-level language instruction. These levels appear in alignment with the expected competencies of students enrolled in the ASL courses at Seattle Central College.

ASL 121 - Novice High. Speakers at the Novice-High level can handle a variety of tasks pertaining to the Intermediate level but are unable to sustain performance at that level. They can successfully manage several uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences, and immediate needs. Novice-High speakers respond to simple, direct questions or requests for information; they can ask only a very few formulaic questions when asked to do so.

Novice-High speakers can express personal meaning by relying heavily on learned phrases or recombination of these and what they hear from their interlocutor. Their utterances, which consist mostly of short and sometimes complete sentences in the present, may be hesitant or inaccurate. On the other hand, since these utterances are frequently only expansions of learned material and stock phrases, they may sometimes appear surprisingly fluent and accurate. These speakers' first language may strongly influence their pronunciation, as well as their vocabulary and syntax when they attempt to personalize their utterances. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice-High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to simply handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice-High speaker can sometimes respond in intelligible sentences but will not be able to sustain sentence level discourse.

Novice High listeners can understand short, learned utterances and some sentence-length utterances; particularly where context strongly supports understanding and speech is

clearly audible. Comprehends words and phrases from simple questions, statements, high frequency commands and courtesy formulae. May require repetition, rephrasing and/or a slowed rate of speech for comprehension.

ASL 122 - Intermediate Low. Speakers at the Intermediate-Low level can successfully handle a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target language culture. These topics relate to basic personal information covering, for example, self and family, some daily activities, and personal preferences, as well as to some immediate needs, such as ordering food and making simple purchases. At the Intermediate-Low level, speakers are primarily reactive and struggle to answer direct questions or requests for information, but they are also able to ask a few appropriate questions.

Intermediate-Low speakers express personal meaning by combining and recombining into short statements what they know and what they hear from their interlocutors. Their utterances are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations, and self-- corrections. Their pronunciation, vocabulary and syntax are strongly influenced by their first language but, despite frequent misunderstandings that require repetition or rephrasing, Intermediate-Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

Intermediate Low listeners can understand sentence-length utterances, which consist of recombination of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions, and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

ASL 123 - Intermediate Mid. Speakers at the Intermediate-Mid level can successfully handle a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture; these include personal information covering self, family, home, daily activities, interests, and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging.

Intermediate-Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they can ask a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate-Mid speakers can express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to make utterances of sentence length and some strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. Because of inaccuracies in their

vocabulary and/or pronunciation and/or grammar and/or syntax, misunderstandings can occur, but Intermediate-Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

Intermediate-Mid listeners can understand sentence-length utterances, which consist of recombination of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions, and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

Selected Texas Assessment of Sign Communication-ASL competencies. These categories are not as aligned with the expected competency outcomes of SCCC courses as the ACTFL guidelines, but they are in the ballpark. Some discussion and adjustment are called for. The TASC-ASL list suggests how an assessment tool might be structured for use as a "Competency Profile Sheet". The items are much more detailed in a different manner than the ACTFL descriptions. This listing provides skill "areas" as well as "competencies". A combination of characteristics from both tools may be possible.

	Mid -ASL 121	ASL 121/122	ASL 122/123
RANGE OF COMMUNICATION	Communication is very limited or does not occur excessive use of memorized signs/phrases rudimentary conversation inability to create phrases and/or sentences	participation in communication is limited interviewer elicits most of the conversation little spontaneous turn taking some reliance on learned phrases discusses only familiar (social and work-related) topics creates some phrases and sentences	can communicate as a partner initiates conversation and/or topics some turn taking may describe, narrate, compare, and/or clarify routine topics; can address some novel/abstract topics spontaneously creates utterances
COMPREHENSION	does not understand many simple sentences or basic signs; interviewer needs to repeat much of the conversation	does not understand some simple sentences or signs; interviewer may need to repeat some basic conversation	general comprehension in general, interviewer does not need to repeat or rephrase conversation
INTELLIGIBILITY	barely understandable	basically understandable	understandable most of the time
a. Fluency	frequent prolonged pauses much hesitation and/or rephrasing unfinished and/or fragmented ideas many mis formed signs inaccurate and/or labored fingerspelling staccato fingerspelling	some prolonged pauses and/or hesitation some fragmented conveyance of ideas is limited to brief responses and utterances hand "flutters"; extraneous hand movement some mis formed signs spells letter by letter some inaccurate fingerspelling	some pauses, hesitation, and/or rephrasing, but these do not impede meaning generally conveys message in connected sentences some mis formed signs some mis formed fingerspelling

	Mid ASL 121	ASL 121/122	ASL 122/123
b. Vocabulary/ Grammar	<p>one-sign utterances common nouns basic verbs no or little facial expression frequent and/or severe errors interfere with communication many misused signs no facial expression for affect no nonmanual markers/ signals appropriate for lexical items (thin/thick, tiny/huge), intonation (question, declaration, etc.), or discourse markers (agreement, disagreement) excessive use of fingerspelling for basic vocabulary almost no incorporation of number no or little use of classifiers</p>	<p>resorts to nonlinguistic strategies (acts out, gestures) due to limited vocabulary and/or grammar some distracting misuses of vocabulary and/or grammar mouthing used to substitute for vocabulary switching dominant hand interferes with intelligibility "erases" mistakes in the air some fingerspelling for common vocabulary little use of facial expression for affect little use of nonmanual markers/signals appropriate for lexical terms (thin/thick, tiny/huge), intonation (question, declaration, etc.), and discourse markers (agreement, disagreement) little incorporation of number limited use of classifiers</p>	<p>adequate vocabulary for familiar topics; some vocabulary for unfamiliar topics general semantic accuracy some misuse of signs some circumlocution used generally inflects signs (duration, intensity, repeated action, distribution, sequencing) some use of nonlinguistic strategies (acts out, gestures) to facilitate understanding adequate use of facial expression for affect adequate use of nonmanual markers/signals appropriate for lexical items (thin/thick, tiny/huge), intonation (question, declaration, etc.), and discourse markers (agreement, disagreement) some fingerspelling for uncommon vocabulary some incorporation of number appropriate use of classifiers</p>
c. Use of Space	<p>signs tend to "float" in front of the body with little body contact sign space inappropriately sized and placed no or little use of verb directionality does not establish referents in space</p>	<p>fingerspelling out of sign box (high, low, moves away from the body) occasionally sign space is inappropriately sized and spaced some misuse of space verb directionality inconsistently establishes referents in space</p>	<p>sign space appropriately sized and placed appropriate use of verb directionality establishes referents in space</p>

Appendix A

Beginning Fall 2001, the ICRC determined that any courses eligible to be taught as "College in the High School" (CiHS) and listed in Appendix B of the ICRC Handbook must no longer offer college-level credit using Tech-Prep (TP) articulation agreement guidelines but instead must use CiHS guidelines. ASL is listed on Appendix B of courses. This arrangement creates confusing scenarios of double standards. Consider the scenarios below:

Scenario 1 - Teacher's credentials: High School A and High School B both offer ASL courses. High School A offers ASL as a CHS course through an articulation agreement with Community College C. The instructor is hired by the college, which requires a master's degree in a related field.

On the other hand, High School B offers ASL courses as "SU" vocational courses. The high school hires an instructor with a vocational certificate (which by law community colleges are obligated to recognize as equivalent to a community college vocational certificate.³), but with no college degree. The high school has an articulation agreement with College C following the TP guidelines.

In both scenarios students receive college-level credits from the same college despite the disparity of the instructors' credentials.

Scenario 2 - Course category: High School A and High School B offer the same ASL course following a normal high school schedule. High School A offers the course as a vocational/career SU course, but High School B offers the course as an applied academic "world language" course. Both schools hire Teacher Jane, who has all the appropriate HS teacher's credentials and certifications. Following the current guidelines, High School A can establish a Tech-Prep agreement with Community College C. However, High School B cannot establish a Tech-Prep or a "College in the High School" articulation agreement, as the course does not comply with CHS guidelines.

Despite both high schools offering the same course, with the same teacher, only students from HS A can receive college-level credit through CHS or TP articulation agreements.

³ WAC (Washington Administrative Code) 131-16-095 Reciprocity defined. (2) It is also recognized that a vocational teaching or counselor certificate issued by the office of the superintendent of public instruction will be recognized by the community and technical colleges as fulfilling the minimum requirements for the specific subjects contained in the certification