

MINNESOTA STATE COLLEGES AND UNIVERSITIES* ARTICULATION of Program of Study/Career Pathway Courses from Partner High School(s)	[Northeast Metro High School] AND [CENTURY COLLEGE]
<p>*The Board of Trustees of the Minnesota State Colleges and Universities is authorized by Minnesota Statutes, Chapter 136F to enter into Agreements and has delegated this authority to colleges and universities.</p>	

This Agreement is entered into between [Northeast Metro High School] (hereinafter sending institution), and [CENTURY COLLEGE] (hereinafter receiving institution). This agreement, and any amendments and supplements, shall be interpreted pursuant to the laws of the State of Minnesota and Minnesota State College and University applicable policy.

The sending institution offers Program of Study Career Pathway courses, and the receiving institution have established **course equivalencies**, and will facilitate credit transfer for the identified courses as described below.

It is mutually agreed:

Admission and Graduation Requirements

- A. The receiving institution's admission and program admission requirements apply to both direct entry students and to students who transfer under this agreement.
- B. Students must fulfill the graduation requirements at both institutions.
- C. Students must meet the receiving institution's college admission requirements for the agreement to apply.

Transfer of Credits

- A. Courses will transfer to a Century College program as described in below.

Implementation and Review

- A. The Chief Academic Officers or designees of the parties to this agreement will implement the terms of this agreement, including identifying and incorporating any changes into subsequent agreements, assuring compliance with system policy, procedure and guidelines, and conducting a review of this agreement every two years.
- B. This Course Articulation Agreement is between the signing high school teacher, and not transferrable. It is effective on (01-14-2024) and shall remain in effect until the end date of (01-13-2026), unless terminated or amended by either party with 90 days prior written notice.
- C. The student will notify the receiving institution of their intent to follow this agreement, and present proof of course completion via the certificate generated from www.ctecreditmn.com
- D. By signing this agreement, the high school teacher agrees that;

- a. Guidelines for developing a Career Pathway and Program of Study have been followed.
 - b. Course syllabi for the high school curriculum has been reviewed with program faculty and determined that course content aligns at 80% or more.
 - c. The articulated course represents a program requirement, prerequisite or recommended elective in a Century College career or technical program.
- E. Articulation agreements are an early credit strategy designed to support student transitions from secondary to post-secondary programs and direct workforce entry. Century College collaborates with high school teachers to provide several resources, designed to support student transitions. By signing this agreement, the high school teacher and college faculty agree to incorporate as many of the following effective practices as possible;
- a. Display branding materials from Century College in the classroom
 - b. Use the career pathway lesson plans - provided to high school teachers by Century College (if applicable)
 - c. Display Career Tree wall graphics, which outline career pathways for students (if applicable)
 - d. Participate in applicable professional development meetings hosted by the college
 - e. Bring students to campus visits (s) hosted by Century College
 - f. Use CTE Works website to register the class and enter student grade information
 - g. Incorporate CTEcreditmn.com into lesson plans throughout the course, including facilitating the printing of course completion certificates

Terms and Conditions of Credit Transfer:

Students earning articulated credits must fulfill the graduation requirements of the award granting college.

Century College Program Name:

Students who meet the following criteria are eligible to receive college credit for courses, as identified in the course equivalency table.

- a) Earn a course grade of A, B or C grade in each articulated course. Enroll at Century College within two years of high school graduation.
- b) Pursue the program (major) specified in this agreement (If students switch majors, the articulated credits might be able to count as elective credits, depending upon the selected major)
- c) Provide the CTEcreditmn.org certificate and any additional documentation required by the college
- d) An/or successfully earn an industry recognized credential

Documentation of College Credit on student transcript

- A. If the student's grade on each course grade was a C or better, a "P" grade is recorded on a Minnesota State College transcript indicating that credit is awarded.
- B. The college/university will clearly indicate whether the credit will count toward diploma/degree requirements or transfer as a general elective.
- C. Once credit is granted for prior learning by a system college or university, each system college and university shall evaluate credit for transfer according to policy 3.21 Undergraduate Course Credit Transfer.

NOTE: Please complete the following items:

1. Please indicate the high school grade level(s) students must have to be eligible enroll in the course: Grade 9 10 11 12.
2. Please indicate the high school letter grade students must receive to obtain college credit for the articulated course: Grade A B C.

Life of the Credit

A student must provide documentation of successful completion of the identified high school course/ or industry credential within three (3) years after high school graduation.

High School Instructors

MDE requires that High School instructors must be licensed as a K-12 teacher and qualified to teach in programs that contain the Program of Study/Career Pathway courses. If the Perkins funds are used, the high school instructor must be career and technical education certified.

COURSE ARTICULATION TABLE		
	High School(s) (sending)	Century College (receiving)
Institution	Name of High School Northeast Metro High School	Century College
Career Pathway/Program Name	Human Services (Protective Services)	
Name of High School Course	Law Enforcement Careers	College Course Number: CJS 2081 College Course Name: Police in the Community
Articulated Credits 3.0		Number of College Credits Articulated: 3.0

Century College Approved Learning Outcomes
(Work with faculty to identify and list course level approved learning outcome)

1. Articulate the key issues, questions and concepts related to law enforcement interactions with communities.
2. Describe the core concepts and models of community policing, community relations and crime prevention.
3. Explain the role of ethics, leadership and interpersonal communication in law enforcement.
4. Explain the impact of cultural diversity, professional diversity, and profiling in law enforcement.
5. Describe problem-solving and decision making skills as it relates to law enforcement discretion when considering personal rights versus the safety of the public.
6. Explain the expectations of law enforcement conduct, as it relates to data practices, use of force, liability and internal affairs.

Other Requirements *(Please identify an industry credential, or technical skill assessment that is a part of this agreement.*

Students in this course will work on developing the written and verbal communication skills required in the field, as well as learning about the importance of ethics and civic responsibility. Students will complete a final essay that incorporates the importance of ethics and/or civic responsibility through course content and/or service learning activities.

High School Equivalents

High school teacher summarize the course alignment by describing how the high school course addresses at least 80% of the learning outcomes identified in the college course. Attach the high school course learning objectives/SOL's and teacher's syllabus.

1. Articulate the key issues, questions and concepts related to law enforcement interactions with communities.
2. Describe the core concepts and models of community policing, community relations, and crime prevention.
3. Explain the role of ethics, leadership and interpersonal communication in law enforcement.
4. Explain the impact of cultural diversity, professional diversity, and profiling in law enforcement.
5. Describe the problem solving and decision making skills as it relates to law enforcement discretion when considering personal rights versus the safety of the public.
6. Explain the expectations of law enforcement conduct, as it relates to: data practices, use of force, liability and internal affairs.

Identify and Required College Assessment *(indicate none if there are no special assessment requirements)*

<u>Other Requirements (Please identify an industry credential, or technical skill assessment that is a part of this agreement.</u> <u>The student will develop research and communication skills in this course through the classroom assignments.</u>	<u>Identify and Required College Assessment (indicate none if there are no special assessment requirements)</u>

High School	Name	Signature	Date
High School Teacher	John Pien	<i>John Pien</i>	2-8-2024
High School Principal (or designee)			

College	Name	Signature	Date
College Program Faculty	Julie Swanson CJS/LE Department Chair	<i>Julie Swanson</i>	2-8-2024
College Program Dean	Gabriel Warren	<i>Gabriel Warren</i>	2-13-2024
College Perkins Representative	Herbert King	<i>Herbert King</i>	2-12-2024

College	Name	Signature	Date
Chief Academic Officer			
Title			
DARS Encoder			
Date when equivalencies were encoded in DARS by the receiving MnSCU institution.			