

<p align="center">MINNESOTA STATE COLLEGES AND UNIVERSITIES*</p> <p>ARTICULATION of Program of Study/Career Pathway Courses from Partner High School(s)</p>	<p align="center">[Northeast Metro 916 High School]</p> <p align="center">AND</p> <p align="center">[CENTURY COLLEGE]</p>
<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 916 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 three years.
- B. This Course Articulation Agreement is between the signing high school teacher, and not transferrable. It is effective on (04-2-2019) and shall remain in effect until the end date of (04-1-2021), 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, pre requisite 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.

Life of the Credit

A student must provide documentation of successful completion of the identified high school course/ or industry credential within three (2) 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	Northeast Metro 916 High School	Century College
Career Pathway/Program Name	Arts, Communication, Computer Science, IT, VCT, Information Systems	
Name of High School Course	Into to Game Programming	College Course Number: CSCI 1011 College Course Name: CSCI 1011 - Into to Game Programming
Articulated Credits 3.0		Number of College Credits Articulated: 3 .0

<p>Century College Approved Learning Outcomes (Work with faculty to identify and list course level approved learning outcome)</p>	<p>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.</p>
<p><u>Other Requirements</u> <i>(Please identify an industry credential, or technical skill assessment that is a part of this agreement.)</i></p>	<p><u>Identify and Required College Assessment</u> <i>(indicate none if there are no special assessment requirements)</i></p>

High School	Name	Signature	Date
High School Teacher	David Pehlke	David Pehlke	3-29-2019

College	Name	Signature	Date
College Program Faculty	David Pehlke	David Pehlke	9-3-2019
College Program Dean	Monica Pamy	Monica Pamy	9/16/19
College Perkins Representative	Herbert King	Herbert King	9/16/19

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

Century College

□

CSCI 1011 - Introduction to Game Programming

Credits: 3

Hours/Week: *Lecture 3 Lab None*

Course Description: What goes into creating a computer game? This course, for students with no programming background, explores fundamental game elements such as sprites, basic animation, collision detection, event-response mechanisms, and sound. Students will use game development software to create complete games of varying complexity. By using programming scripts the games' complexity will be limited only by the students' imagination and ingenuity.

MnTC Goals

None

Prerequisite(s): Basic computer competency (use of keyboard, mouse, Windows).

Corequisite(s): None

Recommendation: None

Major Content

1. Basic building blocks of a computer game Objects Sprites Events Sounds Scripts Rooms/levels
2. Building a first game Introduction to game development software Sprite creation Object creation Object attributes Object actions and interactions The "game loop" Event programming User interactions Generating randomly occurring events
3. Game categories Building a maze game Building an action game Building a multi-player game Cooperative multi-player Competitive multi-player
4. History of computer games
5. Intermediate-level programming topics Using inheritance to simplify object creation Using a controller object Creating scripts to extend the capabilities of the game development system Creating functions Using variables, decisions and loops Incorporating scripts into the game Debugging scripts plus one of the following at the discretion of the instructor
6. Introduction to other game development environments Comparison of popular game development programming languages C/C++ Java C# Blitz Basic Dark Basic Game engines What a game engine is Comparison of popular game engines in use –or –
7. Skill set of a computer game developer
8. The future of computer games Game immersion and where it is headed Games as teaching/learning tools Games as simulators Games as healing tools Social impact of games Do violent games foster aggressiveness? Are games addictive?

Learning Outcomes

At the end of this course students will be able to:

1. Extend the complexity of a games logic through the use of scripts