Hennepin Technical College℠

Statement of Equivalency

English Department

Written by Erik DeLapp, English Faculty Liaison

About the Statement of Equivalency Author

The HTC faculty liaison for 2025-2026 Prior Lake High School Concurrent Enrollment program is Erik DeLapp. Erik has been an instructor in the English Department at Hennepin Technical College for 13 years.

Academic Freedom

Hennepin Technical College is a unionized environment. As part of the Minnesota State College Faculty (MSCF) contract, page 142 – Article 23, "A faculty member must follow course outlines as developed by and with colleagues in the department(s). The faculty member shall have the right to freely discuss the faculty member's subject in teaching, to choose teaching methods consistent with available resources, to evaluate student performance, to select library and other educational materials consistent with available resources, and to research and publish. The faculty member is entitled to freedom in research and in the publication of the results, subject to adequate performance of other academic duties."

Academic Freedom provides individual instructors the autonomy to adapt their classroom approach to suit their students' unique requirements. Instructors have the liberty to select various learning materials, online resources, and in-class exercises, all while adhering to the designated course description and Learning Outcomes. Instructors enjoy significant leeway in their teaching methods and style as long as they effectively meet the specified learning objectives. To illustrate, the high school curriculum at Prior Lake High School incorporates some assignments and activities distinct from those found in the college-level course due to instructional needs, but those assignments should align with the Course Objectives on the syllabus.

Student Learning Outcomes

The English Department develops learning outcomes to support program areas at the college. In addition, 1000-level courses are designed to meet the standards of Minnesota Transfer Curriculum Goal Area 1: Communication. Learning outcomes within the high school curriculum mirror those set in the college program, as explicitly outlined in the course syllabus. Through a process involving classroom evaluations, alignment checks of syllabi, and comprehensive examination assessments, the college's faculty liaison ensures that the high school program maintains instructional congruence with its collegiate counterpart. Any alterations in the learning objectives are conveyed to the high school faculty by their liaison from the college, referred to as the HTC faculty liaison.

Syllabus Review

HTC syllabi must adhere to both the college's standards and those established by the Higher Learning Commission. Faculty members conduct thorough reviews of syllabi, and HTC's implementation of Simple Syllabus allows for uniformity across various academic disciplines and guarantees the inclusion of essential content. The high school (HS) syllabus, as submitted, contains language that is substantially equivalent and encompasses all the necessary HTC materials. Additionally, the HS syllabus incorporates supplementary

information mandated by the high school itself. College faculty conduct annual evaluations of HS syllabi, and HS instructors make any necessary adjustments as part of this ongoing process.

Assessment Review

Faculty liaison provided multiple college sample assignments to the HS instructor as a model for assessment content and rigor. Faculty liaison is responsible for reviewing at least one assessment from the HS course to ensure equivalency in alignment with course objectives and rigor. Review of syllabi and course schedule is also used to ensure the CEP course has equivalent standards to the campus course.

Grading Standards

Grades should be based on assessments that align with course objectives. While academic freedom allows some discretion on the part of the instructor when it comes to grades, the CEP course and college course should be substantially the same. The faculty liaison should explain to the HS instructor the department's philosophy on grading using both syllabi and assignments with rubrics as examples. HS syllabi and assessments are reviewed by the faculty liaison to ensure they meet the standards of the college.

Theoretical/ Philosophical Orientation

Hennepin Technical College has many courses in Reading and Writing. Whether a person is learning the complex structure of English, went through the U.S. education system, or is somewhere in between, Hennepin Tech has English courses to help students become more proficient in using the English language.

English is something we use every day--and not just spoken English. It is the language of commerce and education in the U.S. It is the common language of newspapers, websites, textbooks, magazines, and pleasure reading. We write emails, reports, and the occasional memo in the workplace. If we are creatively inclined, we write stories, poems, or plays. The English Department at Hennepin Tech addresses these varied aspects of the English language, from developmental skills to advanced college writing.

College-level English courses at HTC, whether offered on campus, online, or through CEP, meet the standards of Minnesota Transfer Curriculum Goal Area 1: Communication. Courses focus on understanding and implementing writing process for a variety of documents; synthesizing and analyzing sources; performing research; using voice and style deliberately and effectively; and employing appropriate syntax and usage for academic disciplines and the professional world.

Students enrolled at HTC through CEP are HTC students and should receive an equivalent education in the high school setting as they would on campus. Students not only build confidence by gaining college credit but have access to HTC resources and may choose to continue their post-secondary education at HTC or transfer their credits to another Minn State school.

The English Department, via its faculty liaison, should continue to build relationships with its HS instructors to ensure consistent and high-quality instruction for its students.



Erik DeLapp
Hennepin Technical College
English Faculty