Statement of Equivalency

DICIPLINE XXXXXXXXXXXXXXXXX

Written by [NameXXXXXXXXX], DiciplineXXX Faculty Liaison

# **About the Statement of Equivalency Author**

XXXXXXXXXXXXXXXXXXXXXXXXX - An introductory paragraph that identifies the statement’s author, the discipline they represent, role at the college, length with the program, and role in CEP Program (i.e. faculty liaison, department chair, etc.) - XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

# **Academic Freedom**

Hennepin Technical College is a unionized environment. As part of the [Minnesota State College Faculty (MSCF) contract](https://ea98b0de-6e03-47e5-a5e4-95f75861f293.filesusr.com/ugd/813050_41169b862a4b4d0db8af9396c72044ba.pdf), page 123 – 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.”

[XXXXXX – Must Keep Above Pragraph - It is the college’s definition per the MSCF contract. For this portion, please provide a statement addressing: **How does the department define academic freedom** (if in addition to above statement)**? What level of variation might occur across campus sections of the same course? To what extent is academic freedom permitted in the CEP course? How does it compare to that allowed on campus?** *Potential lens; What would you give a new adjunct in the program to ensure they are teaching the course according to HTC standards, policies and procedures.* **–** XXXXX]

# **Student Learning Outcomes**

**How are the learning outcomes for your courses developed within your department?**

[Provide Statement XXXXXXX]

**How do you assure that CEP instructors are teaching to the student learning outcomes?**

[Provide Statement XXXXXXX]

**How are department revisions to student learning outcomes communicated to CEP instructors?**

[Provide Statement XXXXXXX]

# **Syllabus Review**

**When are new syllabi reviewed, approved and by whom?**

[Provide Statement XXXXXXX]

**Detail the approach to evaluating a new syllabus, including the minimum components or areas of most importance. Include how required changes to a new syllabus is communicated?**

[Provide Statement XXXXXXX]

**Beyond the initial review, how will you ensure the high school syllabus is up to date?**

[Provide Statement XXXXXXX]

**Discuss any important differences between the high school course and the campus course, and address how the syllabus upholds the integrity of the college course.**

[Provide Statement XXXXXXX]

# **Assessment Review**

**Briefly describe how you will ensure the high school’s course assessments are comparable in rigor to those on campus.**

[Provide Statement XXXXXXX]

# **Grading Standards**

**Describe your department’s philosophy on grading standards and how this is communicated with your high school instructor. How will you ensure grading standards are comparable between you and the high school instructor?**

[Provide Statement XXXXXXX]

# **Theoretical/ Philosophical Orientation**

**What is your department’s approach to the discipline and how is this philosophy or approach reflected in the high school courses?**

[Provide Statement XXXXXXX]

**How do concurrent enrollment courses, instructors, and students fit into your department or program’s goals, outcomes, or structure?**

[Provide Statement XXXXXXX]

**Describe how your department or program builds relationships with concurrent enrollment instructors and students.**

[Provide Statement XXXXXXX]

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[NAMEXXXXXXXX]
Hennepin Technical College
[DisciplineXXXX] Faculty