Dear HCC community,

Several key themes of the Strategic Plan were on full display the first week of March with a Town Hall on Credit for Prior Learning (CPL) and a Town Hall on Equity in Education. CPL is an Action Item for Team B: Course Offerings & Placement and equity is at the heart of our Strategic Plan as Strategy # 2: Work with the communities we serve to increase equity.

I previously highlighted the work of Team B by describing the success of one student who is able to graduate this May because they are receiving CPL credits for a practicum course in Human Services. The CPL Town Hall expanded that story to describe CPL work that is taking place across campus.

The presentation on Equity in Education occurred as a result of a lively discussion on diversity and equity with the newly formed Board of Trustees Equity Committee. Trustee Yolanda Johnson, who co-chairs the committee with Student Trustee Marley Friedrick, suggested we invite Professor Keisha Green, Ph.D., an equity expert, to campus.

March 2, 2020 Town Hall on Credit for Prior Learning (CPL)
Kristine Ricker Choleva, Interim Dean of Business & Technology, and Team B co-leader and Kermit Dunkelberg, Assistant Vice President ABE & Workforce Development, facilitated the CPL Town Hall to an audience of 45-50 faculty and staff. CPL is defined as:

“Awarding of credit for work/life experience that aligns with a program of study or course.”

The value of CPL is that it is a practical and cost-effective way for students to link their life experiences with academic learning, especially adult learners (ages 23+), a population that is...
projected to increase over the next 10 years. Click [here](https://mail.google.com/mail/u/0?ik=3524424354&view=pt&search=all&permthid=thread-f%3A1661075565982202500&simpl=msg-f%3A16610755659) to see the various methods that are used to award CPL. Faculty and staff who are involved with CPL include the following:

**FACULTY**
- Mark Antsel, Chair Hospitality and Culinary Arts
- Alison Hrovat, Faculty Human Services
- Donna Rowe, Chair, Human Services
- Kelly O’Connor, Faculty, Business
- Jon Ventulette, Faculty, Computer Information Systems
- Rebecca Osborn Lewis: Chair, Foundations of Health

**STAFF**
- Lori Wayson, New Directions Coordinator
- Marie Troppe, Director, ABE Transitions to College and Career
- Pesha Black, Director, Ludlow Area Adult Learning Center
- Eric Farrell, Coordinator of Student Records

Here is what they have to say about CPL:

“We see a good amount of adult or non-traditional students enrolling in the CIS programs here at HCC. While some of these students are here looking for a complete change in profession, a fair amount are currently employed industry professionals who simply need an official degree or certification to progress within their field... Forcing these students to jump through hoops of an introductory course when they can already demonstrate the knowledge required for its completion can be frustrating (and needlessly expensive) for the student.” **Professor Jon Ventulette (CIS)**

“New Directions for Adult Learners concentrates on educating students, who have experience in their field of study, to pursue CPL within their majors. I encourage them to talk to faculty about what impact their prior learning could have in the classroom and how they can be given credit for their skills.” **Lori Wayson, New Directions Coordinator**

“In our Transition to College & Careers (TCC) program, sometimes we get English Language Learners who have bachelor’s degrees from their home country. They need a credential from an American college to practice in the field here in the US. CPL could help them advance in getting that credential more quickly.” **Marie Troppe, Director, ABE Transition to College and Careers**

“I believe an argument can be made that CPL also aligns with {Strategic Plan} Objective 1.3 by providing exposure to innovative practices. Most colleges in the country offer CPL in some fashion, but only at the most basic level—AP and CLEP credit. Portfolio assessments and challenge exams are much less common within higher education, and an area in which HCC can make a name for itself among the adult learner population.” **Eric Farrell, Coordinator of Student Records**

**March 4, 2020 Town Hall: Equity in Education:**

Our Town Hall was led by Professor Keisha Green, Ph.D., of the Dept. of Teacher Education & Curriculum Studies at UMass Amherst. Professor Green has published scholarly works in English Education, Youth Literacy Practices, Critical Literacy and Critical Pedagogy. She earned her Ph.D. in Educational Studies from Emory University, and serves as a consultant for area schools on diversity, equity and inclusion efforts.

Professor Green’s presentation started with her acknowledgement that she was still in the spirit of Black History Month and the start of Women’s Herstory Month. As a Black woman scholar, she said she was excited to engage with HCC because she had read our Strategic Plan and knows we are committed to increasing equity with the communities we serve. She shared her own journey through her lived experiences (activist, teaching artist, youth development worker), her education, research and work with area school districts. Several times during the presentation she paused for the audience to “turn and talk” about probing questions such as: “When, if ever, did you have your first teacher of color?”
Professor Green's message was powerful and relevant to the equity work that we are undertaking at HCC. She invited the audience to:

"**Commit yourself and your work to engaging in racial justice and equitable educational contexts. We are reminded to start with our own social locations (intersectional identities, positionalities), and engage in de-centering whiteness, critical pedagogies, and humanizing education.**"

Here is a link to Professor Green’s presentation as well as an article she co-authored: "Enhancing critical awareness through youth participatory action research with Latinx youth."

Stay tuned for more updates about the dedicated work of our SP Teams and others.

Kind regards,

K.C.

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