



**ACADEMIC SENATE MEETING  
APPROVED MINUTES  
NOVEMBER 19, 2015**

**Members Present:** Curtis Martin (President), Chad Redwing (Vice President), Bill Anelli (Secretary) Deborah Laffranchini, Allan McKissick, Andrea Craddock, Belen Robinson, Bob Droual, Elizabeth David, Ellen Dambrosio, Eric Ivory, Eva Mo, Ginger Charles, Hans Hauselmann, Jacqueline Faris, Jim Howen, Jim Stevens, Kevin Alavezos, Lonita Cordova, Mike Adams, Mike Morales (sub for Gail Brumley), Lisa Riggs, Pamela Kopitzke, Shelley Circle, Tommy Ledesma (President of ASMJC)

**Members Absent:** David Chapman, Duane Brooks, Paul Berger

**Guests Present:** Barbara Adams, Barbara Salerno, Brenda Thames, Florida Arias, James Todd, Jenni Abbott, Laura Manzo, Michelle Christopherson (Faculty Liaison to the Board), Nancy Sill, Pamela Kopitzke, Ross McKenzie, Scott Kerlin

C. Martin mentioned at the last meeting, October 29, there was a Procedural Issue and allowed S. Amador to comment on the issue. After listening to the tape of the October 29 meeting, S. Amador said there was never a motion officially made in the form of a motion for Resolution F15-D, but the intent of the Academic Senate was there to discuss it, and C. Martin's ruling is to continue as if the motion was made.

**I. APPROVAL OF ORDER OF AGENDA ITEMS**

Allan McKissick requested that the Board of Trustees Policies & Procedures be listed under the Consent Agenda in the future.

No objections were made to moving the Board of Trustees Policies & Procedures to the Consent Agenda. Seeing no objections to the Order of Agenda Items, the Order of Agenda Items were approved.

**II. APPROVAL OF THE MINUTES (October 29, 2015)**

Curtis Martin mentioned since he made a ruling to accept as if a motion had been made and the intent was to have the main motion made, the minutes of October 29, 2015 were approved.

**III. CONSENT AGENDA**

As no objections were made, the Consent Agenda was approved with the addition of the Board of Trustees Policies & Procedures.

**IV. INFORMATIONAL ITEMS**

1. Calling for Nominations for Exec.

Academic Senate votes on the Executive Committee the first meeting in January for the positions of Secretary, Parliamentarian and Legislative Analyst. The nominations are now open and will close on December 3.

**V. ACTION/DISCUSSION ITEMS**

**A. New and Continuing Business**

1. Student Equity Plan, 2nd Reading

M/S (J. Howen, B. Droual) Motion to approve the Student Equity for a 2<sup>nd</sup> Reading.

Discussion took place regarding the document and edits made. A new copy of the Equity Plan and an Addendum was handed out with all the edits. Discussion took place regarding the look of what a Success Center would look like and what would take place at these centers.

**M/S/C (J. Howen, B. Droual) Motion to approve the revised Student Equity Plan for a 2<sup>nd</sup> Reading.**

19 Ayes, 1 Opposed (K. Alavezos), 1 Abstention (L. Riggs)

2. Resolution F15-D: Faculty Rights in Regards to Curriculum Design, 2<sup>nd</sup> Reading

M/S (M. Adams, A. Hausler-Akpovi) Move to approve Resolution F15-D: Faculty Rights in Regards to Curriculum Design, 2<sup>nd</sup> Reading.

There were comments both in favor of the resolution and against the resolution.

**M/S/C (J. Howen, D. Laffranchini) Move to extend the debate five minutes with 1 minute per person.** Non-debatable, 2/3 majority vote, Vote took place with the raise of hands.

Motion approved by 2/3 majority, 0 Opposed, 0 Abstentions

Discussion continued.

**M/S/F (M. Adams, A. Hausler-Akpovi) Move to approve Resolution F15-D: Faculty Rights in Regards to Curriculum Design, 2<sup>nd</sup> Reading.** Vote took place with the raise of hands.

5 Ayes, 14 Opposed (D. Laffranchini, J. Howen, J. Stevens, L. Riggs, G. Charles, A. Craddock, M. Morales, L. Cordova, H. Hauselmann, E. Mo. K. Alavezos, E. Dambrosio, C. Redwing, S. Amador) 3 Abstentions (B. Anelli, E. David. E. Ivory)

3. SSSP Noncredit Plan – Florida Arias

M/S (E. Dambrosio, L. Cordova) Move to approve the SSSP Noncredit Plan in one reading.

F. Arias briefly went over the SSSP Noncredit Plan which is focused on noncredit programs. ESL is currently the only noncredit program. The focus is to build up our noncredit programs using some of the money received and will be combined with AB86 for adult education. SSSP focuses on Orientation, Assessment and will have an adjunct counselor to provide educational and noncredit plans. The goal is to have a stronger connection to those students who want to connect to other CTE programs or continue into a degree.

In the Noncredit plan the other seven adult education centers were mentioned and the idea is to expose more students to other careers and could be connected through the CTE vocational programs. There are one-stop shop areas in different locations on both campuses that is staffed with a couple of people, who are cross-trained, all day long who can answer counseling questions and be directed to resources.

**M/S/C (E. Dambrosio, K. Alavezos) Move to suspend the rules to approve the SSSP Noncredit Plan in one reading.** Nondebatable.

20 Ayes, 0 Opposed, 0 Abstentions

B. Robinson and J. Faris left the room prior to the last vote

**M/S/C (E. Dambrosio, L. Cordova) Move to approve the SSSP Noncredit Plan in one reading.**

19 Ayes, 0 Opposed, 1 Abstention (heard but unknown)

4. CLEP and/or DANTES Testing – Lonita Cordova

L. Cordova, Veterans Coordinator, mentioned that Modesto Junior College received a Center of Excellence grant for Veterans on campus and are attempting to allow for veterans that have exited the military or active duty to get credit for CLEP exams. Based on Title V regulations there is a high support for advanced placement testing and external exam credits are already being used in regards to AP and IB testing at Modesto Junior College. The hope is to include CLEP and/or DANTES Testing which is put out by College Board, a reputable company. There are some lower levels of DANTES tests but not as many as CLEP does but the majority of DANTES is upper level so those will be seen more at the CSU levels. The exams are built by faculty and there is a high level of rigor expected for the students. Students are expected to obtain transcripts from College Board when they come in. Veterans are given credits based on their service and if they can CLEP or DANTES out of some of the General Education courses with a "C" or better it will allow them to get closer to transfer. Veterans have 36 months (3 years) to use their GI bill. It takes 4 years to obtain a Bachelor's degree and this would allow Veterans to transfer at a faster rate into a 4 year program so they can finish their

degrees and get into the job field. 47% of veterans have family members or are married, so it is a good selling point for Modesto Junior College, as one of a Center of Excellence grant recipients, to say they, as well as Columbia College, support Veterans and accept CLEP and DANTES tests. All CSUs and UCs already have accepted CLEP and DANTES tests. CLEP and DANTES tests do affect the GPA, as there are no grades on the transcript, so it is at the discretion of the veteran to use or not.

L. Cordova has taken it to BBSS division and they accepted and passed it. She will go to other divisions as soon as she arranges it.

C. Martin commented that we, as Academic Senate supports the idea but it is up to the discipline faculty to make the call.

M/S (S. Circle, D. Laffranchini) Move that Academic Senate as a body supports the CLEP and DANTES testing.

Discussion included comments in favor of using CLEP and DANTES testing. It was mentioned that this needs to go to the divisions and get their opinions and votes and bring back to Senate.

**M/S/F (A. McKissick, M. Adams) Move to postpone until the next meeting.**

9 Ayes, 9 Opposed, 3 abstentions, C. Martin as Academic Senate President broke the tie and voted opposed. Motion Failed

**M/S/C (S. Circle, D. Laffranchini) Move that Academic Senate as a body supports the CLEP and/or DANTES testing.**

20 Ayes, 0 Opposed, 0 Abstentions

J. Todd introduced Scott Kerlin, who is the new Director of College Research & Institutional Effectiveness. S. Kerlin gave a brief background.

5. IEPI – Institutional Effectiveness Partnership Initiative – Presentation/Discussion – James Todd
6. ~~Program Discontinuance, 1<sup>st</sup> Reading – Chad Redwing~~ – Withdrawn until the next meeting
7. Spring Institute Day – Bill Anelli
8. Resolution F15-E: Assessment Exemption Proposal (Early Placement in High School)
9. Resolution F15-F: Multiple Measures Workgroup
10. Resolution F15-G: Academic Support for Adoption of Faculty Learning Communities at MJC
11. Submittal Date for Final Grade: Is 48 Hours Enough Time? – A Discussion
12. Counselors, Advisors and Paraprofessionals: A Discussion
13. Senate Meeting Time (3-5 PM?; 3:30-5:30 PM?; 3:45-5:45 PM?): A Discussion
14. Board of Trustees Policies and Procedures

**VI. REPORTS** – Postponed until the next meeting

- a. ASMJC Senate – Tommy Ledesma

T. Ledesma wanted to mention Cram Night, December 3. Let him know your needs. ASMJC voted to pay for caps and gowns for the graduating class of 2016. At a Harvest luncheon, they fed 750 – 800 students in two days.

- b. President's Report – Curtis Martin
- c. Legislative Analyst Report – Deborah Laffranchini – report following
- d. Accreditation Council – Brian Greene or Curtis Martin – report following
- e. Instruction Council – Deborah Laffranchini – report following
- f. Facilities Council – Jim Howen
- g. Resource Allocation Council – Kevin Alavezos – meeting cancelled, nothing to report
- h. College Council – Chad Redwing, Bill Anelli
- i. Faculty Representative to the Board – Michelle Christopherson
- j. Curriculum Committee – Chad Redwing or Barbara Adams – report following
- k. Distance Education Committee – Eva Mo – report following
- l. Student Services Council – Ross McKenzie
- m. Faculty Professional Development Coordinating Committee and PDCC – Bill Anelli
- n. Outcomes Assessment Work Group (OAW)
- o. Facilities Council – Jim Howen

**VI. ITEMS FOR FUTURE AGENDAS**

**VII. ANNOUNCEMENTS** - Next Senate meeting, December 3, 2015, 3:45 – 5:30 pm, Library Basement, Room 55

**VIII. OPEN COMMENTS FROM THE PUBLIC**

**X. OPEN COMMENTS FROM SENATORS**

Bill Anelli briefly went over the Institute Day for Spring 2016. Thursday would be breakouts in the afternoon and possibly Friday would be one hour of College Leadership speakers, followed by breakouts, division meetings. Feedback is needed if there is anything specific desired for a breakout session.

K. Alavezos made comments about Accreditation in a couple of years and asked for involvement. Things are changing a little and it looks promising. We need to be engaged in this process.

E. Mo made a comment about the Distance Education report. There is a timeline for transfer to Canvas. Be aware of what will happen every semester and be ahead of the game. Make sure your division looks at the timeline because it will feel like it is moving really fast.

**XI. ADJOURNMENT** Adjourned at 5:35 pm

In accordance with the Ralph M. Brown Act and SB 751, minutes of the MJC Academic Senate records the votes of all committee members as follows. (1) Members recorded as absent are presumed not to have voted; (2) the names of members voting in the minority or abstaining are recorded; (3) all other members are presumed to have voted in the majority."

Legislative Analyst Report – Academic Senate  
November 19, 2015  
Prepared by Debbie Laffranchini

**Upcoming Events**

- Policy Forum 2016: “Moving Forward: The Future of Accreditation”, January 29, 2016, Irvine Valley College
- 2016 Advocacy and Policy Conference, February 28, 29, 2016, Sacramento, Featured Speaker Pedro Noguera, with California State Controller Betty Yee and Chancellor Brice Harris
- Veterans Summit, March 3, 4, 2016, City of Industry
- Academic Senate Spring Plenary, April 21 – 23, 2016, Sacramento

**2015 Legislative Priorities – End of Year Report (FACCC)**

- **AB 404 (Chui)**: Accreditation measure, improves communication between the state and federal governments on the recognition process of accrediting agencies
  - Signed into law October 8, 2015
- **AB 626 (Low)**: fund full- and part-time faculty from [Student Success](#) funds in years where faculty concerns were not recognized in the budget
  - Helped trigger \$62.3 million in the Budget Act for full-time faculty (which can also be used for part-time faculty)
  - Amended to provide for continuous reporting by the Chancellor’s Office on reaching the 75% goal of full-time faculty teaching credit classroom instruction
  - Two-year bill
  - Awaiting a hearing in the Senate Education Committee

**WEP and GPO Repeal: New Bills in Congress**

- HR973 (Davis) and S 1651 (Brown)
  - Companion bills that would cause complete repeal of Windfall Elimination Provision and Government Pension Offset
- HR 711 (Brady)
  - Amend title II of the Social Security Act to repeal the windfall elimination provision
    - Introduces a new formula that will lessen, but not eliminate the penalty
- WEP: Windfall Elimination Provision: You can lose up to half or more of any Social Security benefits you have earned in other work paying required FICA [taxes](#)
- GPO: Government Pension Offset: If you are married to someone who is earning Social Security, you will probably lose all SS [retirement](#) or survivor benefits due you from taxes paid by spouse during the marriage
- Dianne Feinstein’s contact information: <http://www.feinstein.senate.gov/public/index.cfm/contact>

**Legislative Analyst’s Office Predicts Huge Surplus for California**

- Tables are posted in January, May, and October. The January tables generally reflect the Governor’s Budget proposal, the May tables reflect the Governor’s May Revision, and the October tables reflect the final enacted budget.
  - October table budget for Proposition 98, higher education, Workforce Education and Training, and financial aid: <http://lao.ca.gov/Publications/Report/3299#12>
    - **Proposition 98** is a complex formula for setting a minimum annual funding level for K-12 schools and community colleges.
      - **Proposition 98 Primer:**  
[http://www.lao.ca.gov/2005/prop\\_98\\_primer/prop\\_98\\_primer\\_020805.htm](http://www.lao.ca.gov/2005/prop_98_primer/prop_98_primer_020805.htm)
1. [CCC Board of Governors Adopts Recommendations For Job Creation](#) (California Community College Chancellor’s Office 2015)

- Board of Governors has adopted the recommendations of the Task Force on [Workforce](#), Job Creation, and a Strong Economy

- Seven areas of recommendations
- 25 recommendations
  - **Student Success:**
    - Task Force Recommendation 1: Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.
    - Task Force Recommendation 2: Improve CTE student progress and outcomes.
  - **Career Pathways:**
    - Task Force Recommendation 3: Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.
  - **Workforce Data and Outcomes:**
    - Task Force Recommendation 4: Create common workforce metrics for all state-funded CTE programs and expand the definition of student success to better reflect the wide array of CTE outcomes of community college students.
    - Task Force Recommendation 5: Establish a student identifier for high school students and those enrolled in postsecondary education and training programs to enable California to track workforce progress and outcomes for students across institutions and programs.
    - Task Force Recommendation 6: Improve the quality, accessibility and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.
  - **Curriculum:**
    - Task Force Recommendation 7: Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.
    - Task Force Recommendation 8: Evaluate, revise and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval.
    - Task Force Recommendation 9: Improve program review, evaluation, and revision processes to ensure program relevance to students, business, and industry as reflected in labor market data.
    - Task Force Recommendation 10: Facilitate curricular portability across institutions.
    - Task Force Recommendation 11: Develop, identify and disseminate effective CTE practices.
    - Task Force Recommendation 12: Clarify practices and address issues of course repetition for CTE courses when course content evolves to meet changes in skill requirements.
  - **CTE Faculty:**
    - Task Force Recommendation 13: Increase the pool of qualified CTE instructors by addressing CTE faculty recruitment and hiring practices.
    - Task Force Recommendation 14: Consider options for meeting minimum qualifications to better integrate industry professionals who possess significant experience into CTE instructional programs.
    - Task Force Recommendation 15: Enhance professional development opportunities for CTE faculty to maintain industry and program relevance.
    - Task Force Recommendation 16: Explore solutions to attract industry professionals in high-salaried occupations to become CTE faculty in community colleges.
  - **Regional Coordination:**
    - Task Force Recommendation 17: Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.

- Task Force Recommendation 18: Clarify and modify, as appropriate, state regulations to allow colleges to regionalize course articulation along career pathways utilizing regional or state curriculum models.
  - Task Force Recommendation 19: Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.
  - Task Force Recommendation 20: Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs.
  - Task Force Recommendation 21: Create a sustained, public outreach campaign to industry, high school students, counselors, parents, faculty, staff, and the community at large to promote career development and attainment and the value of career technical education.
- **Funding:**
  - Task Force Recommendation 22: Establish a sustained, funding source to increase community colleges' capacity to create, adapt, and maintain quality CTE courses and programs that are responsive to regional labor market needs.
  - Task Force Recommendation 23: Create a predictable, targeted, and sustained funding stream that leverages multiple local, state, and federal CTE and workforce funds to support an infrastructure for collaboration at the state, regional and local levels; establish regional funding of program start-up and innovation; and develop other coordination activities.
  - Task Force Recommendation 24: Review, analyze, and modify, as needed, laws and regulations related to student fees for disposable and consumable materials and CTE facilities.
  - Task Force Recommendation 25: Create incentives and streamline processes to maximize public and private investment in support of CTE programs.
    - **NOTE:** Some recommendations may require changes in statute or regulation, while others can be accomplished within the existing structure and parameters of the system. In all cases, these recommendations enhance career technical education and workforce training to meet the demands of the economy and the labor market, thus benefitting individuals, communities, and the entire state.

Accreditation Council  
November 12, 2015  
By Ellen Dambrosio

The accreditation council met Nov. 12. Tri-chairs for each standard have all been identified; most were in attendance. We discussed the roles of the tri-chairs and the accreditation council for the next two years and the timeline for completion of the 2017 accreditation report. The entire council will meet again in a couple of weeks to make sure we all know what is expected of participants. Thereafter, the council will meet only monthly. The standards groups (tri-chairs) will work and/or meet as needed to answer questions that must be addressed in the final report. Each group will work with one or two identified college councils to answer questions related to their standard and to identify supporting evidence for their answers. The standards groups will not be responsible for writing sections of the report, as in 2010, though, of course, they will respond in writing to the questions they must address. The report will be written by one person in a single voice; Brian Greene was selected for this task before he went on sabbatical this semester. He will return in January 2016.

Instruction Council Report  
November 6, 2015  
November 17, 2015  
Prepared by Debbie Laffranchini

**November 6:**

- Heard growth presentations
  - AH/FCS: one position, Child Development
  - AHC: three positions: Instructor of Drawing, Director of Opera/Theatre/Voice, Design and Technical Theatre
  - BBS: four positions: Human Services, Philosophy (two positions), Psychology
  - LLA: five positions: English Instructor (four positions), Reading Faculty
  - PRHE: two positions: Instructor of PE/Head Coach Men's Soccer (ranked 2 by Division) and Instructor of PE/Head Coach Women's Water Polo and Women's Swimming (ranked 1 by Division)
  - SME: five positions: Chemistry, Mathematics (up to four positions)

**November 17:**

- Growth position rankings reviewed, accepted, to be forwarded on to College Council
- Program Review
  - All programs who have not completed Program Review this year will refresh in Spring 2016 in preparation for eLumen
  - Workshops to assist programs in the completion of this refresh will be conducted between the second – thirteenth weeks of Spring 2016
  - Program Review "Parties" will then be conducted

Academic Senate

Curriculum Committee Report

Submitted November 17, 2015

The Curriculum Committee

The Curriculum Committee met on Tuesday, October 27 and Tuesday, November 10, 2015 at 2:40 PM for their regularly scheduled meetings.

- Committee Actions:
  - Reviewed and approved 62 course proposals (revisions, adoptions, inactivations)
    - 10 courses pulled, discussed at meeting, and approved
    - 10 courses pulled, discussed at meeting, and withdrawn by curriculum rep
    - 1 course pulled, discussed at meeting, and not approved
  - Reviewed and approved 61 requisites requests (maintaining, requesting new, removing)
  - Reviewed and approved 5 local requirement requests (maintaining, requesting new)
  - Reviewed and approved 110 GE requests (maintaining, requesting new)
  - Reviewed and approved 45 DE proposals (maintaining, requesting new)
  - Reviewed and approved 4 materials fees requests (maintaining, removing)
  - Reviewed and approved 11 program proposals (modifications, adoptions, inactivations)
    - 3 programs withdrawn by rep for revision and consideration at future meeting

Other Business:

- Subcommittee draft of Lecture/Lab/Discussion/Clinical Experience Guiding Principles document was included with agenda and hard copies were distributed to members at the meeting. (Subcommittee members: B. Adams, J. Beebe, S. Berger, M. Boyd, and E. Maki)
- M/S/C to recommend a “no” vote on Academic Senate Resolution F15-D (12 ayes, 0 nays, 3 abstentions)

Respectfully submitted,

Barbara Adams, Curriculum Co-Chair (Elected by Curriculum Committee)

## Report to Senate: Distance Education Advisory Committee, November 16<sup>th</sup>, 2015

From: Leslie Collins

DE Senate Representatives: Iris Carroll, Mary Silva, Eva Mo, Leslie Collins

Date: November 17<sup>th</sup>, 2015

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### 1. Canvas Status:

- Mike filled out our Canvas application, Jill Stearns signed it, and Mike sent in. Canvas welcomed us aboard to the pilot program and we are awaiting further information.
- The due date for faculty to express interest in the spring 2016 Canvas pilot was November 6th. 15 faculty volunteered to teach 23 sections, but there is only room for 10 sections in Canvas for the pilot project. Mike will contact the selected faculty within the week.

### 2. Canvas Next Steps:

- The district has one site license for Canvas, but Columbia and MJC will each have their own instance (like an installation). This allows for branding for each individual institution. MJC students will only see modesto.instructure.com and Columbia will see gocolumbia.instructure.com
- Columbia is already getting information from Canvas about how this program will work because they were involved in a tutoring pilot program for the last year. Melissa Colon is disseminating this information to Columbia College faculty. Mike will try to coordinate more with Melissa to get this information to MJC faculty.
- Mike went to a training at Ohlone College about how to teach faculty to use Canvas.
- If MJC faculty want to explore Canvas like Mike did, they can sign up for a similar class through @ONE.
  - a. @ONE has two Canvas classes faculty can sign up for now. A teacher-led one for \$65, or a self-paced one for free.
  - b. You only earn a certificate for teacher-led one.
  - c. Go to <http://onefortraining.org/onlinecourses> for these classes.
- Mike will be offering a training for the pilot program people in spring 2016. He also wants to create weekly trainings in fall 2016 to help prepare people to transition for spring 2017 and summer 2017.
- The MJC Canvas transformation timeline is as follows:

Canvas Transformation Initial Timeline	
Fall 2015	Mike will work with cohort who will start teaching in Canvas in spring 2016
Spring 2016	Mike will have a rotation of training classes where he will teach faculty how to teach in Canvas. He will also offer information about how to transition your class to Canvas from Blackboard.
May/Summer 2016	Based on what happens in spring, we may add more classes to the pilot in summer.
Fall 2016	The majority of Blackboard classes will be offered in Canvas. Unsure if faculty can volunteer. Faculty are encouraged to transition this semester.
Spring 2017	Faculty can still teach in Blackboard. However, all content in Blackboard should be transferred to Canvas by the end of the semester as our license for Blackboard

	expires and we will lose access to all data. DEAC strongly recommends that faculty transform their courses as soon as possible so they do not risk losing content.
Summer 2017	All courses will be taught in Canvas. We will not have access to Blackboard anymore.

3. **Captioning Videos We Don't Own:** A question came up about how faculty can caption videos that other people own. This response came from Jayme Johnson, the OEI point person for accessibility:
- A. "Hello Michael, this is actually covered in the YouTube license agreement. You can embed and re-direct YouTube content, but you aren't supposed to put it on your own server to stream out. If you need to caption someone else's YouTube content, go to [amara.org](http://amara.org). They have excellent tutorials and make the whole process as easy as currently possible. The end result will be a cloud-based version of the YouTube video with the captions you created, and a new link to use in your course, replacing the original YouTube link. I hope this helps, but let me know if you have other questions, and I will be in touch... Good luck!"
  - B. Claudia said that DSPS can't keep up with requests for captioning right now. She is trying to send videos out to the state captioning program but is experiencing issues about which videos qualify and which ones don't.
  - C. Claudia asked for faculty to speak more clearly on their videos to make the in-house captioning easier & quicker. Articulation (speaking clearly) is an issue.
4. **Student Portal Project:** There has been approved funding (\$100,000) to outsource this project for the district because we do not have the humanpower in-house. Mike added that the portal has stalled because V.P. of Student Services James Todd is concerned that an educational planning portal (coming down the state's pipeline) might conflict with the student portal in the MJC Distance Education Plan. The DE Committee doesn't see a conflict between these portals, as one can link to the other. The DE Committee and the Campus Technology Committee have had a student portal with single sign-on as a priority for over five years. A student portal will streamline our student's experience on our website and make accessing all online resources easier. We affirm that this is an important resource for students.