

**NEOSHO COUNTY COMMUNITY COLLEGE
BOARD OF TRUSTEES MEETING
MINUTES**

DATE: November 8, 2007
TIME: 5:30 P.M.
PLACE: Student Union, room 209

PRESENT: Kevin Berthot
 Charles Boaz
 Clint Isaac
 Mariam Mih
 David Peter
 Basil Swalley

PRESENT: Dr. Vicky Smith, President
 Dr. Brian Inbody, Vice President for Student Learning
 Ben Smith, Dean of Planning and Operations
 Sandi Solander, Dean of Finance
 Brenda Krumm, Dean of Outreach & Workforce Development
 Kerry Ranabargar, Technology Services Director
 Joan LaRue, Faculty
 Ruth Zollars, Faculty
 Kent Pringle, Board Attorney
 Edie Godinez, Acting Board Clerk
 Adam Vogler, Chanute Tribune

The meeting was called to order by David Peter, Chairman at 5:38 p.m. in room 209 in the Student Union.

III: Public Comment

There were no speakers.

IV. Approval of the Agenda

There were no additions to the agenda.

Upon a motion and a second, the agenda was approved. Motion passed.

V. Consent Agenda

The following items are proposed to be approved by consent.

- A. Minutes from October 11, 2007
- B. Claims for disbursement for October 2007
- C. Master Course List
- D. Personnel

Consent Agenda Item V-C: Master Course List

Before each semester begins, the Kansas Board of Regents asks coordinated institutions to submit a list of courses that the college is capable of teaching in that semester, but is not compelled to offer. This list of courses is referred to as the master course list. Each change to the list must be approved by the academic department where it originated, the curriculum committee, the Chief Academic Officer, the President of the College and finally, the college Board of Trustees, as per NCCC policy.

Master Course List Changes for Spring 2008

New Courses

COMM 110 Theatre History, 3 credit hours

ENGL 200 Topics in Literature: Women's Voices, 3 credit hours

MATH 133 Quantitative Reasoning, 3 credit hours

Name Change

ALHT 150 Health Information Technology II to Billing and Insurance, 3 credit hours

COURSE SYLLABUS

COURSE IDENTIFICATION

Course Prefix/Number: COMM 110

Course Title: Theatre History

Division: Liberal Arts

Program: Theatre/Arts/Drama

Credit Hours: 3

Initiation Date: Fall 2007

CLASSIFICATION OF INSTRUCTION

Academic

COURSE DESCRIPTION

To study and evaluate the theatre history, plays, audiences, performance space, performers, visual element and social impacts of theatre from the Golden Age of Greece through French Neoclassical Theatre.

PREREQUISITES AND/OR COREQUISITES

None

TEXT

Edwin Wilson/Alvin Godfarb: *Living Theatre: A History*

Edwin Wilson/ Alvin Godfarb: *Anthology of Living Theatre*

PLAYS

As selected by instructor and provided as in class copies.

OTHER REFERENCES

Library resources as necessary

COURSE OUTCOMES

1. Recognize the development of humankind as it has been mirrored in the evolution of the theatre in a variety of cultures. (Understanding)
2. Trace the evolution of theatre as an art form from ancient times through its Golden Ages in Greece through French Neoclassical Theatre. (Knowledge, Understanding)
3. Demonstrate an understanding of the artistic, social, historical, philosophical, and

cultural elements that shaped the development of the theatre. (Understanding)

4. Demonstrate knowledge of and appreciation for some of the best dramatic literature produced. (Analysis)

5. Demonstrate critical and analytical thinking skills, as evidenced by well-written essays and papers, as well as class discussion. (Analysis)

6. Demonstrate an understanding of how plays were performed "then" so that we may produce and view them with greater insight "today." (Understanding)

COURSE OUTLINE

Introduction

Theatre in Everyday Life

Elements of Theatre

The Study of Theatre History

Part One: Early Theatre

Greek

Roman

Medieval

Early Asian Theatre

Part 2: Renaissance

Italian Renaissance

English Renaissance

Spanish Golden Age

French Neoclassical

INSTRUCTIONAL METHODS

Lectures, chapter and play readings, videotapes, discussion sessions, attendance of live performances.

Participation in class is essential.

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

Students will be graded on homework assignments, quizzes, group and individual projects, papers, and tests. Participation in discussion groups will be required. Late work will not be accepted.

GRADING SCALE

90-100% A

80-89% B

70-79% C

60-69% D

0-59% F

ASSESSMENT OF STUDENT GAIN

The instructor will determine how much knowledge the student gained from taking this course by assessments throughout the semester. This information will be reported to the division chair on a semester basis.

ATTENDANCE POLICY

Absences that occur due to students participating in official college activities are excused except in those cases where outside bodies, such as the State Board of Nursing, have requirements for minimum class minutes for each student. Students who are excused will be given reasonable opportunity to make up any missed work or receive substitute assignments from the instructor and

should not be penalized for the absence. Proper procedure should be followed in notifying faculty in advance of the student's planned participation in the event. Ultimately it is the student's responsibility to notify the instructor in advance of the planned absence.

Unless students are participating in a school activity or are excused by the instructor, they are expected to attend class. If a student's absences exceed one-hundred (100) minutes per credit hour for the course or, in the case of on-line or other non-traditional courses, the student is inactive for one-eighth of the total course duration, the instructor has the right, but is not required, to withdraw a student from the course. Once the student has been dropped for excessive absences, the registrar's office will send a letter to the student, stating that he or she has been dropped. A student may petition the chief academic officer for reinstatement by submitting a letter stating valid reasons for the absences within one week of the registrar's notification. If the student is reinstated into the class, the instructor and the registrar will be notified.

Academic Integrity

NCCC expects every student to demonstrate ethical behavior with regard to academic pursuits. Academic integrity in coursework is a specific requirement. Definitions, examples, and possible consequences for violations of Academic Integrity, as well as the appeals process, can be found in the College Catalog, Student Handbook, and/or Code of Student Conduct and Discipline.

Cell Phone Policy

Student cell phones and pagers must be turned off during class times. Faculty may approve an exception for special circumstances.

Notes:

Information and statements in this document are subject to change at the discretion of NCCC. Changes will be published in writing and made available to students.

NOTE: If you are a student with a disability who may need accommodation(s) under the Americans with Disabilities Act (ADA), please notify the *Director of Advising and Counseling, Chanute Campus, Student Union, 620-431-2820 ext 280* or the *Assistant Dean, Ottawa Campus, 785-242-2607 ext 312*, as soon as possible. You will need to bring your documentation for review in order to determine reasonable accommodations, and then we can assist you in arranging any necessary accommodations.

COURSE SYLLABUS

COURSE IDENTIFICATION

Course Prefix/Number ENGL 200

Course Title: Topics in Literature: Women's Voices

Division: Liberal Arts

Program: English

Credit Hours: 3

Initiation/Revised Date: Spring 2007

CLASSIFICATION OF INSTRUCTION

Academic

COURSE DESCRIPTION

A study of representative women's literature in the English tradition. Selections are read, discussed, and analyzed, with consideration for the formal elements of plot, characters, theme, setting, point of view, tone, and symbolism.

PREREQUISITES AND/OR COREQUISITES

None.

TEXTS

The Norton Anthology of Literature by Women: The Traditions in English. Ed. Sandra Gilbert and Susan Gubar. 2nd ed. New York: Norton, 1996.

OTHER REFERENCES

None required

COURSE OUTCOMES AND/OR COMPETENCIES

By the end of the course the student will be able to:

1. Demonstrate an understanding of the themes prevalent in women's literature of the English tradition
2. Utilize critical thinking skills to analyze representative literary works
3. Understand connections between assigned readings in women's literature and pertinent social/political movements
4. Demonstrate an understanding of authors of women's literature of the English tradition
5. Relate their own lives to the experiences of authors and/or characters in the assigned readings

COURSE OUTLINE

- I. Readings from the 17th and 18th centuries
- II. Readings from the 19th century
- III. Readings from the turn of the century
- IV. Readings from the early 20th century
- V. Readings from the later 20th century

INSTRUCTIONAL METHODS

1. Discussion
2. Lecture
3. AV Aids
4. A Comprehensive Final
5. Quizzes
6. Exams
7. Response Papers
8. Group Work

STUDENT REQUIREMENTS AND METHODS OF EVALUATION

Grades will be based on a point system. All assignments, quizzes, discussions, and tests will be assigned an appropriate number of points.

1. Response Papers- 20%
 2. Two Major Tests - 20% each
 3. A Comprehensive Final - 20%
 4. Homework Assignments, Participation, and Quizzes 20%
- Additional assignments may be added.

GRADING SCALE

- 95 - 100 = A
85 - 94 = B
70 - 84 = C
60 - 69 = D

0 - 59 = F

ASSESSMENT OF STUDENT GAIN

Assessment will be based upon the results of testing and the response papers.

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COURSE SYLLABUS

COURSE IDENTIFICATION

Course Prefix/Number: MATH 133
Course Title: Quantitative Reasoning
Division: Applied Science Division
Program: Mathematics

Credit Hours: 3

Initiation/Revised Date: Spring, 2008

CLASSIFICATION OF INSTRUCTION

Academic

COURSE DESCRIPTION

Designed for the students NOT planning to major in a field that requires advanced mathematical skills. Prepares students for the mathematics encountered in other college courses that use quantitative reasoning. Emphasis on developing critical thinking and quantitative reasoning skills needed to understand major issues in society.

PREREQUISITES AND/OR COREQUISITES

Algebra I and Algebra II in high school, An A or B grade in Intermediate Algebra MATH 112, recommended by the COMPASS/ACT score, or consent of the instructor.

TEXT(S)

Using and Understanding Mathematics: A Quantitative Reasoning Approach, 4th Ed., by Jeffrey O. Bennett and William L. Briggs, Pearson Education (Addison-Wesley) © 2008

COURSE OUTCOME / COMPETENCIES

The student will strive to achieve, and be able to demonstrate an understanding of the following competencies/outcomes:

1. Demonstrate the ability to formulate and solve problems using the tools of mathematics.
2. Demonstrate the ability to distinguish between relevant and irrelevant information in problem solving.
3. Articulate a problem and develop a logical and reasonable response to it using appropriate sources.
4. Apply generalizations, principles, theories, or rules to the real world.
5. Demonstrate the ability to analyze and synthesize information.

COURSE OUTLINE

I. LOGIC AND PROBLEM SOLVING.

1. Thinking Critically

Recognizing Fallacies.

Propositions and Truth Values.

Sets and Venn Diagrams.

Analyzing Arguments.

Critical Thinking in Everyday Life.

2. Approaches to Problem Solving.

The Problem-Solving Power of Units.

Standardized Units: More Problem-Solving Power.

Problem-Solving Guidelines and Hints.

II. QUANTITATIVE INFORMATION IN EVERYDAY LIFE.

3. Numbers in the Real World.

Uses and Abuses of Percentages.
Putting Numbers in Perspective.
Dealing with Uncertainty.
Index Numbers: The CPI and Beyond.
How Numbers Deceive: Polygraphs, Mammograms, and More.

4. Financial Management.

Taking Control of Your Finances
The Power of Compounding.
Savings Plans and Investments.
Loan Payments, Credit Cards, and Mortgages.
Income Taxes.
Understanding the Federal Budget.

III. PROBABILITY AND STATISTICS.

5. Statistical Reasoning.

Fundamentals of Statistics.
Should You Believe a Statistical Study?
Statistical Tables and Graphs.
Graphs in the Media.
Correlation and Causality.

6. Putting Statistics to Work.

Characterizing a Data Distribution.
Measures of Variation.
The Normal Distribution.
Statistical Inference.

7. Probability: Living with the Odds.

Fundamentals of Probability.
A Brief Review: The Multiplication Principle.
Combining Probabilities.
The Law of Large Numbers.
Assessing Risk.
Counting and Probability.

IV. MODELING.

8. Exponential Astonishment.

Growth: Linear Versus Exponential.
Doubling Time and Half-Life.
Real Population Growth.
Logarithmic Scales: Earthquakes, Sounds, and Acids.

9. Modeling Our World.

Functions: The Building Blocks of Mathematical Models.
Linear Modeling.

Exponential Modeling.

10. Modeling with Geometry.

Fundamentals of Geometry.

Problem Solving with Geometry.

Fractal Geometry.

V. FURTHER APPLICATIONS.

11. Mathematics and the Arts.

Mathematics and Music.

Perspective and Symmetry.

Proportion and the Golden Ration.

12. Mathematics and Politics.

Voting: Does the Majority Always Rule?

Theory of Voting.

Apportionment: The House of Representatives and Beyond.

13. Mathematics and Business.

Network Analysis.

The Traveling Salesman Problem.

Scheduling Problems

INSTRUCTIONAL METHODS

The text will serve as a guideline for the course with most of the material taken from the text and delivered in an informal lecture/discussion presentation. A TI-83 or other model of a graphing calculator, an overhead projector, chalkboard, videos or other forms of technology may be used for demonstrations. Problem assignments will be made for each section that is covered and the student should be ready to discuss the problems in the next class session. Normally the first part of a class will be used to discuss the previous assignment. The student is encouraged to visit the instructor for individual help outside of class; seek help immediately when you don't understand some concept.

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

See the syllabus supplement for a specific course section for details of student requirements and method of evaluation.

GRADING SCALE

A: 90-100

B: 80-89

C: 70-79

D: 60-69

F: below 60%

See the syllabus supplement for a specific course section for details of grading scale.

ASSESSMENT OF STUDENT GAIN

In order to assess course effectiveness a pre- and post-test (per institutional assessment plan) will be administered in addition to required placement exams. This will give a measure of the effectiveness of our own institutional placement procedures as well as an indication that the necessary advancement in student abilities has occurred so that the student may enroll in the Calculus.

ATTENDANCE POLICY

Unless students are participating in a school activity or are excused by the instructor, they are expected to attend class. If a student's unexcused absences exceed one hundred (100) minutes per credit hour for the course, the instructor has the right, but is not required, to withdraw a student from the course. Once the student has been dropped for excessive absences, the dean of student services/registrar's office will send a letter to the student, stating that he or she has been dropped. A student may petition the chief academic officer for reinstatement by submitting a letter stating valid reasons for the absences within one week of the dean of student services/registrar's notification. If the student is reinstated into the class, the instructor will be notified. Administrative Withdrawals (AW) cannot occur after seventy-five percent (75%) of the class has been completed.

Any late arrivals to class and/or early departures from class before the conclusion of the session may count toward the total minutes.

ACADEMIC INTEGRITY

NCCC expects every student to demonstrate ethical behavior with regard to academic pursuits. Academic integrity in coursework is a specific requirement. Consequences of violation of the Academic Integrity policy can range from redoing the assignment for partial credit to course dismissal at the discretion of the instructor. Definitions and examples of Academic Integrity, as well as the appeals process, can be found in the College Catalog, Student Handbook, and/or Code of Student Conduct and Discipline.

CELL PHONE POLICY

Student cell phones and pagers must be turned off during class times. Faculty may approve an exception for special circumstances.

CLASSROOM ENVIRONMENT

Students are encouraged to participate freely in classroom discussions, including offering personal insights and asking questions relevant to the subject at hand. However, intentionally non-relevant comments and questions, and personal conversations are disruptive and are not appropriate in coursework while class is in session. These behaviors interfere with the learning process and therefore will not be tolerated. You are expected to conduct yourselves at all times as mature adults actively engaged in the pursuit of higher learning.

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NOTE: If you are a student with a disability who may need accommodation(s) under the Americans with Disabilities Act (ADA), please notify the Director of Advising and Counseling, Chanute Campus, Student Union, 620-431-2820 ext 280, as soon as possible. You will need to bring your documentation for review in order to determine reasonable accommodations, and then we can assist you in arranging any necessary accommodations.

Consent Agenda Item V-D: Personnel

1. Administrative Assistant for Allied Health Resignation

It was the President's recommendation that the Board accept the resignation of Sarah Hart, administrative assistant for Allied Health. Ms. Hart's resignation will be effective December 21, 2007.

Upon a motion and a second, the consent agenda was approved. Motion passed unanimously.

Agenda Item VI: Reports

Strategic Planning Report: Ruth Zollars and Joan LaRue, co-chairs of the Strategic Planning Committee distributed the Strategic Plan for 2007-08 and funding recommendations for 07-08. The Strategic Planning Committee develops initiatives and strategies in order to help the college achieve its three overarching goals. Those goals are A-ensuring the opportunity for student success, satisfaction and enrichment, B-Ensuring community success, satisfaction and enrichment, and C-Ensuring employee success, satisfaction and enrichment.

Committee members represent all areas of the college and provide diverse viewpoints, helping the college reach the ultimate goal of becoming the premier community college in Kansas. They reported on several items in the plan that have been accomplished including administering the CAAP Exam, hiring a full-time instructor for developmental math, adding a part-time clerical position for financial aid, identifying at-risk students by implementing the college student inventory, and opening a student health clinic.

Some new initiatives of the strategic plan include a 50-seat outdoor classroom, tutoring and technical assistance for online students, a new advising and counseling center on the Chanute campus, developing education programs to meet community needs, and employee **mentoring system for all employees**.

Faculty Senate Report: Chad DeVoe, Faculty Senate President, reported that Darren Schmitz took his astronomy students to NASA, that the last academic warnings had been issued and that faculty members were getting ready for finals.

Dean of Operations Report: Ben Smith, Dean of Planning and Operations distributed a written report and pictures of projects that had been completed in technology services, safety and security and facilities.

Items in his report included replacing computer labs in Rowland at Ottawa, installation of Polycom teleconferencing in room 209 in the Student Union and the lecture hall in Stoltz Hall, additional Wi-Fi access points in Bideau Hall and an update on EX.

He also reported that the gasoline machine shed was complete and being used, that the NeoKan residence bathroom renovation was complete, and that drainage issues were being addressed.

In the safety and security area additional emergency lights were added in the gym, cleaning procedures are being revamped to handle MRSA super staph and he continues to work with the Chanute Police Department on EAP and various scenarios.

Treasurer's Report: Sandi Solander, Dean of Finance distributed monthly reports and reported that revenue and expenditures were in line with projections.

Board Retreat: Trustees reported on their retreat held November 2. Discussions included Succession Planning for the CEO and other key members of the institution and the name of the College.

President's Report: Dr. Smith reminded the Board that the quarterly KACCT/COP meeting would be held at Labette Community College December 1 and 2. December 1 is the social evening for all trustees and their wives at the Parsons Country Club.

She reported that the official opening and ribbon-cutting of the Allied Health Education Center in Lawrence was held November 5. Representatives from KU, members of the Lawrence Chamber of Commerce, and board members attended. Sarah Hart, Tracy Rhine and Brenda Krumm did a great job at planning the event. For the period of July 1 through October 29, 2007 the Lawrence site has generated a net profit of \$43,469.36. A portion of the instructor salaries are paid from the Rural Kansas grant.

Dr. Smith reported on activities of the Technical Education Authority since the last board meeting. The Authority wants to try and visit several community colleges and technical colleges to see what they are doing and how the technical programs operate. The Authority approved KBOR's recommendation on allocating \$4 million dollars appropriated to provide grants to the community colleges and technical colleges for technology and equipment. NCCC will submit two proposals; one will be to establish a hospital training area in the Rowland Building and the other will be to equip the Construction and Drafting joint programs being developed between NCCC and USD 413. The next meeting will be in December.

President Smith also updated the Board on the Ottawa Community Center. The Task Force is negotiating with a local family about donating land for the center. Bob Christiansen and Mark Eldridge are working with folks from Ottawa to develop a case statement needed before the partners can begin their philanthropic "asking".

Dr. Smith recognized several athletes who had won awards and outlined her travel plans through Christmas break.

Agenda Item VIII-A: Bids for Microsoft Campus Agreement

NCCC licenses a number of software products such as Word, Excel, PowerPoint, etc. for both academic and administrative use under a master agreement with Microsoft called the Microsoft Campus Agreement. These software licenses must be purchased from a Microsoft Authorized Education Reseller (AER).

Bids were solicited from the following companies:

- A-Prompt Corporation Lehigh Valley, PA
- CDW-G Vernon Hills, IL
- Educational Resources Elgin, IL
- Twotrees Technologies Wichita, KS

The following sealed bid was received:

- CDW-G \$11,798.00
- Educational Resources \$11,311.84
- A-Prompt Corporation Did not Respond
- Twotrees Technologies \$11,618.00

Funding for the software will come from the technology services budget. It was the President's recommendation that the Board accept the low bid for the Microsoft Campus Agreement per the bid specifications for \$11,311.84 from Educational Resources of Elgin, IL.

Resolution 2007-69

RESOLVED, That the Board of Trustees of Neosho County Community College accepts the bid of \$11,311.84 from Educational Resources for the Microsoft Campus Agreement per bid specifications.

Upon a motion and a second the above resolution was approved. Motion passed unanimously.

Agenda Item VIII-B: Associate of Science Degree Correction (first reading)

During the last revision of the Associate in Science degree an error occurred and the word "history" was left off the list of arts and humanities categories from the degree listing in the Board of Trustees Policy Manual. The degree checklist which is used to verify a student's degree completion does have the correct categories listed so at no time were students affected by this error. The administration apologizes for the mistake and asks the Board to approve the revised policy.

The corrected version is on the following page. Please review it for action at the December meeting.

Associate of Science (AS) Degree

The associate of science degree is designed for students planning to transfer to a four-year college or university to pursue a bachelor's degree.

1. Communications 9 hours

English Composition I, English Composition II, speech

2. Computer Literacy Proficiency 3 hours

Note: a test-out option is available which forgives the requirement but does NOT replace the needed credit hours

3. Natural Science and Mathematics 11 hours

A. Two science courses with both having a lab component; additionally, one of the science courses must be considered a life science and the other must be considered a physical science.

B. One mathematics including college algebra or a higher level math course

4. Social and Behavioral Sciences 9 hours

General Psychology and six credit hours from economics, geography, political science, psychology, sociology

5. Arts and Humanities 9 hours

Select from three areas: art*, foreign language, literature, music and/or theatre*,

history, and/or philosophy. (*Performance/participation classes do not meet this requirement)

6. Physical Education 1 hour

Lifetime Fitness recommended

7. Personal and Career Development 1 hour

Orientation or approved substitute (may be waived for transfers with 15 credit hours or more)

8. Appropriate Fields of Study 24 hours

A program of study in business, education, engineering, mathematics, social or behavioral science, natural science, or related technologies

9. Other Requirements:

A. Pre- and post-assessments are required by NCCC

B. Fifteen (15) of the last twenty-four (24) credit hours *must be* in residence at NCCC

C. Total of sixty-four (64) credit hours

D. Cumulate GPA of 2.0 or higher

Agenda Item IX: Adjournment

Meeting adjourned at 6:30 p.m.