

# CCRI CURRICULUM REVIEW COMMITTEE MEETING

December 3, 2021 2:00-4:00 PM

Board Room, 4090

## MINUTES

### 1. CALL TO ORDER

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Chairperson McColl called the meeting to order at 2:03 PM.

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### 2. ROLL CALL

### 3. APPROVAL OF MINUTES

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The committee voted 9 to 0, with 0 abstentions to **APPROVE** the minutes from the November 12, 2021 meeting.

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### 4. NON ACTION/ANNOUNCEMENTS

### 5. ACTION/VOTING ITEMS

#### **NON ACTION/ANNOUNCEMENTS**

#### **DEPARTMENT ANNOUNCEMENTS:**

##### **The Nursing Department is announcing:**

1. The INTC 1300 – Healthcare Interpreter I course will be discontinued
2. The INTC 1310 – Healthcare Interpreter II course will be discontinued
3. The INTC – Healthcare Interpreter Certificate program will be discontinued

#### **ACTION/VOTING ITEMS**

#### **New Course Proposal: Basics of Healthcare Interpreting**

**INTC XXXX, 6 credits**

**Originators:**

#### **RATIONALE:**

Health Care organizations have expressed a need to train healthcare interpreters within a condensed timeframe. This entry-level Basics of Healthcare Interpreting course prepares students to help bridge language and cultural gaps between Spanish speaking patients and providers. Students are trained in basic medical knowledge and interpreting skills in order to assist in providing culturally and linguistically appropriate services to a diverse population. Employment opportunities in the health care field are enhanced for Spanish bilingual students. Students who successfully complete the course are eligible to take the national certification exam.

#### **CATALOG DESCRIPTION:**

##### **OLD:**

The Healthcare Interpreter certificate program is a program that prepares the individual to provide interpreting services for the healthcare community. The program includes a total of 6 credits in a 15 week format, consisting of one course that combines:

INTC 1300 Health Care Interpreter I  
INTC 1310 Interpreting in Health Care II

**NEW:**

This course is designed to prepare students to perform as interpreters within a medical setting, to assist in bridging the language gap between clients and providers. Students who successfully complete this course will be eligible to take a national certification exam; successful course completion does not confer certification. This course is structured in a hybrid format, utilizing online and in-person sessions. Lecture: 6 hours.

Prerequisite: RHAB 1010: Medical Terminology for Rehabilitative Health, unless currently licensed in a healthcare discipline (such as nurses, nursing assistants, dental hygienists, dental assistants, pharmacists, pharmacy technicians, respiratory care professionals, physical therapists, physical therapy assistants, occupational therapists, occupational therapy assistants, and other healthcare licensees); or, certified or registered in a healthcare field as a means to validate knowledge of medical terminology (such as Medical Assistants certification by passing the [American Association of Medical Assistants](#) exam, or becoming registered by taking a different exam or by the [American Medical Technologists](#), as defined by the RI Department of Health <https://health.ri.gov/for/medicalassistants> ).

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The committee voted 9 to 0, with 0 abstentions to **APPROVE** the proposal with the addition of adding 3 SLO's to page 9. Cathy noted that the student may not be eligible for financial aid if not in a General Studies program of study and the student has taken all of their electives.

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**Revised Program Proposal: Therapeutic Massage Certificate**

**TMSG, 34 credits**

**Originator: Regina Cobb**

**RATIONALE:**

The Therapeutic Massage Program was developed in 1998-1999, with the first class graduating in 2001. The program had several successful graduating classes since then and is accredited by the Commission on Massage Therapy Accreditation (COMTA). Graduation rates, licensure exam pass rates and employment rates were all very high. The Therapeutic Massage Program has been well respected in the community.

This program was suspended in 2019 due to a low applicant pool. Since this time, the Rehabilitative Health Department has received frequent requests for the reinstatement of this program.

The program was modified to eliminate pre-requisite courses so it could be completed within one (1) year. The program curriculum/sequence has been revised to make it more in alignment with other health care program certificates and it has been restructured into a three (3) semester certificate program.

**CATALOG DESCRIPTION:**

CCRI's Therapeutic Massage Certificate Program combines a strong scientific basis for the understanding and application of various soft tissue massage therapy techniques, with high standards in professional development. The intensified evening/weekend program is a 655-hour, 34-credit curriculum leading to a Massage Therapy Certificate. Our program is accredited by the Commission on Massage Therapy Accreditation (COMTA). The program emphasizes ethics, clinical assessment, critical thinking, and entrepreneurship. Students are prepared for the Massage and Bodywork Licensing Exam (MBLEx), overseen by the Federation of State Massage Boards, to apply for a license to practice massage in the state of Rhode Island. The program can be completed in 12 months.

**REVISION:**

CCRI's Therapeutic Massage Program rigorously prepares students to be able to work in hospitals, medical environments and with clients who have compromised health or physical impairments. Upon licensure, CCRI graduates are employed in a variety of settings that include rehabilitation clinics, wellness centers, chiropractic and acupuncture offices, health clubs and spas.

CCRI graduates, who are licensed massage therapists, are employed in a variety of settings that include rehabilitation clinics, wellness centers, chiropractic and acupuncture offices, health clubs and spas. Additionally, many of our graduates have opened successful private businesses. CCRI's Therapeutic Massage Program rigorously prepares students to be able to work in hospitals, medical environments and with clients who have compromised health or physical impairments.

Students must be able to perform basic massage techniques and demonstrate the ability to give and receive a therapeutic massage treatment. Student must be at least 18 years old prior to taking Introduction to Therapeutic Massage (TMSG 1000). **Note:** Many courses require prerequisites, corequisites and/or testing. See course descriptions at the back of the catalog for details.

\*Please note: Catalog description is remaining the same. Course sequence has been modified.

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The committee voted 9 to 0, with 0 abstentions to **APPROVE** the proposal with a change to the language to state upon licensure.

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### **New Program Proposal: Personal Trainer Certificate**

**PHED, 27 credits**

**Originators: Wendy Pelto**

#### **RATIONALE:**

As businesses, government and insurance organizations recognize the benefits of health and fitness programs for their employees, incentives to join gyms or other types of health clubs are expected to increase the need for fitness trainers, personal trainers and instructors. Educating and motivating men and women of all ages to become more physically active has been shown to improve numerous conditions and reduce the risk of serious medical conditions including obesity, elevated blood sugar, elevated blood cholesterol, elevated stress levels.

42.4% of American adults are classified as obese. As fitness trainers or personal trainers are knowledgeable in fitness as well as nutrition, they can be a great resource for obese Americans looking for and needing a change.

30% of Rhode Islanders, 25.2% of Massachusetts residents and 29.1% of Connecticut residents self-reported obesity in 2019. No state or territory within the United States had a prevalence of obesity of less than 20% in 2019.

As the members of the largest generation in United States history is entering retirement, they wish to remain healthy, independent, and mobile well into advancing age. There will be a need for trainers both in residential care facilities and nursing homes.

As many schools are cutting back on physical education programs due to budget constraints, we are seeing an increase in childhood obesity. Many parents are enrolling their children in health clubs and are hiring personal trainers to get their children into shape.

#### **CATALOG DESCRIPTION:**

This two-semester certificate program is designed for students who want to work as fitness instructors in fitness centers or as independent personal trainers. Upon completion of this program students will be prepared to sit

for professional certification exams sponsored by the American College of Sports Medicine, National Academy of Sports Medicine, or the National Strength and Conditioning Association. The courses in this program come from the disciplines of anatomy, physiology, psychology, nutrition, health and exercise science.

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The committee voted 9 to 0, with 0 abstentions to **APPROVE** the proposal with change from COMM 1100 to COMM 1010 and that it is 27 credits.

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**New Course Proposal: Field Experience**

**PHED XXXX, 3 credits**

**Originators: Wendy Pelto**

**RATIONALE:**

The primary purpose of the course is to provide academic and practical preparation for students desiring to sit for certifying examinations sponsored by the American College of Sports Medicine, the National Strength and Conditioning Association or the National Academy of Sports Medicine. The practical preparation will be what differentiates this program from other programs in the region and online.

**CATALOG DESCRIPTION:**

**OLD:**

N/A

**NEW:**

The course is designed to provide students with the opportunity to gain hands-on professional personal training experience by the field placement assignment. This will also provide an opportunity for the student to contribute to the local fitness community. The course will review and reinforce the scope of practice and legal responsibilities of personal trainers. 3 credit hours.

Lecture: 2 hours; Other: 2 hours

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The committee voted 9 to 0, with 0 abstentions to **APPROVE** the proposal with the following change: page 3 (distribution of credits: other credits 1 instead of 2, 1 credit is awarded for 2 hours of practicum instead of 30. Hours entered into the catalog is 2 instead of 30.

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**New Course Proposal: Principles of Exercise Science**

**PHED XXXX, 3 credits**

**Originators: Wendy Pelto**

**RATIONALE:**

This course will develop the knowledge base needed by students entering the personal training work force. It provides both lecture and laboratory assignments to create the critical thinking skills of health-related content skills required by personal trainers.

**CATALOG DESCRIPTION:**

**OLD:**

N/A

**NEW:**

This course provides students with the recommendations and rationale necessary to design fitness programs for healthy adults and special populations. The biomechanical aspects of proper exercise performance using strength training machines, free weight equipment as well as cardiorespiratory equipment will be presented.

Students will demonstrate a thorough understanding of movement patterns, the variables of training, and the principles of exercise selection by the creation of appropriate exercise programs for different populations. 3 credits (2 hours Lecture, 3 hours Lab)

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The committee voted 9 to 0, with 0 abstentions to **APPROVE** the proposal.

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### **Revised Course Proposal: Chemistry of Our Environment**

**CHEM 1000, 4 credits**

**Originator: Elizabeth Arendt**

#### **RATIONALE:**

The Student Learning Outcomes for Chemistry of Our Environment need updating so that we can reapply for General Education status. There are currently too many outcomes.

#### **CATALOG DESCRIPTION:**

##### **OLD:**

CHEM 1000 Chemistry of Our Environment

CHEM 1000 - Chemistry of Our Environment

(4 Credits)

This course is an introductory, entry-level course in chemistry for non-science majors, with emphasis on every day, practical applications. The course covers basic chemistry principles, which are then applied to contemporary issues. Use of mathematics is minimized as much as possible. The laboratory assignments demonstrate topics discussed in class. Note: This course is a prerequisite for CHEM-1060 and is recommended as a Science elective in the Liberal Arts or General Studies program.

Lecture: 3 hours, Lab: 3 hours

Prerequisite(s): (MATH 0600 or MATH 0101 or MATH 0100 or Math Accuplacer or MATH 1420 or MATH 1025) or (Bachelor Degree or higher)

Course completes the following requirements:

Lab Science Requirement

Mathematics and Science

##### **NEW:**

CHEM 1000 Chemistry of Our Environment

CHEM 1000 - Chemistry of Our Environment

(4 Credits)

This course is an introductory, entry-level course in chemistry for non-science majors, with emphasis on every day, practical applications. The course covers basic chemistry principles, which are then applied to contemporary issues. Use of mathematics is minimized as much as possible. The laboratory assignments demonstrate topics discussed in class. Note: This course is a prerequisite for CHEM-1060 and is recommended as a Science elective in the Liberal Arts or General Studies program.

Lecture: 3 hours, Lab: 3 hours

Prerequisite(s): (MATH 0600 or MATH 0101 or MATH 0100 or Math Accuplacer or MATH 1420 or MATH 1025) or (Bachelor Degree or higher)

Course completes the following requirements:

Lab Science Requirement

Mathematics and Science

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The committee voted 9 to 0, with 0 abstentions to **APPROVE** the proposal with the following change: the syllabus needs updating to the 6 outcomes.

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**Revised Course Proposal: Survey of Biomedical Chemistry**

**CHEM 1010, 5 credits**

**Originator: Elizabeth Arendt**

**RATIONALE:**

The Student Learning Outcomes for Survey of Biomedical Chemistry need updating so that we can reapply for General Education status. There are currently too many outcomes.

**CATALOG DESCRIPTION:**

**OLD:**

CHEM 1010 - Survey of Biomedical Chemistry

(5 Credits)

This is an introductory study of chemistry principles that form the foundation for understanding biomedical and dental sciences. Content includes atomic theory, chemical bonding, the nature and properties of matter and solutions, the colloidal state, crystallization and the chemical functioning of basic biological compounds.

Laboratory exercises demonstrate concepts presented in lectures.

Lecture: 3 hours, Lab: 3 hours, Other: 1 hour

Prerequisite(s): (CHEM 1020 or Chemistry Placement Exam) and (MATH 0600 or MATH 0099 or MATH 0100 or MATH 0101 or Math Accuplacer or MATH 1420 or MATH 1025) or (Bachelor Degree or higher)

Course completes the following requirements:

Lab Science Requirement

Mathematics and Science

**NEW:**

CHEM 1010 - Survey of Biomedical Chemistry

(5 Credits)

This is an introductory study of chemistry principles that form the foundation for understanding biomedical and dental sciences. Content includes atomic theory, chemical bonding, the nature and properties of matter and solutions, the colloidal state, crystallization and the chemical functioning of basic biological compounds.

Laboratory exercises demonstrate concepts presented in lectures.

Lecture: 3 hours, Lab: 3 hours, Other: 1 hour

Prerequisite(s): (CHEM 1020 or Chemistry Placement Exam) and (MATH 0600 or MATH 0099 or MATH 0100 or MATH 0101 or Math Accuplacer or MATH 1420 or MATH 1025) or (Bachelor Degree or higher)

Course completes the following requirements:

Lab Science Requirement

Mathematics and Science

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The committee voted 9 to 0, with 0 abstentions to **APPROVE** the proposal with change to 1 credit is awarded for 1 hours of recitation.

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**Revised Course Proposal: General Chemistry I**

**CHEM 1030, 5 credits**

**Originator: Elizabeth Arendt**

**RATIONALE:**

The Student Learning Outcomes for General Chemistry I need updating. There are currently too many outcomes.

**CATALOG DESCRIPTION:**

**OLD:**

CHEM 1030 - General Chemistry I  
(5 Credits)

Principles of chemistry dealing with the structure of matter, periodic system, chemical bonding, formulas and equations are studied in this course. Laboratory work provides an opportunity to see the applications of these chemical principles. Note: This course is for students who plan to pursue further studies in science, pharmacy or engineering.

Lecture: 3 hours, Lab: 3 hours, Other: 1 hour

Prerequisite(s): (CHEM 1020 or Chemistry Placement Exam) or (Bachelor Degree or higher)

Course completes the following requirements:

Lab Science Requirement

Mathematics and Science

URI/RIC Transfer General Education Transfer Opportunity: Ye

**NEW:**

CHEM 1030 - General Chemistry I  
(5 Credits)

Principles of chemistry dealing with the structure of matter, periodic system, chemical bonding, formulas and equations are studied in this course. Laboratory work provides an opportunity to see the applications of these chemical principles. Note: This course is for students who plan to pursue further studies in science, pharmacy or engineering.

Lecture: 3 hours, Lab: 3 hours, Other: 1 hour

Prerequisite(s): (CHEM 1020 or Chemistry Placement Exam) and (MATH 0600 or MATH 0101 or Math Accuplacer with a score of 3) (or (Bachelor Degree or higher)

Course completes the following requirements:

Lab Science Requirement

Mathematics and Science

URI/RIC Transfer General Education Transfer Opportunity: Yes

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The committee voted 9 to 0, with 0 abstentions to **APPROVE** the proposal with 1 hour of recitation.

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## **Revised Course Proposal: General Chemistry II**

**CHEM 1100, 5 credits**

**Originator: Elizabeth Arendt**

### **RATIONALE:**

The student learning outcomes for General Chemistry II need updating especially as we are looking to update the outcomes for its prerequisite course, General Chemistry I. There are currently too many outcomes for General Chemistry II.

### **CATALOG DESCRIPTION:**

#### **OLD:**

CHEM 1100 - General Chemistry II

(5 Credits)

This course, together with CHEM 1030 satisfies the requirement for one year of science. Lectures are concerned with rates of reactions, equilibria, thermodynamics, electrochemistry, nuclear chemistry and complexation reactions. Laboratory involves further application of chemical principles and the separation and identification of inorganic ions.

Lecture: 3 hours, Lab: 3 hours, Other: 1 hour

Prerequisite(s): CHEM 1030

#### **NEW:**

CHEM 1100 - General Chemistry II

(5 Credits)

This course, together with CHEM 1030 satisfies the requirement for one year of science. Lectures are concerned with rates of reactions, equilibria, thermodynamics, electrochemistry, nuclear chemistry and complexation reactions. Laboratory involves further application of chemical principles and the separation and identification of inorganic ions.

Lecture: 3 hours, Lab: 3 hours, Other: 1 hour

Prerequisite(s): CHEM 1030

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The committee voted 9 to 0, with 0 abstentions to **APPROVE** the proposal.

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## **Revised Program Proposal: Science – Associate in Science**

**SCID, 60-64 credits**

**Originator: Elizabeth Arendt**

### **RATIONALE:**

With this proposal, we seek to adjust the General Education credits in the SCID program from the current 22 credits to a range of 21 – 22 credits and the additional elective credits from the current range of 9 – 13 credits to a new range of 9 – 14 credits. When the Science program was updated in 2008, the MATH courses that were at or above the pre-calculus level were all 4 credits. Since then, the 3-credit MATH 2131 was created. Any SCID student who takes the 3-credit MATH 2131 will have their degree evaluation thrown off. To ensure that each SCID student is aware that they need at least 60 credits to graduate and to make the degree evaluation process



smoother, we are requesting that we adjust the credit ranges as noted both above and in the revised required courses listed on page 5.

**CATALOG DESCRIPTION:**

This degree program is intended for individuals who wish to pursue a career in science or a related field. Such fields include, but are not limited to, astronomy, biochemistry, biology, biophysics, biotechnology, chemistry, environmental geology, environmental science, forensics, forestry, geochemistry, geology, geophysics, home economics, marine biology, meteorology, mortuary science, nutrition (or dietetics), oceanography, optometry, pharmacy, physical education, physics or plant science. This program also is intended for those who wish to pursue medical, dental or veterinary degrees.

Note: A minimum of a bachelor's degree is usually required of individuals planning to work in science or a related area. Therefore, students should take the CCRI Associate in Science degree program with the expectation of transferring to a four-year college or university. The choice of which elective credits to select should be made in consultation with an advisor from one of the science departments in accordance with the transfer requirements of the four-year school. Many courses require prerequisites, corequisites and/or testing. See course descriptions for details.

Students should consult the transfer requirements of their intended school of transfer.

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The committee voted 9 to 0, with 0 abstentions to **APPROVE** the proposal with the change of eliminating Math 2362 and Math 1220 as options and changing COMI 1100 to COMM 1010.

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**Revised Course Proposal: Principles of Microeconomics**

**ECON 2030, 3 credits**

**Originator: Leslie Killgore**

**RATIONALE:**

This proposal revises and updates the course description and Student Learning Outcomes.

**CATALOG DESCRIPTION:**

**OLD:**

This course studies economic principles with emphasis on the price system, resource allocation, industrial organization, international trade, and comparative economic systems.

**NEW:**

This course studies microeconomics principles with emphasis on comparative advantage, market system, consumer theory, resource allocation, and industrial organization.

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The committee voted 9 to 0, with 0 abstentions to **APPROVE** the proposal.

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**Revised Course Proposal: Principles of Macroeconomics**

**ECON 2040, 3 credits**

**Originator: Leslie Killgore**

**RATIONALE:**

This proposal revises and updates the course description and Student Learning Outcomes.

**CATALOG DESCRIPTION:**

**OLD:**

This course studies the fundamental principles, problems and policies of the American economic system. Major emphasis is placed on the institutions of the economy, supply-demand analysis, national income theory, monetary and fiscal policy and growth analysis.

**NEW:**

This course studies macroeconomic principles with emphasis on the market system, national economy, international trade and fiscal and monetary policy.

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The committee voted 9 to 0, with 0 abstentions to **APPROVE** the proposal.

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**Revised Course Proposal: History of the United States to 1877****HIST 1210, 3 credits****Originator: Leslie Killgore****RATIONALE:**

This proposal revises and updates the course description and Student Learning Outcomes.

**CATALOG DESCRIPTION:****OLD:**

This is a survey course of American history beginning with European backgrounds and discovery and continuing through the period of reconstruction.

**NEW:**

This course surveys the history of the United States from its colonial origins to the end of post-Civil War Reconstruction. We consider social, cultural, political, and economic factors domestically as well as relations with indigenous peoples and foreign nations.

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The committee voted 9 to 0, with 0 abstentions to **APPROVE** the proposal with the change outcome #7 to read “interact with classmates to discuss primary sources and historical arguments.”

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**Revised Course Proposal: History of the United States from 1877****HIST 1220, 3 credits****Originator: Leslie Killgore****RATIONALE:**

This proposal revises and updates the course description and Student Learning Outcomes.

**CATALOG DESCRIPTION:****OLD:**

This survey course of American history from the rise of industrialism to the present.

**NEW:**

This course surveys the history of the United States since 1877. We consider social, cultural, political, and economic factors domestically as well as relations with foreign nations. Emphasis is placed on the growing role of the United States on the world stage.

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The committee voted 9 to 0, with 0 abstentions to **APPROVE** the proposal with the change to outcome #7 to read “Interact with classmates to discuss primary sources and historical arguments.”

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**Revised Course Proposal: Logic**

**PHIL 2040, 3 credits**

**Originator: Leslie Killgore**

**RATIONALE:**

This proposal revises and updates the course description and Student Learning Outcomes.

**CATALOG DESCRIPTION:**

**OLD:**

This course studies the basic principles of correct thinking in semantics and in deductive and inductive reasoning. It introduces beginning students to the logical techniques of thought and argument. Exercises incorporate various current issues and topics. Clear and adequate thinking is the goal of the course.

**NEW:**

This course introduces students to the basic principles of critical thinking by examining the general nature of logic, truth-value and propositions, deductive and inductive arguments, and logical fallacies. The relevance of logical reasoning to various life contexts is emphasized, including contemporary society and culture.

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The committee voted 9 to 0, with 0 abstentions to **APPROVE** the proposal.

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**Revised Course Proposal: American Government and Politics**

**POLS 1010, 3 credits**

**Originator: Leslie Killgore**

**RATIONALE:**

This proposal revises and updates the course name, description, and Student Learning Outcomes.

**CATALOG DESCRIPTION:**

**OLD:**

This course is a study of the American political system at the national level. It covers the structure of the U.S. government and its powers and limitations. It also covers policymaking, the governing and electoral processes, the roles of the people, the media, special interests, and political parties. Areas of national concern such as economic and foreign policy and national security are also covered.

**NEW:**

This course is a study of American government and politics at the national level. It covers the theoretical underpinnings and structure of the U.S. government, as well as the nature and scope of its powers. It also covers the governing and electoral processes, including the roles of public opinion, the mass media, political parties, and interest groups. Areas of national policy concern will be addressed in discussions of current events.

NOTE NEW COURSE NAME: American Government and Politics

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The committee voted 9 to 0, with 0 abstentions to **APPROVE** the proposal. This course was named American National Government.

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**Revised Course Proposal: International Relations**

**POLS 2010, 3 credits**

**Originator: Leslie Killgore**

**RATIONALE:**

This proposal revises and updates the course description and Student Learning Outcomes.

**CATALOG DESCRIPTION:****OLD:**

This course studies international and global politics. It includes study of diplomatic history, theoretical approaches, global political economy, international law and organization issues of war, peace and political stability.

**NEW:**

This course studies international and global politics. It includes the study of diplomatic history, theoretical approaches, international political economy, international law and organization, and issues of war, peace, and political stability.

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The committee voted 9 to 0, with 0 abstentions to **APPROVE** the proposal.

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**Revised Course Proposal: Marriage and Family****SOCS 2020, 3 credits****Originator: Leslie Killgore****RATIONALE:**

This proposal revises and updates the course description and Student Learning Outcomes.

**CATALOG DESCRIPTION:****OLD:**

This is a survey of the basic factors of courtship, mate selection, engagement, marriage and rearing children in preparation for successful marriage and parenthood. Marital values and problems are discussed. The course studies the family as the basic unit in society and its relationship to society as a whole. Current changes in family life and their causes are examined.

**NEW:**

In this class, we critically explore how social, cultural, and economic forces influence family forms and experiences. You will be encouraged to examine your own family experiences to see how forces shape them and how your experiences are similar to and different from the experiences of others. As a class, we explore questions about family and household life, such as: What is a family? What purpose does the family serve? What are modern American families really like? Who gets married? Why do people get married? How do social factors influence who marries, when, and whom? Why do some marriages end in divorce? Why do people have children? Who takes care of them? Who does the housework? How do they decide?

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The committee voted 9 to 0, with 0 abstentions to **APPROVE** the proposal.

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Meeting adjourned at 3:43pm