MINUTES

UNIVERSITY GRADUATE COMMITTEE

February 11, 2015

Members Present: Michael Amundson (History), Karen Applequist (Educational Specialties), Nadine Barlow (Physics and Astronomy), Steve Brown (Music), April Brown Judd (Mathematics and Statistics), Colleen Byron (Administration), Angelina Castagno (Educational Leadership), Cornel Ciocanel (Engineering), Joe Collentine (Modern Languages), William Crawford (English), Ann Huffman (Psychological Sciences), Amy Hughes (Ex-officio: Cline Library), Stephanie Hurst (Chemistry), Evie Garcia (Educational Psychology), Lynn Jones (Substitute –Michael Costelloe, Criminology and Criminal Justice), Tom Kolb (Forestry), Kooros Mahmoudi (Sociology), John Masserini (Ex-officio: Graduate College), Gretchen McAllister (Chair, Teaching and Learning), Marcia Metcalf (College of Business), Stephen Nuño (Politics and International Affairs), Patricia Peterson (Faculty Senate Representative), Jim Sample (School of Earth Sciences and Environmental Sustainability), Singne Slayton (Substitute – Steve Hempleman, Biological Sciences), Cathy Small (Anthropology), Anna Sosa (Communication Sciences and Disorders), Barbara Tomlinson (Nursing), Meghan Warren (Physical Therapy), and Maribeth Watwood (Ex-officio: Graduate Dean).

Members Absent: Patrick Deegan (Ex-officio: Extended Campuses), Erik Schiefer (Geography, Planning, and Recreation), Emily Schnurr (Graduate Student Government), Brant Short (Communication), and Nora Timmerman (Sustainable Communities)

Guests: Jody Bartz (Educational Specialties), Manley Begay (Applied Indigenous Studies), Alexandra Carpino (Comparative Cultural Studies), Sibylle Gruber (English), John Hagood (Mathematics and Statistics), Mary Harmon (Communication Science and Disorders), Karen Jarratt-Snider (Applied Indigenous Studies), Michael Lerma (Politics and International Affairs), Louise Lockard (Educational Specialties), Pamela Powell (COE: Teaching and Learning), Jenny Scott (Extended Campuses), Michael Shafer (Mechanical Engineering), Jay Sutliffe (Heath Sciences), Derek Sonderegger (Mathematics and Statistics), Donelle Ruwe (English), Laura Sujo-Montes (Educational Specialties), Stephen Tegler (Physics and Astronomy), Petra Williams (Physical Therapy & Athletic Training), Lisa Williams (Registrars), and Lisa Wischmeier (Extended Campuses)

Graduate College: Megan Ruiz

The meeting was called to order at 2:57 pm by Dr. Gretchen McAllister.

I. Welcome, Announcements, and Brief Reports
   A. Approval of the Minutes from the January 14, 2014 meeting.

The minutes were approved by all present, pending the corrections to the DNP policy change.

   B. Graduate Student Government Report- Emily Schnurr

A Graduate Student Government Representative was not in attendance.
C. Associate Dean’s Remarks- John Masserini

Dr. Masserini did not make any remarks at this meeting.

D. Dean’s Remarks- Maribeth Watwood

Dr. Watwood did not make any remarks at this meeting.

II. Curricular Items for Review

A. College of Arts and Letters

1. English
   a. English-Literature: M.A. Submission Summary
      a. ENG 644; Counter Traditions in American Literature- Fall 2015- Catalog Description, Course Title, Repeat Rule
      b. English-Literature; M.A.- Fall 2015- Major Requirements- Course(s) Added, Course(s) Deleted

Donelle Ruwe (Associate Professor, English: Literature) described that they are streamlining the Master’s degree to better align with other emphases in the degree. The curriculum would now require introduction to theory classes and research coursework. This program update would also allow the program to expand to distance learners. Current enrollment is around 16-20 students, whereas with distance learners the enrollment would likely increase to 50-70. The target group is community college teachers who need instruction in composition, which they are not currently receiving. Other changes to the curriculum include an update to the ENG 644 course, which better reflects the content of the course in its current state.

A motion was approved for the plan and course changes.

b. English-Rhetoric and the Teaching of Writing; M.A. Submission Summary
   a. ENG 561; Introduction to Rhetoric, Writing and Digital Media Studies- Fall 2015- New Course
   b. ENG 562; Introduction to Rhetoric and Composition Theory- Fall 2015- New Course
   c. ENG 563; Introduction to Research Methods in Rhetoric and Writing Studies-Fall 2015- New Course
   d. ENG 622; Topics in Historical and Contemporary Rhetoric- Fall 2015- New Course
   e. ENG 623; Topics in Narrative Studies and Creative Rhetorics- Fall 2015- New Course
   f. ENG 624; Topics in Public and Disciplinary Writing- Fall 2015- New Course
   g. ENG 626; Topics Digital/Social Media Studies- Fall 2015- New Course
   h. ENG 686; Research Projects: Rhetoric, Writing, and Digital Media Studies-Fall 2015- New Course
   i. ENG 501; Graduate Composition- Fall 2015- Deactivate Course
   j. ENG 503; Written Communication in Organizations- Fall 2015- Deactivate Course
   k. ENG 511; Writing Theory and Practice- Fall 2015- Deactivate Course
Sibylle Gruber (Professor, Department of English: Rhetoric and the Teaching of Writing), explained that after a comprehensive curriculum review, the program needed to more clearly match national standards and provide an introduction to writing and digital media. New courses ENG 561-563 will introduce these topics. New courses ENG 622-626 will cover the topics of new developments in digital media studies. Other courses will be deactivated, and this will help avoid any confusion for the students.

A member asked how students would receive their diversity component with the deactivation of these courses. Dr. Gruber responded that each instructor would address the diversity requirements in the new courses.

A motion was approved for the plan and course changes and the new courses.

2. Comparative Cultural Studies
   a. MST 550; Museum Studies- Fall 2015- Co-convene, New Course
   b. MST 560; Topics in Museum Studies- Fall 2015- Co-convene, New Course

Alexandra Carpino (Chair, Comparative Cultural Studies), explained that there is enough student interest in the field of Museum Studies to warrant these additional classes. The target audience would be Public History and Anthropology students. Graduate students in these co-convened courses have more advanced learning outcomes and would be required to take on leadership roles and complete additional course work.

A motion was approved for these new courses.

B. College of Education

1. Educational Leadership
   a. Community College Teaching and Learning Graduate Certificate- Fall 2015- New Plan

Patricia Peterson (Professor, Department of Educational Specialties), explained that this certificate will require 15 credit hours of existing college teaching courses. Its target population would be adult learners who are full or part-time instructors. Most community college instructors are content-specific, and this will allow them to understand the broader teaching and learning aspects of community college teaching. After speaking with students and faculty in Maricopa, it was clear that this is needed. At this point, neither the University of Arizona nor Arizona State University offer this type of certificate.
A member asked how this would benefit students when searching for employment. Dr. Peterson responded that this certificate would provide an extra credential that other instructors might not have.

A motion was approved for the new plan.

2. Teaching and Learning
   a. ECI 610; National Board Certification Pre-Candidacy Course- Fall 2015- New Course
   b. ECI 611; National Board Certification National Board Institute- Fall 2015- New Course
   c. ECI 612; National Board Portfolio Assessment: Component 1 Content Knowledge- Fall 2015- New Course
   d. ECI 613; National Board Portfolio Assessment: Component 2 Differentiation in Instruction- Fall 2015- New Course
   e. ECI 614; National Board Portfolio Assessment: Component 3 Teaching Practice and Learning Environment- Fall 2015- New Course
   f. ECI 615; National Board Portfolio Assessment: Component 4 Effective and Reflective Practitioner- Fall 2015- New Course
   g. Early Childhood; M.Ed.- Early Childhood National Board Teacher Emphasis- Fall 2015- Major Requirements- Course(s) Added, Course(s) Deleted, Subplan Requirements Course(s), Major Requirements- Unit Change
   h. Elementary Education; M.Ed.- Elementary National Board Certification Teacher Emphasis- Fall 2015- Major Requirements- Course(s) Added, Course(s) Deleted, Subplan Requirements Course(s), Major Requirements- Unit Change

Pamela Powell (Chair, Department of Teaching and Learning), explained that the new courses will help prepare students for the National Board Certification while completing their Master’s program. NAU will work with the K-12 Center, as they oversee the Board for Arizona. The Early Childhood and Elementary Education plans will be reviewed for the following year. Drs. Watwood, Masserini, and Mellott (Dean, College of Education) will meet to discuss accreditation changes and coursework duplication among the two degrees.

A member asked what content would be removed, if one third of the coursework will focus on the National Board Certification. Dr. Powell explained that the National Certification process is rigorous, robust, and equal to, if not greater than, a typical Master’s degree in this field; content will be learned through the process. In order for it to be of quality, they will have to meet standards tied with teaching standards, which will be part of all the material. The certification will be equal to a comprehensive exam. Currently, most students are choosing between a Master’s program and the National Certification, and with this degree they can do both. No other university is offering this type of program, and NAU is hoping to be the showcase example.

Another member noted that the National Board Certification requires several artifacts from teaching and justification in the current field. Dr. Powell noted that the students are required to synthesize and analyze student work with professional knowledge, and then synthesize how to further professional growth. The teachers are video recorded while teaching and they have to take a written exam, among other tasks. The National Board Certification is truly the pinnacle of teaching certificates. Another member asked what would happen if the student completed the coursework but did not receive certification. Dr. Powell explained that this program would not guarantee that the student will
receive certification, but they would still be eligible for the Master’s degree. A member voiced concern about coupling the certification with a Master’s so tightly, in that it seems that the certification is equal to a Master’s degree.

A member asked who would be teaching these classes and how it will affect the College of Education (COE). Dr. Powell explained that instructors from the K-12 Center who are certified could teach these classes, and thus there will be little change or effect to COE. Student tuition will pay for the instructor’s salary.

The motion was tabled to allow additional time for vetting and consideration.

3. Educational Specialties
   a. BME 542; Administration of Multicultural Programs- Fall 2015- New Course
   b. BME 545; Introduction to Narrative Inquiry in Multicultural Communities- Fall 2015- New Course
   c. Bilingual and Multicultural Education- Bilingual; M.Ed.- Fall 2015- Major Requirements- Course(s) Added, Course(s) Deleted, Unite Change, New Subplan, Subplan Requirement- Course(s)

Louise Lockard (Associate Clinical Professor, Department of Educational Specialties) and Christine Lemley (Assistant Professor, Department of Educational Specialties) explained that these new classes would be added as one of the choices in the program of study. These courses will assist students in conducting research for teacher education. The classes will be interdisciplinary, and an option for students in programs such as Ethnic Studies and Women and Gender Studies.

A motion was approved for the new courses and plan change.

   d. Special Education- Severe/Profound Certified Prep- Fall 2015- Deactivate Plan
   e. Special Education- Severe/Profound Certified; M.Ed.- Fall 2015- Deactivate Plan
   f. Special Education- Cross Categorical High Incident Certified- Fall 2015- Major Requirements- Course(s) Deleted, Name Change

Laura Sujo-Montez (Chair, Department of Educational Specialties), explained that the Severe/Profound Certification focuses on needs of low-incident students. Currently, enrollment is very low, and it is not cost-effective to keep the program active. By changing the requirements of the Cross Categorical High Incident program and updating its name to Mild-Moderate, the program can be more applicable to a wider range of students.

A member asked where a student might go if they want a certificate in Severe/Profound disabilities. Dr. Sujo-Montez explained that the University of Arizona offers that program, which is funded and sustained by grants and would be an option for students.

   g. ESE 557; Evidence-Based Methods in Early Childhood Special Education for Young Children Age- Fall 2015- New Course
   h. Special Education-Early Childhood with certification; M.Ed.- Fall 2015- Major Requirements- Course(s) Added, Course(s) Deleted
Karen Applequist (Professor, Department of Educational Specialties), explained that the requirements are changing due to new standards that change the age range from birth to grade five to birth to grade eight. The new class will need to be added to cover the primary grades.

A motion was approved for the plan changes and new courses.

C. College of Engineering, Forestry, and Natural Sciences
   1. Mechanical Engineering
      a. ME 523; Aero-Systems Dynamics- Fall 2015- Co-convene, New Course
      b. ME 563; Biomechanical Engineering- Fall 2015- Co-convene, New Course
      c. ME 573; Biomaterials- Fall 2015- Co-convene, New Course

Ernesto Penado (Chair, Department of Mechanical Engineering) and Michael Shafer (Assistant Professor, Department of Mechanical Engineering) explained the new course options for graduate students. ME 523 will be an introduction course to controlled fixed-winged aircraft, including drones. The ME 563 and 573 will focus on biomechanics and biomaterials; they are discussing interest in collaborating with the Department of Biological Sciences.

A member asked if the students would study the ethics of drones, which was confirmed affirmatively.

A motion was approved for the new courses.

2. Astronomy and Physics
   a. AST 510; Exoplanet Science- Fall 2015- New Course
   b. AST 520; Astroinformatics: Big Data in Astronomy- Fall 2015- New Course
   c. AST 530; Topics in Astronomy- Fall 2015- New Course
   d. AST 570; Astrochemistry- Fall 2015- New Course
   e. Astronomy; Ph.D.- Fall 2015- New Plan

Stephen Tegler (Chair, Department of Astronomy and Physics), explained the need for the Ph.D. program in Astronomy. The focus in planetary science grosses a significant amount of money per year and is a significant topic around the world. Unlike University of Arizona and Arizona State University, NAU’s location near Lowell Observatory, the U.S. Geological Survey, and the U.S. Naval Observatory give it a leg-up in the field. The program plans to tap into these local facilities and great wealth of partnerships to better the field of Astronomy.

A member asked what the timeline is for this program. Dr. Tegler explained that over the next five years, they expect to admit roughly 25 students and hire five new tenure-track professors. The Master’s program currently has around 18 students, and it is not expected to draw them away, as the program emphasizes physics. If there is any change that results from this new program, it is likely to be an increase in enrollment for the Master’s program. In order for the Ph.D. to be successful, it is vital that they have the resources to receive five new hires, although they expect that they can start a few students in the program with as little as three new faculty members. To clarify, Dr. Watwood asked what year they expect to accept the first student. Dr. Tegler explained that it would likely be the fall 2017 or 2018. At this point, the department would like to get the program in the works and have it waiting and ready for when they hire the necessary faculty and solidified additional resources.
A member asked how long they expect students to take to finish their program. Dr. Tegler responded that the first year would be focused on introductory courses and teaching, then they expect the next three years for the research and dissertation. It will also not be a requirement for the students to have a Master’s degree before entering the program.

A motion was approved for the new plan and new courses, with one abstention.

3. CSTL
   a. SCI 530; History of Science- Fall 2015- New Course
   b. SCI 630; Survey of Literature in Science Education- Fall 2015- New Course
   c. TSM 595; Internship: Secondary- Fall 2015- Catalog Description, Co-requisites, prerequisites
   d. TSM 596; Apprentice Teaching Seminar- Fall 2015- Co-Convene
   e. Science Teaching; M.A.- Fall 2015- Admission Requirements, Major Requirements-Course(s) Added, Course(s) Deleted, Text within plan
   f. Teaching Science with Certification; M.A.T.- Fall 2015- Major Requirements-Course(s) Added
   g. Science Teaching; Graduate Certificate- Fall 2015- Deactivate Plan

Ron Gray (Graduate Program Coordinator, Center for Science Teaching and Learning) explained that these classes were added to revamp the thesis option under this Master’s degree. They will also be changing the wording of the Science Teaching M.A., removing the portfolio option. The deactivation of the graduate certificate is following the deletion of the Mathematics Teaching Graduate Certificate, which was its counterpart. These changes will allow more flexibility depending on the student’s interest for doctoral pathways.

A member noted that most of the standards addressed in this co-convened course (TSM 596) are the same for both undergraduates and graduates. Dr. Gray explained that due to accreditation, there was no flexibility in changing this. However, there are significant differences between the graduate and undergraduate learning outcomes, assignments, and expectations, which are clearly identified in the syllabus.

A motion was approved for plan and course changes and the new course.

4. Mathematics and Statistics
   a. MAT 562; Interest Theory for Actuarial Science- Fall 2015- Catalog Description, Co-Convene
   b. MAT 580; Mathematics of Financial Modeling- Fall 2015- Co-Convene, New Course
   c. SAT 570L; Introduction to R- Fall 2015- New Course

John Hagood (Professor, Department of Mathematics and Statistics) and Derek Sonderegger (Assistant Professor, Department of Mathematics and Statistics), explained that the MAT 562 and 580 already exist as co-convened courses, in practice. They will be creating MAT 462 to clarify between courses. MAT 580 currently exists as MAT 480, but because of the high interest in the course from graduate students, they will offer it as a 500-level course. This course will remain co-convened, and the learning objectives are of a higher complexity and expectation for graduate students. For example, they will have written reports, independent investigations, and additional resources for research. SAT 570L will focus on distinguishing between statistics and “R”. This lab will be optional, but strongly suggested for students.
A motion was approved for the plan and course changes and the new course.

D. College of Health and Human Services
   1. Communication Studies and Disorders
      a. CSD 510; Clinical and Educational Methods in Speech-Language Pathology- Fall 2015- Catalog Description, Co-requisitions, Units
      b. CSD 510L; Clinical and Educational Methods in Speech-Language Pathology Lab- Fall 2015- New Course
      c. Clinical Speech-Language Pathology; M.S.- Fall 2015- Major Requirements- Course(s) Added, Course(s) Deleted, Unit Change, Text within Plan

Mary Harmon (Assistant Professor, Department of Communication Sciences and Disorders), explained that the total units currently required are 63-66 credit hours. CSD 510 will be changed from 3 credit hour course to 2 credit hour course, and CSD 510L will be added.

A motion was approved for the plan and course changes.

2. Nursing
   a. NUR 682; Nursing Leadership Applications- Fall 2015- New Course
   b. Nursing- Generalist; M.S.- Fall 2015-Major Requirements- Course(s) Added, Course(s) Deleted

Barbara Tomlinson (Assistant Clinical Professor, School of Nursing), explained that NUR 682 will replace NUR 608 in the program of study. Nursing 682 differs by eliminating the fieldwork designation and focuses on nursing leadership. This new class will not be a hands-on practicum and will not include direct patient care. The class will include a final development of a capstone paper and capstone project, as well as dissemination of the capstone project.

A motion was approved for the plan change and new course.

3. Physical Therapy & Athletic Training
   a. PT 644; Ethics and Professionalism in Physical Therapy Practice- Fall 2015-New Course
   b. PT 664; Clinical Epidemiology and Population Health- Fall 2015- New Course
   c. PT 510; Foundations of Physical Therapy Evaluation- Fall 2015- Catalog Description
   d. PT 550; Pathophysiological Basis of Physical Therapy Practice- Fall 2015- Catalog Description, Units
   e. PT 582; Therapeutic Exercise- Fall 2015- Catalog Description, Prerequisites
   f. PT 519; Principles of Patient Management- Fall 2015- Deactivate Course
   g. PT 580; Integumentary Therapeutics- Fall 2015- Deactivate Course
   h. PT 678; Psychosocial Aspects of Rehabilitation- Fall 2015- Deactivate Course
   i. Doctor of Physical Therapy; D.P.T- Fall 2015- Major Requirements- Course(s) Added, Course(s) Deleted, Unit Change, Text within Plan

Petra Williams (Assistant Professor, Department of Physical Therapy and Athletic Training), explained that the changes in healthcare are making some content inefficient. The changes to the program will also reduce required classes if it is not part of the student’s area of interest.
A member asked if there is an interdisciplinary requirement in the program. Since the Physical Therapy degree is a professional degree (Doctorate in Physical Therapy) and not a Ph.D., Dr. Williams explained that it does not need these requirements. It is assumed that the students met these requirements in their undergraduate degrees. However, there are many instances of inter-professional work in their program and field, and they are exploring additional options for their students in this regard.

A motion was approved for the plan and course changes and the new courses.

E. College of Social and Behavioral Sciences
   1. Applied Indigenous Studies
      a. AIS 503; Indigenous Nation-Building: Issues of Leadership, Strategic Thinking, Governance, Cultures, Dev- Fall 2015- New Course
      b. AIS 504; Global Indigenous Law and Policy- Fall 2015- New Course
      c. AIS 530; Tribal Administration and Human Resource Management- Fall 2015- New Course
      d. AIS 550; Tribal Financial Management, Economic Development and Entrepreneurship- Fall 2015- New Course
      e. AIS 585; Tribal Environmental Management- Fall 2015- New Course
      f. AIS 590C; Indigenous Nation-Building: Theory Intro Practice- Fall 2015- New Course
      g. Indigenous and Tribal Nation Building, Leadership, Management & Admin. Graduate Certificate- Fall 2015- New Plan

Karen Jarratt-Snider (Assistant Professor, Department of Applied Indigenous Studies), Michael Lerma (Assistant Professor, Department of Applied Indigenous Studies) and Manley Begay (Professor, Department of Applied Indigenous Studies) described the new 18 credit hour graduate certificate. There has been both undergraduate and graduate interest in this certificate, and they expect to start recruiting as soon as possible. Fellowships and other funding have been secured to support of this program.

A member asked why they do not want to make this a Master’s program, since they already require more credits than a typical graduate certificate. At this point, the students will need a foundation, and the department found that the 18 credit hours would cover the essential pieces for successful learning outcomes. If they are as successful as expected, they will consider expanding to a full Master’s program in the future. Another member asked why no classes were added to cover Health Policy and Education. Currently, they are planning to cover these topics within the classes offered until they are able to expand the curriculum.

A motion was approved for the new plan and courses.

   2. Politics and International Affairs
      a. Public Management; Graduate Certificate- Fall 2015- Major Requirements- Course(s) Added, Unit Change

Stephen Nuño (Associate Professor, Department of Politics and International Affairs) explained that after the seven-year review, it was decided to change the 12 credit hour program to 15 credit hours and update some of the language.
A motion was approved for the plan changes.

F. **Extended Campuses**
   a. **Administration; M. Adm. Health Sciences Emphasis- Fall 2015- Subplan Requirements- Course(s) Added**

Jay Sutliffe (Associate Clinical Professor, Department of Health Sciences), explained that the Health Sciences emphasis of the Master of Administration program currently requires a strict plan of 6 specific classes and one elective, but with the proposed changes, the students will be able to choose 6 out of 9 possible courses offered. This will allow customization for student’s career goals and the rotation of courses.

A motion was approved for the changes to the plan.

III. **Informational Items**
   A. **February 11, 2015 FAST TRACK REPORT**

Item was reviewed with no comment by representatives.

IV. **Discussion Items**

A. **Dissertation Quality Rubric for UGC Representatives**

Dr. Masserini explained that as a result of the Dissertation Ad Hoc Subcommittee meetings, they found that the “Report to the Graduate Dean for Doctoral Dissertation Defense” form no longer matches the policy and specific duties of the UGC Representative. The form has been updated to reflect the role of the UGC Representative and is fillable for easier completion.

The Dissertation Ad Hoc Subcommittee also discussed dissertation writing quality. On the current form, the UGC Representative is asked to rate the quality of the dissertation on a scale of 1 to 5. It was suggested that a more detailed rubric and set of questions would give the Graduate College more valuable information when addressing concerns about writing quality in the dissertations on campus. A new form was created with five specific questions that address writing quality and clarity, and a rating scale of 1 to 7 for each question. This form can be completed before or after the dissertation defense. Anonymity will be guaranteed, and only the Dean and Associate Dean of the Graduate College will review the individual forms.

A member asked if questions 4 and 5 would be judgment beyond the UCG Representative’s discipline. Dr. Masserini explained that the question is asking if the student conveyed originality and impact in their field, not if the UGC representative can assess that, since most UGC representatives are not experts in the dissertation discipline. It is important that the student demonstrate these qualities of scholarly writing in their dissertation.

Dr. Watwood noted that she would like to collect data on the quality of dissertations. This form is just an informal measure asking for information. A member asked if it would be possible to share this data with departments, in case advisors are not meeting standards. Dr. Watwood explained that this is a pilot program, and at this point, it will only be for the Dean and Associate Dean to review. However, they are
open to discussion on this topic if it is successful. A survey based on this new form will also be sent out to faculty across campus to determine what is happening with dissertations. A member voiced concerns about the data not being reliable, since it is only from the UGC Representative’s point of view. Dr. Watwood reassured the Committee that this is just to gather one narrative; it is likely to not be perfect, but currently this information does not exist, and this is the first step in understanding issues, if there are any.

Another member asked if it would be better if there was an editor to give more objective ideas on the quality of the dissertations. Although this idea is well taken, NAU does not currently have to resources to hire an editor at this time.

B. Graduation and Hooding

Dr. Watwood noted that she believes President Cheng is receptive to modifying Commencement. There is current discussion of having Master’s students enter after doctoral students and before the undergraduate students. Changes to the graduate program might not be immediate; however, it is possible.

The meeting was adjourned at 5:08pm.